

**A CROSS-CULTURAL STUDY ON OCCUPATIONAL STRESS,
DEPRESSION AND PSYCHOLOGICAL WELLBEING AMONG
SCHOOL TEACHERS OF SIKKIM**

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ABBREVIATIONS

1. i.e.	-	That is
2. e.g.	-	Example
3. RTE	-	Right to Education
4. CCA	-	Continuous compressive Assessment
5. WHO	-	World Health Organisation
6. APA	-	American Psychiatric Association
7. CBSE	-	Central Board of Secondary Education
8. PWB	-	Psychological Wellbeing
9. OSI	-	Occupational Stress Index
10. BDI	-	Beck Depression Inventory
11. GHQ	-	General Health Questionnaire
12. RO	-	Role Overload
13. RA	-	Role Ambiguity
14. RA	-	Role Conflict
15. PPR	-	Poor-peer Relation
16. GPP	-	Group and Political Pressure
17. PLN	-	Powerlessness
18. UP	-	Underparticipation
19. IPM	-	Impoverishment
20. USA	-	United State of America
21. Govt.	-	Government
22. HRDD	-	Human Resource Development Department
23. PCQ	-	Psychological capital questionnaire
24. SCL-R	-	Symptomatology Checklist- Revision
25. CRI-A	-	Coping Responses Inventory-adults
26. RPWB	-	Ruff's Psychological Wellbeing
27. DASS	-	Depression Anxiety Stress Scales
28. TSI	-	Teachers Stress Inventory
29. MHI	-	Mental Health Inventory
30. WEMWBS	-	Warwick Edinburgh Mental Wellbeing Scales
31. PHQ	-	Patient Health Questionnaire
32. HPLP	-	Health promoting Lifestyle profile

33. CES-D	-	Centre of Epidemiologic Studies of Depression
34. MBI	-	Maslach Burnout Inventory
35. MBI-GS	-	Maslach Burnout Inventory-general survey
36. JQR	-	Job Content Questionnaire
37. QOL	-	Quality of Life
38. CES-D	-	The center for epidemiologic studies depression scale
39. SPSS	-	Statistical Package in Social Sciences
40. NPC	-	Normal Probability Curve
41. DV	-	Dependent Variables
42. IV	-	Independent Variables
43. M	-	Mean
44. SD	-	Standard Deviation
45. Df	-	Degree of freedom
46. Sig.	-	Significant
47. SEM	-	Structural equation modelling

CHAPTER I

INTRODUCTION

Cross-cultural psychology has demonstrated important links between cultural context and individual behavioral development, and has demonstrated the influence that cultural factors have on the development and display of individual human behaviour; has been provided the substantial evidence to document the outcome of this culture-behaviour relationship: individuals generally act in ways that correspond to cultural influences and expectations (Berry and et.al, 1992). Psychologists are interested to study cultural differences and seek the ways in which this knowledge may be applied to both generally (Berry and Lonner, 1975; Brislin, 1990) and to specific public policy areas. The cultural study also provides a very clear difference in individual repertoire after being settled in a new cultural context. Acculturation refers to the cultural changes resulting from these group encounters, while the concepts of psychological acculturation and adaptation are employed to refer to the psychological changes and eventual outcomes that occur as a result of individuals experiencing acculturation (Redfield et.al, 1936). Three interrelated aspects of adaptation are identified as: psychological (internal psychological outcomes), socio-cultural (external psychological outcomes), and economic (job satisfaction and effectiveness). Acculturation inevitably brings social and psychological problems (Malzberg and Lee, 1956) called as “behavioural shifts“ by Berry (1980), “culture learning” by Brislin, Landis, and Brandt (1983, and “social skills acquisition” by Furnham and Bochner (1986) which requires some “culture shedding” (Berry,1992) and it may be accompanied by ‘culture conflict’ with experiencing “culture shock” (Oberg, 1960) or maybe called as “acculturative stress” (Berry, 1970; Berry and et.al, 1987). This is closely linked to psychological models of stress (Lazarus and Folkman, 1984). But when major difficulties are experienced, then the “psychopathology” or “mental disease” perspective is most appropriate (Malzberg and Lee, 1956; Murphy, 1965; WHO, 1991). If the cultural context exceeds the individual’s capacity to cope, because of the magnitude, speed, or some other aspect of the change, it leads to serious psychological disturbances, such as clinical depression, and incapacitating anxiety (Berry and Kim, 1988; Jayasuriya et al., 1992).

Sikkim history

The existing and available history of Sikkim does not reveal much about the ancient history of the state. It is difficult to trace both the origin and the way of life of the ancient people of Sikkim. The dearth of the available record of the long past of Sikkim is noticeable. Also, there is no such evidence and no vast research has been done on the ancient history and culture of the Sikkim (Subba, 2008). Sikkim occupies an important place in the north-eastern landscape of the Indian Union which became the twenty-second state of the Indian Republic in 1975. The origin of the word 'Sikkim' has multiple interpretations as the different communities in Sikkim have a different story regarding to its origin – from the wooden house, the valley of rice or even the hidden heaven. There are many interesting folklores shared by these three major communities of Sikkim- Lepcha, Gorkha/Nepali and Bhutia. From these local folklores or the historical narratives, it is found that the Sikkimese identity emerges from a historical co-existence of these three communities.

The Lepchas are believed to be the original inhabitants of Sikkim. They worship mountains, rivers, and the forests. With the passage of time the community is being more open to different religions, as the bulk of Lepcha population has accepted different religions like Buddhism, Christianity etc. Lepchas are mostly found in the central part of Sikkim i.e., Dzongu, Lachen, Lachung and some in Dickchu. As it is said that among other communities Lepchas have a very simple lifestyle and they are intelligent and good in hospitality. They are peace-loving people who basically used to avoid a fight. They are very good in archery too. Most of the people are engaged in agriculture of paddy, cardamom and oranges (Subba, 2008). Lepchas are called Rongs and the word Rongkup or Rumkup means the children of snowy peak/ the children of God. There is a belief that that Lepcha God, Itbumu, created Lepcha progenitors Fudongthing and Nazongnyu from the pure virgin snows of Mt. Kanchenjunga. The couple was found to violate the rules after they gave birth to several children. Itbumu is believed to have summoned the two and said, "You have committed a sin. I cannot allow you two to live in this sacred mountain any longer. As a punishment, both of you now must live in the foothills of Mt. Kanchenjunga as humans and fend for

yourselves” (ibid). In the meantime, the abandoned babies grew up to be evil spirits and started troubling the peoples. After getting rid of seven children, the couple decided to keep their child who is now considered to be the first Lepcha. With their legends pointing Kanchenjunga as the place of origin, it is only understandable to find Lepchas living in the foothills in this mountain for a long time (White, 1909 cited in Thatal, 2015).

The Bhutia of Sikkim is considered to be the Tibetan origin having almost the same physical, cultural and religious similarities. It has evidently been accepted that the people from ‘Kham’ province of eastern Tibet first started to come down and to settle in Sikkim from about 10-11 centuries, due to various socio-political, economic and religious reasons (Bhattacharya, 1994: 25). The word Bhutia is considered to an ancient name for Tibet, it is said that Tibetans migrated and came to Sikkim for trade and decided to settle here (Datta, 1991 cited in Adhikari, 2014). They basically migrant on seventeenth century and settled in the northern part of Sikkim, and are known as Lachenpas and Lachungpas who has played a very big role in the establishment of Sikkim Monarchy. Like Lepcha, they also have their own language and most of them are Buddhists (Subba, 2008).

Today Nepali population is approx. 70% of the total population in Sikkim. The Nepali community in Sikkim has a large number of sub-categories defined by caste and tribal divisions. The subdivision to which a specific individual belong to, is usually effectively distinguished from their surname. The upper-caste include Hindu Nepalis incorporate Bahuns, Chettri, Thakuris, Tamang, Subba, Rai, Manger and so on; Kamis, Sarkis, and Damais are among the lower castes. The popular discourse prevails in state and in a scholarly circle that the Gorkhas/the Nepali speakers call Sikkimese hills as ‘Sukhym’ ‘su’ means ‘new’ and ‘Khym’ means ‘rice’ (Chopra, 1979 cited in Adhikari, 2014). Gorkha/Nepali community also calls Sikkim as *Indrakeel*. Here *Indra* means ‘thunder God Indra’ and the *Keel*, means his fort. As such, Sikkim for some of the sections of Gorkha/Nepali is “Fort of thunder god *Indra*”. The word Sikkim is also considered to be originated from Limboo vocabulary “Su him” (new house) and the name was given after the marriage of Lepcha Chief with Limboo girl. According to Limboo legends when the bride entered her husband’s

house she exclaimed in her own tongue ‘Su-Hm’, and thus in course of time, the word got corrupted into Sukhim, Sikhim and then to Sikkim (Jha, 1985 cited in Thatal, 2015). Gorkhas/Nepalis are the communities belonging to both Mongloid and Aryan races like Limboo, Mangar, Sherpa, Baun, Chhetry, Kami, Damai, Sarkee, Majhi, Jaisi, Pradhan, Tamang and so on, whether they live in Sikkim or outside. Communities like the Limboo presently belonging to Gorkha/Nepalis were living in Sikkim before there was Sikkim to live in (Subba cited in Thatal, 2015).

