Chapter 6
Inferential Analysis – Hypotheses Testing

6.1 Introduction

Inferential analysis refers to the testing of hypotheses. It leads to the estimation of population parameters from observed sample values. A statistical hypothesis is presumed to be either true or false. By using inferential analysis, the researcher makes a decision as to whether the hypothesis in question is tenable or needs to be rejected as false.

Researchers have found that the null hypotheses to be a useful tool in testing the significance of differences or relationships. Verifying a null hypothesis provides a stronger test of logic, because it provides a powerful basis for its rejection. In view of this, the researcher has used null hypotheses, which are tested by the use of parametric tests. The following pre-conditions were considered before using the parametric tests:

- The data follows a normal or nearly normal distribution.
- The sample selected is large.
- The sample selected is random.
- The samples have equal or nearly equal variances.
- The data are in ratio or interval scale.

The use of parametric tests is justified since the assumptions are met with. The parametric tests used in this study are Chi-Square tests of significance. The upper percentage points of the Chi-Square distribution for relevant degrees of freedom are given below:

Table 6.1: Upper percentage points of the Chi-Square distribution for relevant degrees of freedom

Degrees of \ Pr Freedom	0.995	0.975	0.025	0.005
2	0.010	0.051	7.378	10.597
4	0.207	0.484	11.143	14.860
6	0.676	1.237	14.449	18.548
8	1.344	2.180	17.535	21.955

It may be noted that a null hypothesis is accepted at the 95 percent level of significance if the calculated Chi Square value is between the Pr. Value of 0.975 and 0.025 and at the 99 percent level of significance if the calculated Chi-Square value is between the Pr. Value of 0.995 and 0.005 for the relevant degrees of freedom, for two sided tests, because the table values are for one-sided tests of significance.

In order to ensure procedural ease and precision, the researcher has formulated a series of null hypotheses. The hypotheses are accepted or rejected on the basis of the obtained evidence being supportive or otherwise. For a systematic treatment, the null hypotheses of the study have been grouped under the following categories.

A. Hypotheses of relationship between independent variable Age and the dependent variables of Level of Occupational Stress, Level of Functional Job stress, Level of Physical Stress Symptoms, Level of Psychological Stress Symptoms, and Level of Social Stress Symptoms, Scores on Job Anxiety Scale, Level of Stress Resistant Cognitive Behavioral Patterns and Level of Copying Strategies Adopted by the respondents.

B. Hypotheses of relationship between independent variable SEX and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

C. Hypotheses of relationship between independent variable Marital Status and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

D. Hypotheses of relationship between independent variable Annual Family Income and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

E. Hypotheses of relationship between independent variable Educational Qualifications and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

F. Hypotheses of relationship between independent variable Level of Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

G. Hypotheses of relationship between independent variable Years in Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

H. Hypotheses of relationship between independent variable Sector of Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

I. Hypotheses of relationship between independent variable District of teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

6.2 Hypotheses of relationship between independent variable Age and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

'A' group of hypotheses state that there is no significant relationship between dependent variables and the age of the respondents. The alternative hypotheses would be that the age makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

Table 6.2 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by age groups

Age (Years)		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
20 – 29	N	164	164	164	164	164	164	164	164
	SD	14.680	4.556	9.378	14.058	6.329	3.237	21.556	23.576
	Med	87.00	19.00	31.00	33.00	13.00	4.00	161.00	164.00
	Mean	87.79	18.69	32.88	38.23	15.02	4.15	164.76	174.79
	Var	215.516	20.758	87.940	197.616	40.056	10.477	464.675	484.695
30 - 39	N	194	194	194	194	194	194	194	194
	SD	15.219	4.767	9.490	12.445	5.386	3.457	20.905	22.908
	Med.	87.00	18.00	29.00	31.00	12.00	3.00	161.00	166.00
	Mean	84.76	17.84	31.07	34.43	13.10	3.67	161.23	169.74
	Var.	231.627	22.720	90.063	154.878	29.012	11.952	437.021	487.032
40 +	N	190	190	190	190	190	190	190	190
	SD	15.233	4.823	7.922	12.073	5.289	2.926	27.377	27.388
	Med.	83.00	18.00	28.00	31.00	11.00	2.00	161.00	168.00
	Mean	81.34	17.53	28.88	33.25	12.68	2.97	160.85	166.87
	Var.	232.059	23.259	62.760	145.764	27.977	8.559	749.506	789.556
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	23.917	25.929
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	161.00	169.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	162.35	171.45
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	572.008	622.017
Chi-Square - Value		4.977	4.969	6.325	3.904	1.995	17.869	11.306	10.319
df		4	4	4	4	4	4	4	4
Asymp. Sig. (2-sided)		0.290	0.291	0.176	0.419	0.737	0.001	0.023	0.022

A-1: There is no significant difference between the age of the teachers and the level of occupational stress experienced by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 87.79, 84.7, 81.34 and 14.680, 15.219, 15.233

respectively. The computed Chi- Square value is 4.977 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 95 percent level of significance.

A-2: There is no significant difference between the age of the teachers and the level of functional job stress experienced by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 18.69, 17.84, 17.53 and 4.556, 4.767, 4.823 respectively. The computed Chi- Square value is 4.969 and the degrees of freedom are 4 .

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

A-3: There is no significant difference between the age of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 32.88, 31.07, 28.88 and 9.378, 9.490, 7.922 respectively. The computed Chi- Square value is 6.325 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

A-4: There is no significant difference between the age of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of psychological stress experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 38.23, 34.43, 33.25 and 14.058, 12.445, 12.073 respectively. The computed Chi- Square value is 3.904 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 95 percent level of significance.

A-5: There is no significant difference between the age of the teachers and the level of social stress syndromes experienced by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 15.02, 13.10, 12.68 and 6.329, 5.386, 5.289 respectively. The computed Chi- Square value is 1.995 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of social stress syndromes experienced by them is accepted at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of social stress syndromes experienced by them is accepted at 95 percent level of significance.

A-6: There is no significant difference between the age of the teachers and their scores on Job Anxiety Scale.

From Table 6.2 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 10.308. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 4.15, 3.67, 2.97 and 3.237, 3.547, 2.926 respectively. The computed Chi- Square value is 17.869 and the degrees of freedom are 4.