Among Bhutias, Lepchas and Nepalis/Gorkhas, the Lepchas are also called Rongs and the Nepalis/Gorkhas as Pahares and the Bhutias as Denzongpas/Lhopas. The origin of the Sikkim has different views among scholars. Some Scholars contend that Sikkim is also called Che-Khyim meaning ‘Stonemasonry’ while others are of the opinion that the Western Sikkim was known as ‘Srid-Khyim’, which generally signifies political-power house, with the Rabdentse Palace as its epitome. Lepchas considered being the aborigines of Sikkim, call Sikkim ‘Nye-Mayalyang’ or the sacred land of hidden paradise or the delightful abode (Gurung cited in Adhikari, 2014 and Thatal, 2015). All communities in Sikkim live in harmony sharing each other’s culture, ethnicity and traditions. The people of Sikkim are sincere, humble and kindly with a nature gaiety and fun-loving. They love to get together and celebrate their festivals and dances. The people of Sikkim are highly devout and religions play a major role in Sikkim while, Buddhism and Hinduism are the two major religions of Sikkim. Maybe, Buddhism comes into view as the prevalent religious practice in Sikkim. Though, Hinduism is the actual religion that is followed by the majority of people. Tibetans and the Bhutias people used to practice Buddhism. Unlike them, the Nepalese follow the Hinduism. Other than Buddhism and Hinduism, different religions like Christianity, Islam, etc. are also practices. Hindu celebrates Dusshera, Diwali, Maghe Sankranti, Ram Navami is an important festival. Buddhist celebrates two important festivals one dedicated to the mountain deity Kanchendzonga, other in celebration of the New Year. Apart from this Loosing, Buddha Jayanty, Saga Dawa and Bumchu are some other festivals use to celebrate by Buddhist (Sikkim culture, 2019).

Stress:

Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein et al, 2008). According to Sindhu (2016), stress is considered as a state of the individual that results from their interaction with the environment that is perceived as too demanding and a threat to their well-being. Which means that the stressors are not only physical but may also be cognitive and psychological. Stress was found to be a part of students' life and could give an impact on how students cope with the demands of academic life. Jary and Jary (1985) defined stress as a state of tension produced by pressures or conflicting demands with which person cannot frequently cope with it. Stress can show in many ways i.e. physical problem include unusual fatigue, difficulty in sleeping, normal colds and even chest pains and nausea. People with a physical problem may behave differently like pacing, eating too much, used to cry a lot, indulge to bad habit like smoking and drinking, sometimes hitting or throwing things to others. People with emotionally experience anxiety, depression, panic, and irritability as well as irritation and frustration also. While mental symptoms of stress include a problem with concentration, memory, and decision making and people under stress often lose their sense of humour (Meyer, 2014).

Occupation stress

Occupation is one of the important aspects of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time on job-related work purposes resulting in ignoring the work and life. Usually, people are more worried about the outcome of their work that can even affect the way they treat other individuals and how they communicate with their peers. In general, we can say that people with a higher percentage of occupation stress may not be satisfied with their job and therefore they will not feel happy working in the organization. So, we can say that it is very important for a teacher to realize the stress that causes all the negative effects. Occupational stress is a condition which interacts with worker characteristic to disrupt psychological and physiological homeostasis. The causal situation conditions are an

occupational stressor and the disrupted homeostasis is also occupational-related strain. Almost all professions have got some of the other implications related to their work resulting in stress. It is generally observed that occupational stress is high among teachers working in the educational field especially among secondary schools teachers. It may be due to many factors like job satisfaction, work values, time constraints, poor peer relationship, poor working conditions, pupil's misbehaviour etc. (Pokhrel, 2017).

Occupational stress can be said as the stress which creates a lot of trouble in human life. Living in an era of growing complexities and pressure where the human constitution and capacities are being tested severely. Occupational stress has become the biggest feature of modern life, exerting far-reaching effects on employee's behaviour and adjustment as well as the occupation. This is the reason that systematic studies of stress in the organizational setting have increased dramatically over the past decade. Currently, occupational stress has become a prominent work-related research topic. Occupational stress is generally defined in terms of the relationship between person and environment. Stress involves an interaction of person and environment (Pokhrel, 2017).

Subramanian and Vinothkumar (2009) and according to items in an Occupational Stress Index under each sub-domain is described as follows: *Role overload*- It is concerned about the excessive workload, a relative paucity of time to manage personal problems and lack of adequate staff for appropriate job allocation. *Role ambiguity*- It is an uncertain expectation by workmates and supervisors. It includes inadequate information or knowledge about the given work task which leads to poor job preparation. *Role conflict*- It constitutes contradictory directives and insufficient facilities to complete the given task. It includes intrusion by workmates and supervisors in the performed way of completing the task. *Unreasonable group and political pressure*- It includes conflicts in following the rules and regulations for job performance under the pressure or influence of groups or any ideological grouping at the place of job. *Responsibility for the person*- It constitutes the burden of carrying another individual's responsibility in a job. It is concerned about the responsibility to take care of other employee's future and progress of the organization. *Powerlessness*-

This sub-domain measures the authority of an employee in important organizational decisions, the importance of an individual's opinion and interest in job tasks. *Under-participation*-This sub-domain is concerned about the position of an individual in an organization. It is about an individual's participation/consultation in major activities of an organization. *Poor-peer relations at work*- This sub-domain looks about the relations at the workplace, particularly for workmate's support and cooperation in solving the job problems. *Intrinsic impoverishment*- It is concerned with the monotonous nature of the job at the workplace. It also takes into consideration the opportunities to utilize employees' skills and ability independently. *Low status*- It constitutes the social status related to the job. It includes the significance given by supervisors/ higher authorities to an employee's work and position. *Strenuous working conditions and unprofitability*- It examines the context in which the work tasks are fulfilled by employees. It is particularly for situations which are uncertain and complex.

Sources of occupational stress

There are many sources of occupational stress among school teachers. It may be due to low social support at work place, insecurity of the job, work overload (Aswani and Bama, 2019).

1. ***Intrinsic to the job***: includes factors such as poor physical working conditions, work overload or time pressures.
2. ***Role in the organization***: includes role ambiguity and role conflict.
3. ***Career development***: includes lack of job security and under/over promotion.
4. ***Relationships at work***: includes poor relationships with boss or colleagues, an extreme component of which is bullying in the workplace.
5. ***Organizational structure and climate***: includes little involvement in decision making and office politics.

Symptoms of occupational stress

It has various symptoms. It is said that sign and symptoms of stress vary from person to person but it is grouped in three type globally i.e. physical, emotional and behavioural sign and symptoms.

- Physical sign/symptoms of stress include skin irritation or rashes, pain and tightness in the chest, fainting, frequent colds, flu or other infections, breathlessness, nausea, constipation or diarrhoea, headache, change in appetite, tiredness, unwanted pain, shivers, heart pain etc. while
- Emotional sign/symptoms of stress include swings of mood, feeling nervous, anxious, more worrying, helplessness, irritability, low level of confidence, used to take more tension, low self-esteem, low concentration, daydreamer, loss of interest.
- Behavioural sign/symptoms include more accident issue, change in sleep pattern or difficulty in getting to sleep and waking tired, poor work, loss of interest in sex, increased smoking, withdrawal from supportive relationships, increased consumption of alcohol, too busy to relax, increased dependence on drugs, not looking after oneself, overeating or loss of appetite, poor time management, and impaired speech etc. (Sing and Katoch 2017).