At 95% Null Hypothesis is rejected and also at 99% the Null Hypothesis is rejected therefore at 99% Level of Significance Alternative Hypothesis may be accepted.

A-7: There is no significant difference between the age of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are 164.76, 161.23, 160.85 and 21.556, 20.905, 23.377 respectively. The computed Chi- Square value is 11.306 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is accepted at 99 percent level of significance. However at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that age makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is accepted at 95 percent level of significance.

A-8: There is no significant difference between the age of the teachers and the level of copying strategies adopted by them.

From Table 6.2 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 171.45 and the standard deviation is 25.929. The mean and standard deviation of age groups 20 - 29 years, 30-39 years, 40 and above years are174.79, 169.74, 166.87 and 23.576, 22.908, 27.388 respectively. The computed Chi- Square value is 10.319 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that age makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 95 percent level of significance.

Conclusion: There is no difference in the perceived levels of different types of stress and the stress resistant cognitive patterns and copying strategies adopted by teachers of the varying age levels. Hence age of the teachers has no effect on their level of stress.

6.3 Hypotheses of relationship between independent variable Sex and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

Table 6.3 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by Sex.

Sex		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
Male	N	275	275	275	275	275	275	275	275
	SD	15.165	4.476	9.139	12.927	5.935	3.259	20.270	22.097
	Med.	86.00	20.00	29.00	31.00	12.00	3.00	139.00	162.00
	Mean	85.56	19.13	30.92	34.87	13.60	3.93	136.56	163.19
	Var.	229.977	20.037	83.526	167.095	35.226	10.623	410.890	488.258
Female	N	273	273	273	273	273	273	273	273
	SD	15.319	4.730	8.899	13.231	5.659	3.123	19.854	25.633
	Med.	83.00	17.00	29.00	32.00	12.00	2.00	140.00	161.00
	Mean	83.42	16.90	30.79	35.79	13.64	3.19	138.19	161.50
	Var.	234.686	22.373	79.195	175.053	32.024	9.753	394.186	657.030
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	20.063	23.917
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	140.00	161.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	137.37	162.35
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	402.505	572.008
Chi-Square - Value		4.252	28.552	0.588	0.544	0.837	9.237	4.284	0.883
df		2	2	2	2	2	2	2	2
Asymp. Sig. (2-sided)		0.119	0.000	0.745	0.762	0.658	0.010	0.117	0.643

'B' group of hypotheses state that there is no significant relationship between dependent variables and the sex of the respondents. The alternative hypotheses would be that the sex makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

B-1: There is no significant difference between the sex of the teachers and the level of occupational stress experienced by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of males and females are 85.56, 83.42 and 15.165, 15.319 respectively. The computed Chi- Square value is 4.252 and the degrees of freedom are 2

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 95 percent level of significance.

B-2: There is no significant difference between the sex of the teachers and the level of functional job stress experienced by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of males and females are 19.13, 16.90 and 4.476, 4.730 respectively. The computed Chi- Square value is 28.552 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that sex makes a significant difference in the perceived level of functional job Stress experienced by them is accepted at 99 percent level of significance.

B-3: There is no significant difference between the sex of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of males and females are 30.92, 30.79 and 9.139, 8.899 respectively. The computed Chi- Square value is 0.588 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of physical stress syndromes experienced by them is accepted at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

B-4: There is no significant difference between the sex of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of males and females are 34.87, 35.79, and 12.927. 13.231 respectively. The computed Chi- Square value is 0.544 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of psychological stress syndromes experienced by them is accepted at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived

level of psychological stress syndromes experienced by them is accepted at 95 percent level of significance.

B-5: There is no significant difference between the sex of the teachers and the level of social stress syndromes experienced by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of males and females are 13.60, 13.64 and 5.935, 5.659 respectively. The computed Chi- Square value is 0.837 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

B-6: There is no significant difference between the sex of the teachers and their scores on Job Anxiety Scale.

From Table 6.3 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of males and females are 3.93, 3.19 and 3.259, 3.123 respectively. The computed Chi- Square value is 9.237 and the degrees of freedom are 2.

At 95% Level of Significance Null Hypothesis is rejected but at 99% Level of Significance Null Hypothesis is accepted therefore at 95% alternative a Hypothesis is accepted while at 99% alternative Hypothesis is rejected.

B-7: There is no significant difference between the sex of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 37.37 and the standard deviation is 20.063. The mean and standard deviation of male and female, are 136.56, 138.19 and 5.935, 5.659 respectively. The computed Chi- Square value is 4.284 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown experienced by them is accepted at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown experienced by them is rejected at 95 percent level of significance.

B-8: There is no significant difference between the age of the teachers and the level of copying strategies adopted by them.

From Table 6.3 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of males and females are 163.19, 161.50 and 22.097, 25.633 respectively. The computed Chi- Square value is 0.833 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sex makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 95 percent level of significance.

Conclusion: There is no difference in the perceived levels of different types of stress of teachers males and females except in case of functional job stress experienced by them. . Hence sex of the teachers has no effect on their level of stress.

6.4 Hypotheses of relationship between independent variable Marital Status and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

'C' group of hypotheses state that there is no significant relationship between dependent variables and the marital status of the respondents. The alternative hypotheses would be that the marital status makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

Table 6.4 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by Marital Status.

Marital status		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
Married	N	383	383	383	383	383	383	383	383
	SD	14.978	4.743	8.626	12.284	5.443	3.080	25.478	27.413
	Med.	85.00	18.00	29.00	31.00	12.00	3.00	160.00	166.00
	Mean	83.39	17.93	30.15	33.89	13.06	3.22	160.61	165.68
	Var.	224.339	22.498	74.408	150.899	29.622	9.489	649.117	751.473
Unmar.	N	165	165	165	165	165	165	165	165
	SD	15.664	4.719	9.679	14.237	6.364	3.373	19.301	21.313
	Med.	88.00	19.00	31.00	33.00	13.00	4.00	164.00	168.00
	Mean	87.05	18.24	32.50	38.67	14.93	4.36	166.38	174.32
	Var.	245.351	22.267	93.691	202.699	40.502	11.377	372.541	454.244
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	23.917	25.836
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	161.00	165.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	162.35	162.98
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	572.008	667.499
Chi-Square - Value		10.961	1.110	6.987	7.722	5.920	18.217	11.372	3.740
df		2	2	2	2	2	2	2	2
Asymp. Sig. (2-sided)		0.004	0.574	0.030	0.021	0.052	0.000	0.003	0.154

C-1: There is no significant difference between the marital status of the teachers and the level of occupational stress experienced by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of married and unmarried teachers are 83.39, 87.05 and 14.978, 15.664 respectively. The computed Chi- Square value is 10.961 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 99 percent level of significance.

C-2: There is no significant difference between the marital status of the teachers and the level of functional job stress experienced by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of married and unmarried teachers are 17.93, 18.24 and 4.743, 4.719 respectively. The computed Chi- Square value is1.110 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

C-3: There is no significant difference between the marital status of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of married and unmarried teachers are30.15, 32.50 and 8.626, 9.679 respectively. The computed Chi-Square value is 6.987 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

C-4: There is no significant difference between the marital status of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of married and unmarried teachers are 33.89, 38.67, and 12.284, 14.237 respectively. The computed Chi- Square value is 7.722 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of psychological stress syndromes experienced by them is accepted at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of psychological stress syndromes experienced by them is accepted at 95 percent level of significance.

C-5: There is no significant difference between the marital status of the teachers and

the level of social stress syndromes experienced by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of married and unmarried teachers are 13.06, 14.93, and 5.443, 6.364 respectively. The computed Chi- Square value is 5.920 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

C-6: There is no significant difference between the marital status of the teachers and their scores on Job Anxiety Scale.

From Table 6.4 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of married and unmarried teachers are 3.22, 4.36 and 3.080, 3.373 respectively. The computed Chi- Square value is 18.217 and the degrees of freedom are 2.

At 95% and 99% Null Hypothesis is rejected therefore alternative hypothesis is accepted at both the levels of significance.

C-7: There is no significant difference between the marital status of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of married and unmarried teachers are, 160.61, 166.38 and 25.478, 19.301 respectively. The computed Chi- Square value is 11.373 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is accepted at 99 percent level of significance.

C-8: There is no significant difference between the marital status of the teachers and the level of copying strategies adopted by them.

From Table 6.4 it can be observed that the mean of the total respondents with respect to the level copying strategies adopted by them is 162.98 and the standard deviation is 25.836. The mean and standard deviation of married and unmarried teachers are, 165.68, 174.32 and 27.413, 21.313 respectively. The computed Chi- Square value is 3.740 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that marital status makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 95 percent level of significance.

Conclusion: There is no difference in the perceived levels of stress levels of married and unmarried teachers.

6.5 Hypotheses of relationship between independent variable Annual Family Income and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

'D' group of hypotheses state that there is no significant relationship between dependent variables and the annual family income of the respondents. The alternative hypotheses would be that the annual family income makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

Table 6.5 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by Annual Family Income.

Annual family income		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
50000-75000	N	144	144	144	144	144	144	144	144
	SD	12.795	5.026	8.069	10.951	4.993	3.042	27.286	29.288
	Med.	82.50	17.00	28.00	31.00	12.00	3.00	158.00	162.00
	Mean	82.50	17.47	29.13	32.52	12.80	3.33	162.08	166.24
	Var.	163.706	25.258	65.103	119.916	24.931	9.256	744.510	764.893
75000-100000	N	116	116	116	116	116	116	116	116
	SD	13.609	4.593	9.466	12.370	5.723	3.541	21.099	24.379
	Med.	86.50	18.00	31.00	33.00	13.00	3.00	159.00	164.00
	Mean	85.72	17.91	32.89	36.01	13.94	3.78	158.94	166.73
	Var.	185.197	21.095	89.613	153.017	32.753	12.536	445.153	478.263
100000-125000	N	108	108	108	108	108	108	108	108
	SD	16.184	4.972	10.135	14.211	6.336	3.660	25.116	28.222
	Med.	89.00	19.50	31.00	34.00	13.50	3.00	160.00	168.00
	Mean	86.99	18.86	32.84	38.28	14.99	4.01	162.44	173.67
	Var.	261.934	24.719	102.713	201.960	40.140	13.392	630.829	673.246
125000-150000	N	76	76	76	76	76	76	76	76
	SD	17.179	4.547	6.685	15.563	6.467	2.718	25.158	27.267
	Med.	86.50	19.50	31.00	33.00	13.00	3.00	176.00	176.00
	Mean	86.80	18.43	30.70	38.78	14.96	3.61	168.07	177.29
	Var.	295.121	20.676	44.694	242.203	41.825	7.389	632.942	666.345
150000-200000	N	104	104	104	104	104	104	104	104
	SD	17.044	4.273	9.238	12.204	5.291	2.846	18.803	19.764
	Med.	82.50	18.00	27.00	30.00	10.00	3.00	162.00	167.00
	Mean	81.62	17.76	29.04	32.88	12.02	3.16	162.24	166.543
	Var	290.491	18.262	85.338	148.926	28.000	8.099	353.563	371.128
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	23.917	24.267
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	161.00	164.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	162.35	165.48
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	572.008	588.978
Chi-Square - Value		20.499	15.257	22.570	17.897	21.168	20.053	22.412	24.321
df		8	8	8	8	8	8	8	8
Asymp. Sig. (2-sided)		0.009	0.054	0.004	0.022	0.007	0.010	0.004	0.005

D-1: There is no significant difference between the annual family income of the teachers and the level of occupational stress experienced by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of 5 annual family income groups are 82.50, 85.72, 86.99, 86.80, 81.62 and 12.795, 13.609, 16.184, 17.179, 17.044 respectively. The computed Chi- Square value is 20.499 and the degrees of freedom are 8 .

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 95 percent level of significance.

D-2: There is no significant difference between the annual family income of the teachers and the level of functional job stress experienced by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of annual family income groups are17.47, 17.91, 18.86, 18.43, 17.76 and 5.026, 4.593, 4.972, 4.547, 4.273 respectively. The computed Chi- Square value is 15.257 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is

accepted. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

D-3: There is no significant difference between the annual family income of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of annual family income groups are 29.13, 32.89, 32.84, 30.70, 29.04 and 8.069, 9.466, 10.135, 6.685, 9.238 respectively. The computed Chi- Square value is 22.570 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of physical stress syndromes experienced by them is accepted at 99 percent level of significance.