Teacher stress

We can see that today life is full of challenges. The development of science and technology made it more challenging for teachers to impart the best of knowledge to their students. As said that teaching profession are well-known for a low-stress occupation, but during the past two decades the condition has gone worse and has been changed. It has now become one of the most challenging professions all over the world. Now the question is how the teaching profession shifted from low stress to the high stress. There are several factors that are contributing in making the job more stressful. A few answers have additionally been provided that teachers have to face different demands from school management, guardians as well as from society. There is lots of expectations from teachers in order to cater individual student according to their need. The performance pressure and responsibility to feed the students with best possible knowledge has immensely affected the wellbeing of the students contributing in high job stress. If they are not available to fulfill the services properly they are mostly criticized by the society. The stress among teachers has become one of the serious problems with lots of courtesy. There are more chances to lead various negative effect such as poor performance, lack of promise, lack of motivation and cannot teach properly in the classroom (Parray et.al, 2016). It is said that due to the

increase in competition all over the world is one of the factors in work pressure in all the professions. It can be defined as injurious physical and emotional responses. It is a prolonged disease caused by circumstances in the workplace that harmfully affects an individual's performance and overall well-being of his/her body and mind. These effects consist of irritability, anger, fatigue, worry, unhappiness, headaches, loss of attention, sleep troubles, more negative thoughts, low appetite, stomach problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. (Nagra and Arora, 2013). Educators are expected not only to work as tutors but they also need to perform various duties of an administrator, resource person, innovator, counsellor, facilitator and manager of knowledge which leads to the high level of stress which is causing a mental ill. Its symptoms contribute to absenteeism, lost productivity, and physical ill-health, including particularly coronary disease (Panda 2016). Though Kasl (1984) in the research found that teachers and professors had significantly lower rates of arteriosclerotic heart disease than physicians, lawyers, pharmacists, and insurance agents, recent studies suggest that teachers face high levels of occupational stress.

It is said that the teaching profession are one of the most stressful jobs in several countries (cooper, Sloan, & Williams, 1988). Stress related to teaching is commonly known as 'teacher stress', is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001). A number of surveys have done to find the reason behind the stress among the teachers. According to the survey done by health and safety executive report (2002), which say that the occupational stress among various occupational groups, exposes that teaching profession, was considered one of the top stress-prone occupation. In the UK 41.5% of a teacher has found to be 'highly stressed'. Another survey which was conducted in North Carolina shows that nearly 28% of teachers have resigned their job because it was seriously affected to their health. Another survey by teacher assurance which showed that 76% of teachers believe that their work overload is making them ill, and 56% used to believed that if there will be less stress they might be performing well in their job. Also, 40% believed that they argue more with their partners as well as friends is one of the reasons they face lots of stress and pressure

and 83% says that they feel more fatigued because of continually working. As per the report by Pratt (1976) reveals that 60% of a teacher has experiences some or severe nervous stress at the work. As per the study was done by T. Cox, Mackay, Watts and Brockley (1978) revealed that 78% of teachers used to consider their work as the main source of the stress in their lives. Kyriakon (1980) also reported that the teacher has a higher level of stress as compared to the other profession. The reasons for a higher level of stress in the place of work is e work overload, isolation, extra working hours, difficult to manage the social relationships in work and pressure from authority etc. (Dhar and Magotra, 2018). A 2011 survey of 7,853 teachers found that the Malaysian teachers worked between 40-80 hours per week, with an average of 57 hours. Another study done among 580 secondary school teachers in Kota Bharu found that 34% of stress occur to teachers. Factors like age and the duration of time they work has play a vital role in having stress in general (Othman and Sivasubramaniam, 2019). A study was done in India during 2002, to know the gender differences in occupational stress of professional and non- professionals revealed that women professionals experience significantly higher occupational stress than men (Shetageri and Gopalakrishnan, 2016).

Panda (2016) in his study aims to provide a complete image of teacher stress of secondary school in Sikkim with special emphasis on the five dimensions of teachers' occupational stress of scale i.e.

1. *Workload* - Workload is related to the amount of work an individual has to do. The workload can also be classified as the amount of work to be done or the difficulty of the work.
2. *Student Misbehaviour*- Student misbehaviour refer to such behaviour were student interfere in teachers activities, which create disturbances towards teachers.
3. *Lack of Professional Recognition*- Professionalism recognition is a trait that's highly valued in doing any professional work.
4. *Lack of classroom resources*- Lack of classroom resources relates to the need for resources which is required in any working system.
5. *Poor colleague Relations*- The way in which one acts or conducts oneself towards other colleagues.

Gender differences in occupational stress

Nagra and Arora (2013) found that female teachers scored higher on occupational stress, and married teachers were found to have more stress as compared to unmarried teachers. Another study by Chaturvedi (2011) had found a significant difference in occupational stress in terms of gender. Similar study was conducted in India revealed that women, working both in public or private sector, were having high stress as compared to men. A total of 608 teachers from 42 schools of Uttar Pradesh, India, had taken part in their study and results indicated that male experienced more occupational stress than female. While most of the studies have found significant gender differences in stress, a study done by Walton and Politano (2015) reported that there is no difference between male and female, (Bahari, 2016). A study done in India during 2002, to know the gender differences in occupational stress of professional and non- professionals revealed that women professionals experience significantly higher occupational stress than men (Triveni and Aminabhavi, 2002).

Depression

Depression is a common and serious medical illness that negatively affects how we feel the way we think and how we act. Luckily, it is likewise treatable. Depression causes feelings of sadness or a loss of interest in activities. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work place and at home (Huang and Villeda, 2017). The depression symptoms can vary from mild to severe which include: feeling sad or having a depressed mood, loss of interest in everything, changes in appetite— weight reduction or increase disconnected to slimming down trouble in sleeping or some time sleeping too much loss of energy or increased, fatigue increase in purposeless physical action (e.g., hand-wringing or pacing) or moderated developments and discourse (activities recognizable by others), feeling useless or guilty, difficulty in concentration, thinking or making decision, thoughts of death or suicide & symptoms should last no less than two weeks for a diagnosis of depression (Meyer, 2014). Depression affects one of every 15 grown-ups (6.7%) in any given year. Likewise, one of every six individuals

(16.6%) will encounter sadness sooner or later in their life. depression can strike whenever, however by and large, first shows up amid the late teenagers to mid-20s. females are more probable than men to experience depression. A few investigations demonstrate that 33% of ladies will encounter a noteworthy depressive scene in their lifetime (WHO 2007).

The depression symptoms can vary from mild to severe which include:

- Feeling sad or having a depressed mood
- Loss of interest in everything
- Changes in appetite— weight reduction or increase disconnected to slimming down
- Trouble in sleeping or some time sleeping too much
- Loss of energy or increased fatigue
- Increase in purposeless physical action (e.g., hand-wringing or pacing) or moderated developments and discourse (activities recognizable by others)
- Feeling useless or guilty
- Difficulty in concentration, thinking or making decision
- Thoughts of death or suicide
- Symptoms should last no less than two weeks for a diagnosis of depression.

Today it has become dominant factors in modern civilization which seems to be present in each and every individual to an extent. Depression is a condition in which a person feels discouraged, sad hopeless and disinterested in life in general. American psychologist Abraham Maslow suggested that depression could arise when people are unable to attain their needs or to self-actualize or realize their full potential. Depression is often associated with unemployment and poverty. The signs and symptoms of depression refer to an individual's loss of interest in activities. Depressed teachers do not take Interest in their teaching profession. The symptoms of depression can be defined as a feeling of guilt, worthlessness, helplessness, hopelessness, loss of appetite, depressed mood, or disturbed sleep (Jadav, 2018). Depression affects one of every 15 grown-ups (6.7%) in any given year. Likewise, one of every six individuals (16.6%) will encounter sadness sooner or later in their

life. depression can strike whenever, however by and large, first shows up amid the late teenagers to mid-20s. females are more probable than men to experience depression. A few investigations demonstrate that 33% of ladies will encounter a noteworthy depressive scene in their lifetime. According to WHO'S Global Burden of Disease (2001), about 450 million people suffer from a Mental or Behavioural disorder, and 33% of the years lived with disability are due to neuropsychiatric disorders. In many developed countries, 35% to 45% of absenteeism from work is due to mental health problems. More than 150 million persons suffer from depression at any point in time. A study from Spain published in the European Psychiatry showed 35.3% prevalence of depression (Jong, 2003). Even though, there are multiple studies on stress experienced by teachers; only a few studies have been done so far to explore the depressive symptoms among teachers. Another interesting aspect to note is that women are at heightened risk for mood disorders with a typical female to male ratio. Another study shows that teachers face a significantly higher level of stress and are more disposed to depression. The stress may be one of the factors to cause depression among teachers (Shetageri and Gopalakrishnan, 2016).