D-4: There is no significant difference between the annual family income of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of 5 annual family income groups are 32.52, 36.01, 38.28, 38.78, 32.88, and 10.951, 12.370, 14.211, 15.563, 12.204 respectively. The computed Chi- Square value is 17.897 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at

99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of psychological stress syndromes experienced by them is accepted at 95 percent level of significance.

D-5: There is no significant difference between the annual family income of the teachers and the level of social stress syndromes experienced by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is13.62and the standard deviation is 5.794. The mean and standard deviation of annual family income groups are 12.80, 13.94, 14.99, 14.96, 12.02, and 4.993, 5.723, 6.336, 6.467, 5.291 respectively. The computed Chi- Square value is 21.168 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of social stress syndromes experienced by them is accepted at 95 percent level of significance.

D-6: There is no significant difference between the annual family income of the teachers and their scores on Job Anxiety Scale.

From Table 6.5 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of the 5 income groups are 3.33, 3.78, 4.01, 3.61, 3.15 and 3.042, 3.541, 3.660, 2.718, 2.846 respectively. The computed Chi- Square value is 20.053 and the degrees of freedom are 8.

At 95% Level of Significance Null Hypothesis is rejected but at 99% Level of Significance Null Hypothesis is accepted therefore at 95% alternative a Hypothesis is accepted while at 99% alternative Hypothesis is rejected.

D-7: There is no significant difference between the annual family income of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 24.267. The mean and standard deviation of 5 annual family income groups are 162.08, 158.94, 162.44, 168.07, 162.24, and 27.286, 21.099, 25.116, 25.158, 18.803 respectively. The computed Chi- Square value is 22.412 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown experienced by them is accepted at 99 percent level of significance.

D-8: There is no significant difference between the annual family income of the teachers and the level of copying strategies adopted by them.

From Table 6.5 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 65.48 and the standard deviation is 24.267. The mean and standard deviation of annual family income groups are 166.24, 166.73, 173.67, 177.29, 166.543, and 29.288, 24.379, 28.222, 27.267, 19.764 respectively. The computed Chi- Square value is 24.321 and the degrees of freedom are 8.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that annual family income makes a significant difference in the perceived level of copying strategies adopted by them is accepted at 99 percent level of significance.

Conclusion: Hence, annual family income level makes a significant difference to the levels of stress experienced by the teachers and the stress resistant behavioral patterns exhibited by them and the copying strategies adopted by them.

6.6 Hypotheses of relationship between independent variable Educational Qualifications and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

Table 6.6 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by Educational Qualifications.

Ed. Qual.		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
Xth	N	34	34	34	34	34	34	34	34
	SD	16.631	5.126	8.786	12.820	5.665	2.642	25.832	26.123
	Med.	82.00	17.00	29.00	31.00	11.00	2.00	161.00	163.00
	Mean	82.61	17.43	29.97	34.31	12.95	2.99	160.46	163.58
	Var.	276.605	26.280	77.186	164.348	32.088	6.983	667.308	688.479
XIIth	N	122	122	122	122	122	122	122	122
	SD	12.587	4.451	7.104	11.119	4.851	2.636	24.991	25.883
	Med.	82.00	18.00	27.00	32.00	13.00	3.00	163.00	168.00
	Mean	82.32	17.84	28.32	33.56	13.81	3.41	166.49	169.54
	Var.	158.437	19.812	50.464	123.628	23.532	6.948	624.551	632.113
Grad.	N	241	241	241	241	241	241	241	241
	SD	15.314	3.797	7.842	15.430	6.824	3.198	20.838	21.113
	Med.	89.00	19.00	31.00	33.00	12.00	5.00	167.00	169.00
	Mean	89.25	18.34	30.89	38.98	14.79	4.57	168.14	167.37
	Var.	234.505	14.417	61.492	238.084	46.567	10.226	434.224	448.889
Post Grad.	N	151	151	151	151	151	151	151	151
	SD	10.367	4.079	10.546	11.995	5.504	4.658	17.341	18.761
	Med	89.00	20.00	37.00	33.00	13.00	3.00	157.00	159.00
	Mean	87.40	19.82	35.97	36.21	14.41	4.49	158.68	162.543
	Var	107.476	16.640	111.220	143.887	30.292	21.695	300.709	317.824
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	23.917	24.835
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	161.00	163.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	162.35	164.742
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	572.008	616.777
Chi-Square - Value		20.531	5.862	2.096	9.465	1.128	3.856	14.004	15.113
df		6	6	6	6	6	6	6	6
Asymp. Sig. (2-sided)		0.002	0.439	0.911	0.149	0.980	0.696	0.030	0.032

'E' group of hypotheses state that there is no significant relationship between dependent variables and the educational qualifications of the respondents. The alternative hypotheses would be that the educational qualifications makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

E-1: There is no significant difference between the educational qualifications of the teachers and the level of occupational stress experienced by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of educational qualifications groups are 82.61, 82.32, 89.25, 87.40 and 16.631, 12.587, 15.314, 10.367 respectively. The computed Chi- Square value is 20.531 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 99 percent level of significance.

E-2: There is no significant difference between the educational qualifications of the teachers and the level of functional job stress experienced by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of educational qualifications groups are 17.43, 17.84, 18.34, 4.079 and 5.126, 4.451, 3.797, 19.82 respectively. The computed Chi- Square value is 5.862 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications make a significant difference in the perceived level of functional job experienced by them is rejected at 95 percent level of significance.

E-3: There is no significant difference between the educational qualifications of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of educational qualifications groups are 29.97, 28.32, 30.89, 35.97, and 8.786, 7.104, 7.842, 10.546 respectively. The computed Chi- Square value is 2.096 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

E-4: There is no significant difference between the educational qualifications of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the

standard deviation is 13.075. The mean and standard deviation of educational qualifications groups are 34.31, 33.56, 38.98, 36.21 and 12.820, 11.119, 15.430, 11.995 respectively. The computed Chi- Square value is 9.465 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 95 percent level of significance.