Gender difference in depression

Teaching job is a more stressful job, where female teachers are more vulnerable to depression. Stress is one of the factors that lead to depression, a study on primary school teachers from Dharwad city also revealed that more than half of the teachers (55.2%-64.8%) having average to high levels of stressors, showed a positive significant relationship between stressors and health status (Triveni and Aminabhavi, 2002). A study was done at Varanasi, India aiming middle-aged female teachers during 2006 which showed that 54% of teachers experienced moderate to high levels of stress, 32% reported moderate anxiety, 44% shown somatic symptoms and low level of depression was present in 92% of subjects (Jadav, 2018). Both cross-sectional and longitudinal studies expose that the work stress as an independent risk factor for depression and precipitator of depression among young, working women and men (Holeyannavar et.al., 2010). Boys and girls of the same age have a different level of development and it is also shown that there are different levels of depressive symptoms, while many studies show that female adolescents had twice a high rate of depression as compared to male adolescents. Stice *et al.* in their studies found that

girls had a higher effect of depression than boys (Wahl et.al, 2104). Most of the review of the literature revealed that girls showed more level of depression as compared to boys. But some study showed boys scoring higher than girls on depression. Some studies showed that boy and girl adolescents did not differ on depression. Another study conducted by Sharma (2014) found that there is a significant gender difference in depression which shows that female have more depression the male.

Psychological wellbeing

Now a day's good health is essential for both employees and employers. According to Vazquez et.al (2009), it is said that the individual's emotions, behaviour and overall experiences of psychological wellbeing tend to change with the increase of age. Hervas et.al., (2008) cited that positive organization of wellbeing was at first presented by WHO in the year of 1948, indicated that "*health is not merely the absence of disease or infirmity, but a complete state of physical, mental, and social well-being*". In today's world, the selection of job and working has been very important to us. To have a good job in this competitive world has been of the top problem for people. To have a respectful job for the security and improving the living standards also have a positive effect on the physical and mental health of people. Job and finance can provide some of the basic needs of people such as mental and bodily movement, social contact, feeling self-valuable, confidence and abilities. While it can say that a major source of stress is a job and also it can be said that psychological wellbeing is one the factor that affects the job of people's. Many researchers have done to evaluate the importance of psychological wellbeing in the workplace. It shows that the worker's wellbeing is positively associated with their physical and mental health. It is also said that the workers with high levels of psychological wellbeing perform better at the workplace as compare to the low psychological wellbeing.

There are two broad approaches, which is originated from positive psychology to measure the impact of well-being. The first one is known as "hedonic" is mostly about being happy or "feeling good", i.e. explains well-being in terms of experiencing positive feelings (affects and emotions). A typical example of this interpretation is the

exploration of job satisfaction and affects at work. The second approach is known as “eudaimonic” which highlights the importance of having a purpose in well-being. It can also assume that people cannot truly enjoy their life (and work) unless they are able to realize the importance of life and work goals. Ruff’s (1948) shifted the focus of psychological wellbeing from subjective to an objective conception. His research is theoretically and conceptually grounded on Maslow’s conception of self-actualization, Roger’s view of the fully-functioning person, Jung’s formulation of individuation. Allport’s conception of maturity, Erikson’s psychosocial stage model, Buhler’s basic life fulfilment tendencies, Neugarten’s descriptions of personality change in adulthood and old age, and old age, and Jahoda’s six criteria of positive mental health, as well as additional more meaningful connotations of ‘eudemonia’, such as realizing oneself through some form of struggle. Ruff has proposed six components for measurement of psychological wellbeing: autonomy, personal growth, environmental mastery, purpose in life, positive relation with others and self-acceptance.

Autonomy: Autonomy is the regulation of one’s own behaviour through an internal locus of control (Ruff, 1989; Ruff and Keyes, 1995). A person who is fully functioning or a person who lives their life to the maximum has a high level of internal evaluation, assessing the self on personal standards and they don’t depend on others for their achievements but rather believe in themselves. They don’t strive for endorsement from other individuals (Ruff, 1989). They are focused on their own belief and are less bothered by other people’s ideas. A person with a high level of autonomy is independent of anyone and they evaluate self by the personal standard.

Personal growth: Personal growth is the ability of an individual to an individual to accomplish the goals set in life, it is the ability of an individual to develop and expand the self, to self-actualize and to become a fully functioning person (Ruff, 1989; Ruff and Keyes, 1995). In order for an individual to reach the optimal level in life, an individual must continue to develop in various aspects of life (Ruff, 1989), which means the person requires to continually evolve and solve problems thereby expanding one’s talents and abilities.

Environmental mastery: Environmental mastery refers to the ability of the person to choose and control the imagined environment surrounding her/him through physical and/ or mental actions (Ruff, 1989; Ruff and Keyes, 1995). It also means that the person is being able to control complex environmental and life situations (Ruff, 1989). People high on environmental mastery reflect control over one's context whereas low environmental mastery level is related to the inability to successfully control one's environment (Ruff, 1989). Individuals who live their life fully are able to adapt to any contexts upon demand when the person is being able to control their physiological and cognitive arousal it is much easier for them to understand their surrounding as well as their interaction or relationships with others. Being able to visualize things can enhance self-awareness as well as enhanced situational and environmental understanding (Weinberg and Gould, 2017).

Purpose of life: Purpose in life means that an individual perceived their existence as important and that setting and reaching one's goals contribute to the appreciation of life (Ruff, 1989; Ruff and Keyes, 1995). Mental health includes an awareness that one has a greater goal and purpose in life (Ruff, 1989). Giving purpose to one's life creates direction.

Positive relations with others: A positive relations with others is an important component in an individual's life. It helps in the development of trusting and lasting relationships and also an individual will feel a sense of belonging to a network of communication and support (Ruff, 1989; Ruff and Keyes, 1995). To have positive relations with others one must be calm and relaxed as this can lead to improving interactions and better considerations of others. Good relations with others result in an understanding of others and be able to have relationships with them but poor relations can cause frustration (Ruff, 1989). Being able to have a positive relationship with others is one key feature of mental disorder (American Psychiatric Association, 2000). When individuals have positive relations with others it often results in increased knowledge and empowerment.

Self-acceptance: Self-acceptance refers to when the person is being able to accept who they are. It is a fundamental feature of mental health and an element of optimal functioning (Ruff, 1989; Ruff and Keyes, 1995). People with high on self-acceptance create a positive attitude towards themselves and to others and having high self-acceptance improved the overall satisfaction with life (Ruff, 1989). Self-acceptance is a key component of self-actualization, enhanced psychological functioning and development (Ruff, 1989). It entails accepting the past and present as well as maintaining direction for the future.

A fully functioning person is one who is free from all the negative emotions, they believe in themselves and their happiness doesn't depend on others but rather they create their own happiness. They are able to adapt in any context and are able to have positive relations with others. But individual differences do exist in how people respond to a different context. Some people are able to respond in a positive way and to get along with other people very easily but some people do have difficulties in dealing with people or stressful situations. There are many ways and means that a person can be so as to increase their psychological wellbeing. Self-acceptance is one that can increase the wellbeing of a person as when people are able to accept themselves they feel content about themselves, they feel worthy and they feel satisfied and happy with their lives. Connecting with other people, live in the present moment, think positive are some of the ways that can help in having better psychological wellbeing. For People with overall high scores on these six components are considered as having high psychological well-being. The number of studies has been found that PWB will effect by age, gender and national culture. The two studies done with young, middle-aged and old-aged adult in the USA revealed that there is a significant difference in PWB. It is reported that *environmental mastery* and *autonomy* will increase with the increase of the age from young adulthood to midlife while *personal growth* and *purpose of life* is found to decrease with the age from midlife to old age. But *positive relations with other* and *self-acceptance* effect by the increase with the age. The reason behind the age-related would be the different psychological challenges faced by the people in different stages of life.

Akhter (2015) in the study noted that gender differences do exist because of biological and psychological differences. The level of satisfaction with life among males and females can differ. When these differences interact with organizational environment or situations they can lead to different outcomes. The differences could be because of comfortable and better personal/family life, good interpersonal relationships (both in the workplace and outside), effective communications skills and also certain other factors like more leniency towards female employees, better facilities, lower expectations and ambitions than the male employees. Research supports that men and women have similar levels of happiness and overall life satisfaction. Gender-related differences in psychological well-being support the notion that males tend to score higher on psychological well-being indicators in comparison to females. In a study by Carmel, it was found that women scored lower than men on psychological indicators of well-being (Carmel and Nigavekar, 2007).

Gender difference in psychological wellbeing

The study conducted by Bookwala and Boyar (2008) showed that there is a difference in psychological well-being between male and female. The difference is obvious because of different mental capacity to deal with the problems in daily life. Wellbeing of any individual largely depends on how one accepts and overcome the hurdles in our day to day life. Contradicting the above findings Vescovelli, Albieri, and Ruini (2014) found that there is no significant difference in psychological well-being between male and female. Similarly, Panahi, Yunus, and Roslan (2013) had examined gender differences in psychological well-being according to its categories. The findings suggested that women scored higher in overall well-being.

Occupational stress and psychological well-being

A study conducted by Adegoke (2014) reported that there was a significant effect of work-stress, frustration, and depression on policemen's on psychological well-being. This might be due to because police are more exposed to critical situation on a daily basis, which causes uncomfortable emotional reactions and affects their short-and-long-term behaviour. Other than their hectic work schedule, policemen have to undergo the stressful situation where they had to perform their duties in the field, putting their safety and lives at risk, which result in high levels of stress among

policemen and eventually lower their psychological well-being. Malek, Mearns, and Flin (2010) conducted a study on the relationship between stress and psychological well-being among firefighters in the United Kingdom and Malaysia. Findings revealed that firefighters from both the UK and Malaysia showed a positive correlation between stress and psychological well-being. However, when coping behaviour was tested as a moderator of the relationship, only Malaysian firefighters showed a significant moderating effect of coping behaviour. Another study was done by Yunus and Mahajar (2011) on stress and psychological well-being of government officers in Malaysia has found a significant relationship between stress and workers' psychological well-being. The total sample was 329 and the results showed that there is a higher score on stress, the lower the level of psychological well-being (Bahari, 2016).

REVIEW OF LITERATURE:

The term 'review' means to organize the knowledge of the specific areas of research in order to evolve an edifice of knowledge to show that the study should be an addition to existing knowledge of the field. It is very essential for a researcher in any field of human knowledge to know complete and thorough information about the work done in their country and abroad in the specific area of his/her research. This informs him/her with up-to-date knowledge and techniques relevant to his/her work. It develops their insight into the problem and saves them from unnecessary trial and error.

The review of related literature serves a variety of purposes in research and assures familiarity with both, previous theory and research to the investigator. In short, we can say that the review of related literature serves a few major functions:

1. It provides the conceptual frame of reference for contemplated research.
2. It provides an understanding of the status of research in the problem area.
3. It provides an estimate of the probability of success of contemplated research and the significance or usefulness of the findings and assumptions of the decision made to continue.
4. Finally, it provides specific information needed to state the definitions, assumptions, limitations, and hypotheses of the research.

The literature refers to the knowledge of a particular area of investigation in any discipline which includes theoretical, practical and research studies. The investigators constantly go on adding to the vast stores of knowledge with the result that it makes possible the progress in all areas of human endeavour. The review of the literature reveals what problems have already been investigated, what questions have been answered, what issues still remain to be subjected to research. This is essential for every researcher to do before she finally selects a problem for investigation. The review of literature guides her thinking and makes it possible for her to identify the most relevant methods and tools of study. Review of literature is a significant and essential part of the research process and therefore, every research work includes a section exclusively devoted to the review of the concerned literature. According to Ary, Jacobs, and Razavieh (2002), “The review of related literature enables the researcher to define the limits of her field. It helps the researcher to delimit and define her problem”. According to Tuckman (1978), the reference to the relevant literature helps the researcher in:

- a. Discovering important variables in the field of study
- b. Distinguishing what has been done from what needs to do, and
- c. Formulating the hypothesis.

In fact, research begins with some original ideas and concepts that are interrelated through an anticipated relationship called the hypothesis. These expectations are tested by collecting the relevant data and the results based on these data are interpreted and extended by converting them into new concepts.

Despite efforts, the investigator could not find much in the educational literature directly related to the problem in hand but the researcher did come across quite a few studies indirectly showing a connection with certain facts of the problem.

Eres and Atanasoska (2011) conducted a study on occupational stress of teacher between Turkey and Macedonia. The result of the study showed that Turkish teachers have mild stress levels and Macedonian teachers have moderate stress levels.

Lath (2010), conducted a study on teachers of private and government schools. They were administered the Occupational Role questionnaire, Occupational stress inventory (OSI) by Osipow and Spokane (1987) was used. The results revealed that teachers from different types of schools suffer stress in different ways. The analysis revealed that teachers working in government schools, particularly male teachers, experienced a little more stress as compared to private school teachers. Variables like age, gender, and experience played an important role in perceiving the amount of stress.

Sailaja, Shakuntala and Shanti (2017). analysed the stress and coping level in adolescents of Hyderabad city of Andhra Pradesh and Hisar city of Haryana State. Forty adolescents from each school were randomly selected. Results revealed that students of Hyderabad city were more stressful but students of Hisar city reflected better adoption of coping styles. Results showed that there were significant differences in a few aspects of stress like educational stress and financial stress of adolescents in both settings.

Malek and colleagues (2009) a cross-cultural study of Psychological well-being among British and Malaysian firefighters was conducted. The total sample size was 1053. The result revealed that occupational stress had significant negative correlations with psychological wellbeing; and found coping strategies on psychological wellbeing different in the British and Malaysian firefighters.

Shen and colleagues (2014) investigated the association between occupational stress and depressive symptoms among the group of university teachers. A cross-sectional study was done by using the Center for Epidemiologic Studies Depression Scale, effort-reward imbalance scale, and psychological capital questionnaire (PCQ-24), as well as questions about demographic and working factors, was administrated. The result revealed that the positive correlation between occupation stress and depression.

Oyku and colleagues (2017) examines research on teacher's psychological wellbeing: comparison among teachers in the USA, Turkey and Pakistan. Total sample collected was 403 teachers from the USA, 990 teachers from Turkey and 715 teachers from Pakistan. Result revealed that US teachers have high psychological wellbeing followed by teachers of Turkey and Pakistan.

Studies also provided gender differences on occupational stress, coping strategies, depression and psychological wellbeing. Nobile and McCormick (2007) investigated biographical differences in relation to several aspects of occupational stress among 356 staff members of Catholic primary schools in New South Wales, Australia. They reported males to have greater occupational stress generally than their female and female have a higher level of depression than male.

Panda and Chettri (2016) examine the study on gender differences on occupational stress level among government teacher of state Sikkim. The total sample size was 60 out of the 30 male and 30 female was chosen. Occupational stress index was used to assess occupational stress. The result revealed that there is no significant difference among both male and female teachers on occupational stress. But they reported that there is a high level of occupational stress among teachers of Sikkim.

Suleman and colleagues (2018), conducted a study on the relationship between occupational stress and psychological wellbeing among secondary school teachers in Pakistan. The total sample for the study was 402 out of this 260 were males and 142 were female teachers. Occupational stress index questionnaire was used. The result revealed that both male and female secondary school were found occupationally stressed with respect to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation, and unprofitability. Also, there was no significant difference between the overall occupational stress of male and female secondary school. There is a negative correlation between occupational stress and psychological wellbeing and moderate correlation between all the sub-scales of occupational stress and psychological wellbeing.

Sing and Katoch (2017), conducted a study on occupational stress of secondary school teachers of Himachal Pradesh. A 200 secondary school teacher was taken from government schools. The occupational stress index scale was used. The result shows that secondary school teachers generally have occupational stress. And also they find that there is a significant difference in occupational stress among male and female secondary school teachers male have more occupational stress than female.

Antoniou, Polychroni and Valchakis (2006) conducted a study on Gender and age differences in occupational stress among primary and high-school teachers in Greece. A cross-sectional design was used. The total sample size was 493 primary and secondary school teachers. A self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory was used. They reported that the Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. They also mention that older teacher's experiences a higher level of stress.

Kumar, Wani, and Parrey (2013) in their study the aim was to find out and compare the occupational stress level among male and female elementary school teachers of District Pulwama (J & K) India. A. K Srivastava and A. P Singh's Occupational Stress Index was administered on the selected sample for collection of data. The result revealed that male and female elementary school teachers differ significantly on overall occupational stress level. Also it was found the gender difference among elementary school teachers on occupational stress.

Dilekmen and Erdem (2013) conducted a study on depression levels of an elementary school teacher of Turkey. Data were selected randomly by using Beck Depression Inventory test. The result showed that there was no significant difference on depression levels of the elementary school teachers in terms of gender, age, occupational seniority, marital status.

Toro and Peieto (2014). The aim of the study is to analyse differences with regards to sex in the incidence of absenteeism, work-related stress, symptomatology of depression, level of burnout among teachers. The sample consists of 71 Secondary teachers, 31 men and 40 women. Tools used for the research was the Questionnaire of Teacher Burnout (CBP-R), the Beck Depression Inventory (BDI), the Symptomatology Checklist-90-R (SCL-90-R) and a socio-demographic and work situation questionnaire. They found that there is no different patterns of stress, burnout and depression between female and male teachers.

Ferguson and colleagues (2012) investigates predictors of anxiety, depression and job satisfaction in teachers in northern Ontario. They use self-report questionnaires for the data collection. The result revealed that the workload and student behaviour were significant predictors of depression among teachers.