E-5: There is no significant difference between the educational qualifications of the teachers and the level of social stress syndromes experienced by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of educational qualifications groups are 12.95, 13.81, 14.79, 14.41 and 5.665, 4.851, 6.824, 5.504 respectively. The computed Chi- Square value is 1.128 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

E-6: There is no significant difference between the educational qualifications of the teachers and their scores on Job Anxiety Scale.

From Table 6.6 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of four groups of educational qualifications are 2.99, 3.41, 4.57, 4.49 and 2.642, 2.636, 3.198, 4.658 respectively. The computed Chi- Square value is 3.856 and the degrees of freedom are 6.

Therefore the Null Hypothesis is accepted at both 95% and 99% Level of Significance hence the alternative Hypothesis is rejected at both the levels of significance.

E-7: There is no significant difference between the educational qualifications of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of educational qualifications groups are 160.46, 166.49, 168.14, 158.68 and 25.834, 24.991, 20.838, 17.341 respectively. The computed Chi- Square value is 14.004 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications makes a significant difference in the perceived level of stress resistant

cognitive behavioral patterns shown by them is rejected at 95 percent level of significance.

E-8: There is no significant difference between the educational qualifications of the teachers and the level of copying strategies adopted by them.

From Table 6.6 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 164.742 and the standard deviation is 24.835. The mean and standard deviation of educational qualifications groups are 163.58, 169.54, 167.37, 162.543and 26.123, 25.883, 21.113, 18.761 respectively. The computed Chi- Square value is 15.113 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that educational qualifications make a significant difference in the perceived level of copying strategies adopted by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that educational qualifications make a significant difference in the perceived level of copying strategies adopted by them is accepted at 95 percent level of significance.

Conclusion: Hence, varying educational qualifications levels make a significant difference in the levels of stress experienced and the stress resistant cognitive behavior patterns shown and the copying strategies adopted in many cases.

6.7 Hypotheses of relationship between independent variable Level of Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

Table 6.7 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by Level of Teaching.

Level of Teaching		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
Prim.	N	156	156	156	156	156	156	156	156
	SD	12.659	4.940	8.902	10.923	4.891	3.530	27.413	27.568
	Med.	85.00	17.00	30.00	31.00	12.00	3.00	166.00	157.00
	Mean	82.99	17.19	31.15	32.84	12.83	3.65	165.68	158.36
	Var.	160.258	24.401	79.241	119.323	23.925	12.462	669.129	759.895
Second.	N	392	392	392	392	392	392	392	392
	SD	16.162	4.614	9.065	13.727	6.093	3.078	21.313	22.144
	Med.	85.00	19.00	29.00	32.00	12.00	3.00	168.00	162.00
	Mean	85.09	18.35	30.74	36.32	13.94	3.53	174.32	163.96
	Var.	261.226	21.288	82.169	188.417	37.124	9.477	378.527	490.228
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	5.794	3.211	25.836	23.914
	Med.	85.00	18.00	29.00	32.00	12.00	3.00	165.00	161.00
	Mean	84.49	18.02	30.86	35.33	13.62	3.57	162.98	162.31
	Var.	233.044	22.407	81.224	170.963	33.570	10.308	594.019	572.003
Chi-Square - Value		9.296	5.131	1.806	1.548	1.116	3.731	17.510	13.740
df		2	2	2	2	2	2	2	2
Asymp. Sig. (2-sided)		0.010	0.077	0.405	0.461	0.572	0.683	0.000	0.154

'F' group of hypotheses state that there is no significant relationship between dependent variables and the level of teaching of the respondents. The alternative hypotheses would be that the level of teaching makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

F-1: There is no significant difference between the level of teaching of the teachers and the level of occupational stress experienced by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of level of teaching groups are 82.99, 85.09, and 12.659, 16.162 respectively. The computed Chi- Square value is 9.296 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 95 percent level of significance.

F-2: There is no significant difference between the level of teaching of the teachers and the level of functional job stress experienced by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of level of teaching groups are 17.19, 18.35, and 4.940, 4.614 respectively. The computed Chi- Square value is 5.131 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

F-3: There is no significant difference between the level of teaching of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of level of teaching groups are 31.15, 30.74, and 8.902, 9.065 respectively. The computed Chi- Square value is 1.806 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

F-4: There is no significant difference between the level of teaching of the teachers and the level of psychological stress syndromes experienced by them.
From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of level of teaching groups are 32.84, 36.32, and 10.923, 13.727 respectively. The computed Chi- Square value is 1.548 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 95 percent level of significance.

F-5: There is no significant difference between the level of teaching of the teachers and the level of social stress syndromes experienced by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of level of teaching groups are 12.83, 13.94, and 4.891, 6.093 respectively. The computed Chi- Square value is 1.116 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

F-6: There is no significant difference between the level of teaching of the teachers and their scores on Job Anxiety Scale.

From Table 6.7 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of primary and secondary teachers are 3.65, 3.53 and 3.530, 3.078 respectively. The computed Chi- Square value is 3.731 and the degrees of freedom are 2.

At 95% as well as at 99% Null Hypothesis is accepted and therefore alternative Hypothesis is rejected at both levels of significance.

F-7: There is no significant difference between the level of teaching of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns experienced by them is 162.98 and the standard deviation is 25.836. The mean and standard deviation of level of teaching groups are 165.68, 174.32, and 27.413, 21.313 respectively. The computed Chi- Square value is 17.510 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is accepted at 99 percent level of significance.

F-8: There is no significant difference between the level of teaching of the teachers and the level of copying strategies adopted by them.

From Table 6.7 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 162.31 and the standard deviation is 23.914. The mean and standard deviation of level of teaching groups are 158.36, 163.96, and 27.568, 22.144 respectively. The computed Chi- Square value is 13.740 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that level of teaching makes a significant difference in the perceived level of copying strategies adopted by them is accepted at 99 percent level of significance.

Conclusion: Hence teaching levels do make a significant difference in the levels of different types of stress experienced by teachers and the stress resistant cognitive behavioral patterns and copying strategies adopted by them.

6.8 Hypotheses of relationship between independent variable Years in Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

Table 6.8 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by total number of years in teaching.