Jadav (2018), conducted research on to find out the depression among teachers among two groups one is Sahayak teacher and other is Permanent teachers. The total sample size was 180 teachers, in each group has 90 teachers were taken. The scale used for data collection was a depression scale developed by derogates (1994). The result shows that there is a significant difference between the two groups. Sahayak teachers have more depression than Permanent teachers. No significant difference was found between male and female teachers.

Akhter (2015) conducted a study on the psychological well-being of gender difference. The random sampling method was used in this study. The total sample consisted of 100 students. 50 of male and 50 of female of 10th standard students selected from the Jamshedpur city. Ryff's scales of psychological well-being scale developed by Carol Ryff (1989) was used to measure the psychological well-being. The result shows that there are significant gender differences in the levels of psychological well-being. It was found that women scored lower than men on psychological well-being.

Fuller, Edwards and Sermsri (2016) conducted a study on gender differences in the psychological well-being of married men and women. They collect a sample of

married men and women in Bangkok, Thailand. They found that married men generally enjoy a higher level of psychological well-being than do married women.

Vaghela (2014) conducted a study on psychological wellbeing among school teachers. The data was collected between two groups among government and non-government school teacher. The total sample size was 400. In each group 200 person. Data were collected randomly. The scale used for data collection was the Psychological Well-being scale developed by Bhogale and Prakash (1995). Finding revealed that there is no significant difference between the psychological well-being of government and non-government school teachers. There is no significant difference between the psychological well-being of the male and female and urban and rural area.

Tamannaifara and Golmohammadib (2016). The main aim of the study was to compare psychological well-being and job stress between teachers of special and ordinary schools in Isfahan city. The sample consisted of 100 teachers from special schools (n = 50 male teachers and 50 female teachers) and 100 teachers from ordinary schools (50 males and 50 females) and the data was collected by using a cluster sampling method. Tools used are psychological well-being questionnaire of Magyarmv Keynesian and the job stress questionnaire of Harris. The findings showed that there is a significant difference between psychological well-being and job stress of special and ordinary schools teachers.

Nagra and Kaur (2014) try find out the level of occupational stress and its relation to coping strategies in relation to their gender, subject streams and nature of the job. Occupational Stress Index and self-constructed Coping Strategies Scale were used to collect data from a random sample of 200 secondary school teachers. The results revealed that secondary school teachers experienced an occupational moderate level of occupational stress and moderately used coping strategies.

Prasad, Vaidya and Kumar (2016). A comparative analysis was done among Women and Men CBSE affiliated school teachers was carried out to assess the occupational stress, coping strategies and its effect on teacher performance. The

survey was done on 300 school teacher among them 200 were female and 100 male. The finding revealed that health-wise, some teachers developed chronic illness maybe because of continuous standing while teaching, and there are statistically significant differences with relation to among Women and Men on occupational stress.

Desouky and Allam (2017) conducted a study on occupation stress, depression and anxiety among Egyptian teachers. The scale used was occupational Stress Index (OSI), Beck Depression Inventory (BDI). The results shows that the occupational stress and depression scores were significantly higher among teachers with an age more than 40 years, female teachers, and primary school teachers, those with insufficient salary, higher teaching experience, higher qualifications and higher workload. Also, a significant positive correlation was found between occupational stress scores and depression scores in gender. Female shows a higher level of depression and occupational stress and depression as compared to male.

Hussain, Shehzad, Syed and Raja (2018), the study was to conduct among secondary school heads in Khyber Pakhtunkhwa to see the relationship between perceived occupational stress and psychological well-being. The total sample size was 402 secondary school teachers (male 260 and female 142) was taken. Tools used for the research was the Occupational Stress Index (OSI)" and "Ryff's Psychological Wellbeing Scale (RPWB)". The findings showed that there is a strong negative correlation between perceived occupational stress and psychological well-being.

Poormahmood and colleagues (2017) conducted study on relationships between psychological well-being, happiness and perceived occupational stress among primary teachers which emonstrated a significant negative correlation of occupational stress. It also revealed that occupational stress in teaching may lead to poor psychological well- being and reduced happiness in primary school teachers.

Yunus (2011), the study was conducted to find on the occupational stress and psychological wellbeing among government officers in Malaysia. Total data was between 329 officers. The result shows that occupational stress has a significant positive correlation with psychological well-being.

Carnicer and Calderon (2012) the study was conducted on coping strategies and psychological wellbeing among teacher. The sample size was 98 and age between 19-42 years. The results shows a relationship between coping style and psychological well-being and also gender difference among wellbeing.

Ilgan and colleagues (2015) conducted a study on the relationship between teacher's psychological wellbeing and their quality of school work life. Cluster random sampling was used to collect data from 784 participants were taken from 120 schools in Turkey. Tools used for data collection was a psychological wellbeing scale and quality of school work life. The result revealed that female teachers ranked higher in psychological wellbeing. Also, they find that married teachers have scored high in psychological wellbeing. The study also found a negative relationship between age and PWB scores of teachers, older teachers were found to have lower psychological well-being scores than the younger ones.

Vaghela (2014), a study conducted to find psychological wellbeing among government and non-government school teachers. Data was collected from Ahmadabad district using psychological wellbeing scale developed by Bhogale and Prakash (1995). The total sample size was 400 out of that 200 were government school teachers and 200 were non-government school teachers. Result revealed that there is no significant difference between the psychological well-being of male and female teachers and also no significant difference between the psychological wellbeing of government and non-government school teachers

Michael and colleagues (2009), conducted research on to see the gender difference in experiencing occupational stress. They collect data from 2775 participant full time working adults (1160 male and 1615 female participant) age from 18-70. Occupational stress index questionnaire was used to collect the data. The result revealed that there is a significant gender difference in occupational stress women have more occupational stress than men.

A study conducted by Othman and Sivasubramaniam (2019) on depression, anxiety and stress among secondary school teachers in Klang Malaysia. A total

sample size taken for the study was 356 participants and Malay depression anxiety stress scales (DASS) was used to collect data. The result revealed that the teacher has a high level of depression symptoms while the female has a score high then male.

Shetageri and Gopalakrishnan (2016) conducted a cross-sectional study of depression and stress levels among school teachers of Bangalore. The data was collected through semi-structured methods among 105 teachers by using beck depression inventory II (BDI-II) and teachers stress inventory (TSI). The result indicates that a higher level of stress causes people mental disorder like depression, anxiety and so on. There is a significant correlation between TSI and BDI but no significant difference was found on gender, marital status, family type, and educational qualification.

A study was done by Bama (2019) to measure the occupational stress of government school teachers. 180 sample was taken from government secondary school. The result revealed that the age up to 25 years have more occupational stress as compare to other age and also male teachers have more occupational stress as compare to female teachers.

A study was done by Aftab and Khatoon (2012) to see the demographic differences and occupational stress of secondary school teachers. The teacher occupational stress scale was used to collect the data. The finding says that the male has more occupational stress than female teachers. Also, they find that trained graduate teachers are more prone to face occupational stress than post-graduate and untrained teachers.

Thakur and Paika (2018) conducted research on role conflict and psychological wellbeing in school teacher. A cross-sectional study was done in different government schools teachers. 645 (146 male and 499 female) schools teachers were taken by using a self-administered questionnaire. Also used general health questionnaire for psychological wellbeing and COPE inventory for a coping mechanism. The result indicates that both male and female have severe psychological distress but female teachers are quite high as compared to male teachers.

Dhar and Magotra (2018) conducted a study of occupational stress among teacher teaching in JKBOSE & CBSE in Jammu District. Total 180 school teachers were taken as a participant by using occupational stress index (OSI) developed by A. K Srivastava and A. P Singh's scale was used for data collection. Data was collected by using a simple random sampling method. Finding revealed that CBSE teachers are more stress as compare to JKBOSE teachers.

Panchal (2016) conducted a study on occupational stress among private and government primary school teachers. Total of 60 samples was taken (30 private and 30 government school teachers) from Ahmedabad. The finding revealed that government school teachers have more occupational stress in subscales such as role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for a person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

Jeyaraj (2013) done research to evaluate the occupational stress among the teachers of the higher secondary schools in Madurai District, Tamil Naidu. 120 school teachers were selected for the study by using the occupational stress index scale. Results showed that teachers who reported greater stress were less satisfied with teaching, reported the greater frequency of absences and a greater number of total days absent, most of them will quite the job.

Khudaniya and Kaji (2014) in their study on occupational stress, job satisfaction & mental health among employees of government and non-government sectors. A sample of 100 employees (50 government and 50 non-government employees) was selected from different schools, colleges, companies and bank. Occupational Stress Index developed by Dr A.K.Srivastava and Dr A.P.Singh, Job Satisfaction Scale developed by Dr.Amar Singh and Dr T.R.Sharma, and Employee's Mental Health Inventory developed by Dr Jagdish were used to collect the data. The result revealed that there is no significant difference in occupational stress, job

satisfaction and mental health among both male and female employees. Occupational stress is negatively correlated with mental health.