Years in teaching		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
< 5	N	197	197	197	197	197	197	197	197
	SD	14.680	4.556	9.378	14.058	3.237	3.237	23.576	21.554
	Med.	87.00	19.00	31.00	33.00	4.00	4.00	164.00	161.00
	Mean	87.79	18.69	32.88	38.23	4.15	4.15	174.79	164.76
	Var.	215.516	20.758	87.940	197.616	10.477	10.477	484.695	464.674
6-10	N	134	134	134	134	134	134	134	134
	SD	15.219	4.767	9.490	12.445	3.457	3.457	22.908	20.901
	Med.	87.00	18.00	29.00	31.00	3.00	3.00	166.00	161.00
	Mean	84.76	17.84	31.07	34.43	3.67	3.67	169.74	161.26
	Var.	231.627	22.720	90.063	154.878	11.952	11.952	487.032	437.028
> 10	N	217	217	217	217	217	217	217	217
	SD	15.233	4.823	7.922	12.073	2.926	2.926	27.388	27.372
	Med.	83.00	18.00	28.00	31.00	2.00	2.00	168.00	161.00
	Mean	81.34	17.53	28.88	33.25	2.97	2.97	166.87	160.88
	Var.	232.059	23.259	62.760	145.764	8.559	8.559	789.556	749.504
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	3.211	3.211	25.929	23.913
	Med.	85.00	18.00	29.00	32.00	3.00	3.00	169.00	161.00
	Mean	84.49	18.02	30.86	35.33	3.57	3.57	171.45	162.38
	Var.	233.044	22.407	81.224	170.963	10.308	10.308	622.017	572.001
Chi-Square - Value		18.315	5.411	16.876	12.280	13.142	16.372	20.265	10.319
df		4	4	4	4	4	4	4	4
Asymp. Sig. (2-sided)		0.001	0.248	0.002	0.015	0.011	0.003	0.013	0.022

'G' group of hypotheses state that there is no significant relationship between dependent variables and the years of teaching experience of the respondents. The alternative hypotheses would be that the years of teaching experience makes a significant difference with respect to the teachers' perceived level of different types of

stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

G-1: There is no significant difference between the years of teaching experience of the teachers and the level of occupational stress experienced by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of years of teaching experience groups are 87.79, 84.76, 81.34 and 14.680, 15.219, 15.233 respectively. The computed Chi- Square value is 18.315 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 99 percent level of significance.

G-2: There is no significant difference between the years of teaching experience of the teachers and the level of functional job stress experienced by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is18.02 and the standard deviation is 4.734. The mean and standard deviation of years of teaching experience groups are 18.69, 17.84, 17.53, and 4.556, 4.767, 4.823 respectively. The computed Chi- Square value is 5.411 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

G-3: There is no significant difference between the years of teaching experience of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of years of teaching experience groups are 32.88, 31.07, 28.88 and 9.378, 9.490, 7.922 respectively. The computed Chi- Square value is 16.876 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that the years of teaching experience makes a significant difference in the perceived level of physical stress syndromes experienced by them is accepted at 99 percent level of significance.

G-4: There is no significant difference between the years of teaching experience of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of years of teaching experience groups, are 38.23, 34.43, 33.25 and 14.058, 12.445 12.073 respectively. The computed Chi- Square value is 12.280 and the degrees of freedom are 4 .

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that the years of teaching experience makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of psychological stress syndromes experienced by them is accepted at 95 percent level of significance.

G-5: There is no significant difference between the years of teaching experience of the teachers and the level of social stress syndromes experienced by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is13.62 and the standard deviation is 5.794. The mean and standard deviation of years of teaching experience groups are 15.02, 13.10, 12.68 and 6.329, 5.386, 5.289 respectively. The computed Chi- Square value is 13.142 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. But at 95 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of social stress syndromes experienced by them is accepted at 95 percent level of significance.

G-6: There is no significant difference between the number of years in teaching of the teachers and their scores on Job Anxiety Scale.

From Table 6.8 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of three categories of teachers with different years of teaching experience are 4.15, 3.67, 2.97 and 3.237, 3.457, 2.926 respectively. The computed Chi- Square value is 16.372 and the degrees of freedom are 4.

At 95% and 99% the Null Hypothesis is rejected and hence the alternative Hypothesis may be accepted at both the levels of significance.

G-7: There is no significant difference between the years of teaching experience of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 171.45 and the standard deviation is 25.929. The mean and standard deviation of years of teaching experience groups are 174.79, 169.74, 166.87 and 23.576, 22.908, 27.388 respectively. The computed Chi- Square value is 20.265 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown by them is accepted at 99 percent level of significance.

G-8: There is no significant difference between the years of teaching experience of the teachers and the level of copying strategies adopted by them.

From Table 6.8 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 162.38 and the standard deviation is 23.913. The mean and standard deviation of years of teaching experience groups are 164.76, 161.26, 160.88 and 21.554, 20.901, 27.372 respectively. The computed Chi- Square value is 10.319 and the degrees of freedom are 4.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that years of teaching experience makes a significant difference in the perceived level of copying strategies adopted by them is rejected at 95 percent level of significance.

Conclusion: Hence years of teaching experience do make a significant difference in the levels of different types of stress experienced by teachers and the stress resistant

cognitive behavioral patterns and copying strategies adopted by them.

6.9 Hypotheses of relationship between independent variable Sector of Teaching and the dependent variables of LOS, FJS, PSS, JAS, PSYSS, SSS, SRCBP and CS.

Table 6.9 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, JAS, SRCBP and CS by Sector of Teaching.