Tamannaifar and Golmohammadi (2016) conducted a study to compare psychological wellbeing and job stress between teachers of special and ordinary schools in Isfahan city. The total sample size was 100 (50 male and 50 female) teachers were studied by using cluster sampling methods. Tools used for data collection was a psychological well-being questionnaire of Magyarmv Keynesian and the job stress questionnaire of Harris. They found that there is a significant difference between psychological well-being and job stress of special and ordinary schools teachers. An ordinary teacher has a more psychological problem.

A study conducted by Gebrekirstos (2015) on occupational stress among secondary school teachers and their coping strategies. 1139 teachers (832 male and 307 female) teachers were selected by using random sampling methods. Occupational stress inventory questionnaire was used to collect the data. The result indicates the secondary school teachers experienced a high level of occupational stress. Also, they find that there is no significant difference among the different of the family they belong to. They also mention that age and work experience of the teachers have a significant difference in gender.

Gangadharan (2017) conducted a study on psychological wellbeing among teaching and non-teaching employees. The sample consisted of 32 participants that include 14 faculty members and 18 non-teaching staffs. Carol Ryff's 42 item versions Psychological well-being scale was used to collect the data from employees. The findings of the study revealed a significant difference in the dimensions of autonomy, personal growth and purpose in life. The overall psychological well-being of teaching staff is higher than the non-teaching employees, On the whole, the present study concludes that women in the teaching profession had the highest psychological well-being scores compared to other women employees, in relation to their working conditions and nature of the job.

Oyku and colleagues (2017) conducted a study on teacher's psychological wellbeing: a comparison among teachers in the USA, Turkey, and Pakistan. They collected data from 403 teachers from the USA, 990 teachers from Turkey and 715 teachers from Pakistan using psychological wellbeing scale. Result revealed that USA teachers have high in psychological wellbeing followed by teachers of Turkey and Pakistan.

Mabekoje (2003) done study on psychological wellbeing among Nigerian teachers. The data was collected from 267 secondary school teachers (127 males and 140 females). The result revealed that the self-esteem, social support and agreeableness are the significant factors of teacher's psychological wellbeing.

Nagra (2013) conducted a study to find out the level of occupational stress and its relationship to health among the teachers in relation to gender and marital status. The data was collected through random sampling methods among 206 teachers. Occupational stress index scale is used to collect data. The finding shows that teachers experienced moderated level of occupational stress and there are significant differences between occupational stress in relation to gender (female teacher have more OS then male teachers) and marital status (married teachers are more stress). Also, occupational stress has an impact on the health of teachers.

Salimirad and Srimathi (2016) conducted a study to explore the relationship between psychological wellbeing and occupational self-efficacy among teachers in Mysore. Total of 600 samples was taken from both government and private schools. Occupational efficacy questionnaire self-developed by Sanjoyot Pethe, Sushama Chaudhari and Pinder Dhar (2005) and psychological well-being, Carol Ryff's psychological well-being scale (1989) was used. The result revealed that there is no significant difference in gender on psychological wellbeing.

Bahari and colleagues (2016) conducted a study to see the effect of occupational stress on teacher's psychological wellbeing among teachers in Kota Kinabalu, Sabah and Malaysia. The data were collected from 112 secondary school teachers. The result revealed that there is a significant effect of occupational stress on

the teacher's psychological wellbeing. Teachers with high OS must have a low level of PWB. Also, they find that there is no gender difference in both variables.

Rani and Singh (2012) conducted a study on occupational stress in relation to demographic variables among teachers. Total of 100 samples were taken by using the OSI by A.K Srivastava for data collection. The result shows that teachers have a moderate level of occupational stress. There is no gender difference in OSI. Also, they compare the various subscales of OSI and they found that is a significant difference in gender on responsibilities for persons, unreasonable group and political pressure, poor peer relationship, low status and unprofitability.

Kidger and colleagues (2015) conducted research on teacher's wellbeing and depressive symptoms and associated risk factors: a large cross-sectional study in English secondary school. Total 555 samples from eight schools were collected by using Warwick Edinburgh Mental Wellbeing Scale-WEMWBS and Patient Health Questionnaire-PHQ-9. The result revealed that wellbeing is very low and depressive symptoms is high among teachers.

Damasio and colleagues (2013) investigate the levels of meaning in life (MIL), PWB and quality of life (QOL) among school teachers from Brazil. The total sample includes 517 teachers (174 male and 343 female teachers) from different schools. The result revealed that there is a significant difference in gender on PWB.

Harding and colleagues (2018) conducted a study on teacher's mental health and wellbeing associated with the student's mental health and wellbeing. Cross-sectional data were collected from 3216 students and 1182 teachers from England and Wales. The tools used for data collection are the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), Total Difficulties Score (TDS) and also teacher's depression is measured by the Patient Health Questionnaire. The result revealed that the teacher wellbeing is effect by the performance of the students. Also, higher levels of teacher depressive symptoms were associated with poorer student wellbeing and psychological distress.

Molina and colleagues (2017) conducted a study on wellbeing and associated factors among elementary school teachers in southern Brazil. Total of 575 samples was taken from both urban and rural areas by using Faces scales by Andrews for PWB. The result shows that student behaviour is significantly associated with the psychological wellbeing of the teachers.

Leung and colleagues (2010) conducted a study on occupational stress, mental health status and stress management behaviours among secondary school teachers in Hong Kong. 89 secondary school teachers were taken as a sample by using occupational stress inventory (OSI-R), depression anxiety stress scale (DASS-21), and health-promoting lifestyle profile (HPLP) II. The result revealed that teachers have occupational stress as well as extremely severe depression too.

Bakker and colleagues (1999) conducted a study to examine the difference between burnout and depression among teachers of Dutch. Data was collected from 154 teachers by using Maslach burnout inventory (MBI) and the centre for epidemiologic studies depression scale (CES-D). Result revealed that due to a lack of conservation between relationships with their partners and students leads to depression among teachers.

Zhong and colleagues (2009) conducted a study to investigate the relationships among job stress, burnout, depression, and health among university teachers in China. Data was collected by using stratified random sampling among 300 teachers. Occupational stress indicator-2 (OSI-2), Maslach burnout inventory-general survey (MBI-GS), Beck depression inventory (BDI), and 36- item short-form health survey (SF-36) were used to collect the data. The result revealed that burnout is one of the factors that causes job stress and depression among teachers.

Salami (2010) has conducted a study to see the relationship between occupational stress and PWB among teachers of Southwest Nigeria. The total of 420 secondary school teachers was taken as a sample. The result showed that there is a negative relationship between OS and PWB.

Hadil and colleagues (2008) conducted a study on work-related depression among school teachers in Kota Bharu, Kelantan, Malaysia. A cross-sectional study was used to among 580 school teachers. Depression Anxiety and Stress 21 Items Questionnaire (DASS 21) and job content questionnaire (JQR) was used. Result revealed that the depression level of a teacher was mild.

Perez (2012) conducted a study on the gender difference in psychological wellbeing. A cross-sectional study was conducted among a sample from Filipino. Total of 588 samples was taken (110 males and 478 females). Ruff's psychological wellbeing scale was used to check the wellbeing among participants. The result revealed that there will be a gender difference in autonomy, positive relation with others and purpose in life. No gender differences were found in the aspects of environmental mastery, personal growth, and self-acceptance.

Dhara and Jogaan (2013) conducted a study on depression and psychological wellbeing among teachers. Total of 60 samples was taken (30 male and 30 female). BDI-II and Sudha Bhogle's Psychological wellbeing scale was used. Result reveals that significant difference in depression and psychological wellbeing with respect to both adult and aged. While there was a negative correlation between depression and psychological.

CHAPTER II

STATEMENT OF THE PROBLEM

Education has become one of the priorities in today's world. We can say that it is the mirror that reflects the values of society. It shows light to the humanity to pursue the correct decision. The role and the functions of education have been developed over the ages in the changing needs of the society/general public. It was the time when education was all about religion, conflict, and art to the present era of super-specialization. It has gone over numerous techniques to take its present structure. The purpose of education is just not only to literate students but to add to his/her rationale thinking, self-sufficiency and knowledge ability. It goes for all-round improvement of the person. Education is one of the significant elements that empower human advancement. Not just it helps people in accomplishing financial flourishing yet in addition in gaining more fulfilment and satisfaction from their life. It also teaches everyone to be good human and advance morally and materialistically. It has become a fundamental part of development and improvement of societies around the worldwide. Education has consistently been a significant social marker and instrumental in the monetary and social improvement of nations everywhere throughout the world.