Sector		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
Govt.	N	351	351	351	351	351	351	275	351
	SD	14.543	4.614	8.406	13.191	3.320	3.320	22.097	25.246
	Med.	85.00	19.00	30.00	32.00	3.00	3.00	162.00	160.00
	Mean	84.30	18.17	31.11	35.35	3.55	3.55	163.19	161.81
	Var.	211.507	21.289	70.663	174.012	11.020	11.020	488.258	637.368
Priv.	N	197	197	197	197	197	197	273	197
	SD	16.508	4.941	10.009	12.899	3.015	3.015	25.633	21.373
	Med	85.00	18.00	28.00	32.00	3.00	3.00	161.00	162.00
	Mean	84.84	17.77	30.41	35.28	3.60	3.60	161.50	163.30
	Var.	272.501	24.415	100.181	166.388	9.088	9.088	657.030	456.792
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	3.211	3.211	23.917	24.912
	Med	85.00	18.00	29.00	32.00	3.00	3.00	161.00	163.00
	Mean	84.49	18.02	30.86	35.33	3.57	3.57	162.35	164.45
	Var.	233.044	22.407	81.224	170.963	10.308	10.308	572.008	620.608
Chi-Square - Value		2.220	0.519	1.757	1.846	2.304	6.411	0.968	0.883
df		2	2	2	2	2	2	2	2
Asymp. Sig. (2-sided)		0.330	0.772	0.415	0.397	0.316	0.041	0.616	0.643

'H' group of hypotheses state that there is no significant relationship between dependent variables and the sector of teaching of the respondents. The alternative hypotheses would be that the sector of teaching makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

H-1: There is no significant difference between the sector of teaching of the teachers and the level of occupational stress experienced by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of sector of teaching groups are 84.30, 84.84, and 14.543, 16.508 respectively. The computed Chi- Square value is 2.220 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of occupational Stress experienced by them is rejected at 95 percent level of significance.

H-2: There is no significant difference between the sector of teaching of the teachers and the level of functional job stress experienced by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of sector of teaching groups are 18.17, 17.77 and 4.614, 4.941 respectively. The computed Chi- Square value is 0.519 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

H-3: There is no significant difference between the sector of teaching of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of sector of teaching groups are 31.11, 30.41, and 8.406, 10.009 respectively. The computed Chi- Square value is 1.757 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of physical stress syndromes experienced by them is rejected at 95 percent level of significance.

H-4: There is no significant difference between the sector of teaching of the teachers and the level of psychological stress syndromes experienced by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of sector of teaching groups are 35.35, 35.28, and 13.191, 12.899 respectively. The computed Chi- Square value is 1.846 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 95 percent level of significance.

H-5: There is no significant difference between the sector of teaching of the teachers and the level of social stress syndromes experienced by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of sector of teaching groups are 13.67, 13.54, and 5.766, 5.857 respectively. The computed Chi- Square value is 2.304 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

H-6: There is no significant difference between the sector of teaching of the teachers and their scores on Job Anxiety Scale.

From Table 6.9 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 3.57 and the standard deviation is 3.211. The mean and standard deviation of government and private school teachers are 3.60, 3.55 and 3.320, 3.015 respectively. The computed Chi- Square value is 6.411 and the degrees of freedom are 2.

At both the levels i.e 95% and 99% the Null Hypothesis is accepted and therefore at these two levels the alternative Hypothesis is rejected.

H-7: There is no significant difference between the sector of teaching of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of sector of teaching groups are 163.19, 161.50, and 22.097, 25.633 respectively. The computed Chi- Square value is 0.968 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns shown experienced by them is rejected at 95 percent level of significance.

H-8: There is no significant difference between the sector of teaching of the teachers and the level of copying strategies adopted by them.

From Table 6.9 it can be observed that the mean of the total respondents with respect to the level of copying strategies adopted by them is 164.45 and the standard deviation is 24.912. The mean and standard deviation of sector of teaching groups are 161.81, 163.30, and 25.246, 21.373 respectively. The computed Chi- Square value is 0.883 and the degrees of freedom are 2.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of copying strategies adopted experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that sector of teaching makes a significant difference in the perceived level of copying strategies adopted experienced by them is rejected at 95 percent level of significance.

Conclusion: There is no difference in the perceived levels of different types of stress, the stress resistant cognitive behavioral patterns shown and the copying strategies adopted by teachers from the varying sector of teaching. Hence sector of teaching of the teachers has no effect on their level of stress.

6.10 Hypotheses of relationship between independent variable District of Teaching and the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS.

'I' group of hypotheses state that there is no significant relationship between dependent variables and the district of teaching of the respondents. The alternative hypotheses would be that the district of teaching makes a significant difference with respect to the teachers' perceived level of different types of stress, the symptoms shown and how they manage to resist and cope. More specifically, the null hypotheses of this group are formed as below:

I-1: There is no significant difference between the district of teaching of the teachers and the level of occupational stress experienced by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of occupational stress experienced by them is 84.49 and the standard deviation is 15.266. The mean and standard deviation of district of teaching groups are 82.61, 82.32, 89.25, 87.40 and 16.631, 12.587, 15.314, 10.367 respectively. The computed Chi- Square value is 20.544 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of occupational Stress experienced by them is accepted at 99 percent level of significance.

Table 6.10 Number of respondents, Standard Deviation, Median, Mean and Variances of the dependent variables of LOS, FJS, PSS, PSYSS, SSS, JAS, SRCBP and CS by district of teaching.

District		LOS	FJS	PHY	PSY	SOC	JAS	SRCBP	CS
East	N	290	290	290	290	290	290	290	290
	SD	16.631	5.126	8.786	12.820	2.642	5.665	25.832	26.834
	Med.	82.00	17.00	29.00	31.00	2.00	11.00	161.00	162.00
	Mean	82.61	17.43	29.97	34.31	2.99	12.95	160.46	161.56
	Var.	276.605	26.280	77.186	164.348	6.983	32.088	667.308	720.064
West	N	75	75	75	75	75	75	75	75
	SD	12.587	4.451	7.104	11.119	2.636	4.851	24.991	25.992
	Med.	82.00	18.00	27.00	32.00	3.00	13.00	163.00	164.00
	Mean	82.32	17.84	28.32	33.56	3.41	13.81	166.49	168.47
	Var.	158.437	19.812	50.464	123.628	6.948	23.532	624.551	675.584
South	N	96	96	96	96	96	96	96	96
	SD	15.314	3.797	7.842	15.430	3.198	6.824	20.838	21.832
	Med.	89.00	19.00	31.00	33.00	5.00	12.00	167.00	168.00
	Mean	89.25	18.34	30.89	38.98	4.57	14.79	168.14	169.23
	Var.	234.505	14.417	61.492	238.084	10.226	46.567	434.224	476.636
North	N	87	87	87	87	87	87	87	87
	SD	10.367	4.079	10.546	11.995	4.658	5.504	17.341	18.343
	Med.	89.00	20.00	37.00	33.00	3.00	13.00	157.00	159.00
	Mean	87.40	19.82	35.97	36.21	4.49	14.41	158.68	160.61
	Var.	107.476	16.640	111.220	143.887	21.695	30.292	300.709	336.466
Total	N	548	548	548	548	548	548	548	548
	SD	15.266	4.734	9.012	13.075	3.211	5.794	23.917	24.916
	Med.	85.00	18.00	29.00	32.00	3.00	12.00	161.00	162.00
	Mean	84.49	18.02	30.86	35.33	3.57	13.62	162.35	163.47
	Var.	233.044	22.407	81.224	170.963	10.308	33.570	572.008	620.807
Chi-Square - Value		20.544	9.493	27.505	4.601	10.729	34.961	38.977	42.117
df		6	6	6	6	6	6	6	6
Asymp. Sig. (2-sided)		0.002	0.148	0.000	0.596	0.097	0.000	0.000	0.000

I-2: *There is no significant difference between the district of teaching of the teachers* and the level of functional job stress experienced by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of functional job stress experienced by them is 18.02 and the standard deviation is 4.734. The mean and standard deviation of district of teaching groups are 17.43, 17.84, 18.34, 19.82, and 5.126, 4.451, 3.797, 4.079 respectively. The

computed Chi- Square value is 9.493 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of functional job Stress experienced by them is rejected at 95 percent level of significance.

I-3: There is no significant difference between the district of teaching of the teachers and the level of physical stress syndromes experienced by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of physical stress syndromes experienced by them is 30.86 and the standard deviation is 9.012. The mean and standard deviation of district of teaching groups are 29.97, 28.32, 30.89, 35.97 and 8.786, 7.104, 7.842, 10.546 respectively. The computed Chi- Square value is 27.505 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of physical stress syndromes experienced by them is accepted at 99 percent level of significance.

I-4: There is no significant difference between the district of teaching of the teachers and the level of psychological stress syndromes experienced by them.
From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of psychological stress syndromes experienced by them is 35.33 and the standard deviation is 13.075. The mean and standard deviation of district of teaching groups are 34.31, 33.56, 38.98, 36.21 & 12.820, 11.119, 15.430, 11.995 respectively. The computed Chi- Square value is 4.601 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of psychological stress syndromes experienced by them is rejected at 95 percent level of significance.

I-5: There is no significant difference between the district of teaching of the teachers and the level of social stress syndromes experienced by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of social stress syndromes experienced by them is 13.62 and the standard deviation is 5.794. The mean and standard deviation of district of teaching groups are 12.95, 13.81, 14.79, 14.41 and 5.665, 4.851, 6.824, 5.504 respectively. The computed Chi- Square value is 10.729 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 99 percent level of significance. Even at 95 percent level of significance the null hypothesis is accepted. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of social stress syndromes experienced by them is rejected at 95 percent level of significance.

I-6: There is no significant difference between the district of teaching of the teachers and their scores on Job Anxiety Scale.

From Table 6.10 it can be observed that the mean of the total respondents with respect to scores on Job Anxiety Scale is 13.62 and the standard deviation is 5.794. The mean and standard deviation of the teachers from the four districts are 12.95, 13.81, 14.79, 14.41 and 5.665, 4.851, 6.824, 5.504 respectively. The computed Chi- Square value is 34.961 and the degrees of freedom are 6.

At both the levels of significance i.e 95% and 99% the Null Hypothesis is rejected therefore the alternative Hypothesis may be accepted.

I-7: There is no significant difference between the district of teaching of the teachers and the level of stress resistant cognitive behavioral patterns shown by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the level of stress resistant cognitive behavioral patterns shown by them is 162.35 and the standard deviation is 23.917. The mean and standard deviation of district of teaching groups are 160.46, 166.49, 168.14, 158.68 and 25.832, 24.991, 20.838, 17.341 respectively. The computed Chi- Square value is 38.977 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of stress resistant cognitive behavioral patterns experienced by them is accepted at 99 percent level of significance.

I-8: There is no significant difference between the district of teaching of the teachers and the level of copying strategies adopted by them.

From Table 6.10 it can be observed that the mean of the total respondents with respect to the copying strategies adopted by them is 163.47 and the standard deviation is 24.916. The mean and standard deviation of district of teaching groups are 161.56, 168.47, 169.23, 160.61 and 26.834, 25.992, 21.832, 18.343 respectively. The computed Chi- Square value is 42.117 and the degrees of freedom are 6.

Hence at 99 percent level of significance the null hypothesis is rejected. Hence alternative hypothesis that district of teaching makes a significant difference in the perceived level of copying strategies adopted by them is accepted at 99 percent level of significance.

Conclusion: There is significant difference in the perceived levels of different types of stress, the stress resistant cognitive behavioral patterns shown and the copying strategies adopted by teachers from the varying sector of teaching. Hence district of teaching of the teachers is an important variable.

6.11 Concluding Remarks

There is no difference in the perceived levels of different types of stress and the stress resistant cognitive behavioral patterns and copying strategies adopted by teachers of the varying age levels. Hence age of the teachers has no effect on their level of stress. There is also no difference in the perceived levels of stress among male and female teachers except in case of functional job stress experienced by them. Hence sex of the teachers has no effect on their level of stress. There is also no difference in the perceived levels of stress among married and unmarried teachers. However, annual family income level makes a significant difference to the levels of stress experienced by them.

Educational qualifications make a significant difference in the levels of stress experienced, the stress resistant cognitive behavior patterns shown and the copying strategies adopted in many cases. Teaching levels – primary or secondary - do make a significant difference in the levels of stress experienced by teachers. Years of teaching experience also makes a significant difference in the levels of stress experienced by teachers.

There is no difference in the perceived levels of different types of stress, the stress resistant cognitive behavioral patterns shown and the copying strategies adopted by teachers from the varying sector of teaching. Hence sector of teaching of the teachers has no effect on their level of stress. But there is a significant difference in the perceived levels of stress among the teachers from the different districts. Hence district of teaching of the teachers is an important variable contributing to their stress.