The advancement of a country depends to a great extent on its education system. The achievement of any educational systems depends on the quality of its teachers which, in turn, depends on the effective teaching-learning process. It is said that the teachers are the focal point of the education system. The successful and proficient working of an association depends basically on the quality and responsibility of its human resources. In the pyramid of training, instructors are at the highpoint and control the targets of training and his understudies simultaneously. Therefore, teacher's dynamicity is always at the root of the success of any plan of education proposed or the policy of education declared by the government. Kothari Commission (1964-66) has remarked that "of all the different factors which influence the quality of education and its contribution to national development, the quality and character of teachers are undoubtedly the most significant".

National Policy on Education (1986) has rightly stated, “No people can rise above the levels of its teachers”. As we see in today’s world the role of teachers has changed due to the pressure of social and economic changes. The use of new technology has changed the roles and relationship, uses of time and the accessibility of support for teachers and students. In the cutting edge situation, the job of educators has been changing due to the weight of social and monetary changes. The authoritative utilization of innovation changes the jobs and connections, employments of time and assets and the accessibility of support for educators and understudies. The new advances are quickening central changes in the educator's job just as in the shape and exercises performing in the study hall. Presently instructors must be knowledgeable with the most recent data according to the changing prerequisites of society. Instructors are viewed as the most compelling component in instructive developments. The normal job of instructors has accepted new measurements and the general public anticipates his/her administration in the errand of making training a compelling instrument during the time spent country building.

Yang et.al (2009) reported that the teaching is been one of the most stressful work all over the world. The study indicates that the excessive stress may have an obvious effect on the physical and mental health status of the teachers. E.g. some may retire early and some may even quit their job. The study conducted by (Lazarus, 1981) which says that daily hassles also play a vital role in producing stress among students and the teachers. Too little money, too little time, constant pressure of studying, writing papers, taking tests, getting up in the morning are some of daily hassles that act as a sources of stress which lead to lower levels of internal control more depression, more emotional tension, lower life satisfaction, less vitality and energy lower self-esteem, less fun and playfulness and lower levels of happiness. Job challenges, overload, job struggle etc. also lead to higher distress and increase stress-related illness, emotional disturbance, and troubling behaviour among students and the teachers. Workplace stress has been shown to have a detrimental effect on the health and wellbeing of teachers. Also, negative impact on the workplace has been observed. Teaching as an occupation is regarded as a noble profession but with the increasing competition which requires higher consciousness, sometimes it becomes tedious. With the increase in competitions among students to achieve their goals, the

pressure is now on the quality of education that the teacher is providing to their students. Teaching is 'noble' profession which creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up secondary school teacher must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels in that teachers have to be more specialized and the organization is consequently more complex. Since the work division is more pronounced, issues of coordination become more important which gives rise to stress.

Sikkim occupies a very important place in the north-eastern landscape of the Indian Union which became the twenty-second state of the Indian Republic in 1975, located between 27°- 28° north latitude and 88° – 89° East longitude. It is situated in the eastern Himalayas. Sikkim is bound on the north and northeast by Tibet, on the east by Bhutan, on the west by Nepal and on the south by Darjeeling District of West Bengal and an area of 7096 sq.km with having population of 607,688 and mainly categorized broadly into three main communities such as Lepchas, Bhutias, and the Indian Nepalese. The Lepchas are the original inhabitants of the state, the Bhutias are the migrants from Tibet into Sikkim in the seventeenth century and the Nepalese started migration into Sikkim from the beginning of the nineteenth century. Nepali is spoken by the largest number of population. Culture plays a very important role in the perception of people (Chettri, 2010). As being the small state in the Eastern Himalayan range is well known for the high literacy rate of 82.20% (as census 2011). It occupies 13th positions at the national level and 3rd position among the northeastern states in literacy. As being a tiny state has made a remarkable history in terms of literacy that women literacy rate is high as compared to men (Kumar, 2014).

Secondary school teachers play a vital and crucial role in the whole education system. If a secondary school teacher succeeds in creating a sound knowledge in a particular subject among the students than it is right to say that the learners will be motivated in learning the subject and may develop the interest in the concerned subject which may motivate them for higher studies. Therefore, it is justified to say that secondary school teachers possess the most crucial position in the entire system of education. The future success of the students depends upon the effectiveness of the

teaching performance of the teachers at the secondary level. As on the one hand, secondary education prepares for life and on the other hand, it prepares for further higher education. The present scenario of education has witnessed lots of changes with the implementation of the RTE (Right to Education) act, under the article 21A, which has been enforced since 1st April 2010. Nowadays, the secondary school teachers encounter the challenge with the implementation of the CCA “Continuous Compressive Assessment”. As per this assessment scheme, the marks of the students are replaced on grades. The process of evaluation is done with curricular and extra-curricular evaluations along with their academic achievement. The main objective of this scheme is to reduce the pressure of the student by continuously and comprehensively evaluating them through the number of evaluations with different modes throughout the year. This scheme helps the students to groom not only in academics but it helps an individual student to showcase their talent in various fields. It basically deals with the all-round development of the child. When we say all-round development, it means moral development, language development, intellectual development, emotional development, cultural development, aesthetic development, spiritual development, social development, religious development and physical development. This evaluation system brings challenge among the secondary school teachers because of the various factors ranging from the poor infrastructure, less physical and human resources, lack of interest, attitude, and lack of students, parents and administrative cooperation (Pokhrel, 2017).

The stress of teaching as an occupation is widespread and cross-cultural. It is observed that many professional and scholarly have carried a significant number of articles relating occupational stress of teachers. This stress is described in many factors like workload, student misbehavior, professional recognition, classroom resources, poor colleague relations, poor colleague relations. Some remedies which hold considerable promise for reducing occupational stress of teacher are improved supervision and support, implementing quality circles, joint student parent-teacher problem solving, job enrichment etc. Hence the investigator felt the need to conduct a study with the intention of finding out the occupational stress among the teachers working in the secondary level of education (Gelvin, 2007).

The development of secondary education in Sikkim had remained largely dependent on the initiative was taken by the Christian missionaries and some enlightened people or even royal durbar's grace. But, all these efforts put together also could by no means prove satisfactory. Since no state policy or guidelines were ever promulgated for the development of education, very few educational institutions established were not well planned which faced difficulties to sustain. In 1953-54, when the first seven-year plan was launched in the state with the support of the Government of India, there was a rapid growth of educational institutions in the Sikkim. It was with the launch of this development programme that for the time in Sikkim an educational policy was formulated with 7 years perspective.

Since educational institutions in modern societies are following the pattern of demands and the supply of education services that tended to develop with seven-year, the development of Sikkim is being presented in terms of a number of the educational institution; their levels and quality sought. Once a very conservative state where there was no scope of equality of education for all, Sikkim is now on the path to provide educational opportunities with a view to universalize elementary education to all. Education once remained confined and restricted to the feudal privileged class only but now the educational facilities have reached if not yet practically possible, at least in the theoretical perspective. Ultimately it is this formal education that has mattered most to the Sikkimese people.

Census of India (2011) Sikkim stands 3rd in the national literacy ranking. The ranking is based on the four parameters of accessibility, infrastructure, teacher and outcome. There are approximately more than 500 secondary schools in Sikkim including both government and private. The teachers have expanded the growth of modern education by transmitting the knowledge and they are the medium through which objectives and plans can be actualized. In Sikkim, the schools and the teachers have more responsibilities in shaping the character of the students. The last decade has brought in a phenomenal expansion in the secondary education in Sikkim. Thus, the role of the secondary school's teaching in the field of Sikkim education system is vital for its improvement. In this context, especially secondary teachers are endowed with more responsibility to maintain the standard.

It is said that the teachers are the engineers of every profession. They have an ultimate role in the actualization of school goals and overall development in this world. They are the torch bearers for the generation to come. Hence, no nation can develop in the absence of responsible and well efficient teachers. Stress for teachers is a growing concern, because of the increasing workload, job insecurity, low levels of job satisfaction, and lack of autonomy. The number of researches has been done in the past which revealed the poor mental conditions of teachers. And so far the most of the literature shows that there is gender and culture difference in occupational stress, depression and psychological wellbeing among teachers. Till the time no any research has done in Sikkim among the three community (Nepali, Bhutia and Lepcha) so for that, the researcher has some curiosity to do research among community wise.

The available literature has provided that culture has played a vital role on occupational stress, depression and psychological wellbeing; and also the teaching job was regarded as the second most stress full job. So taking leads from literature, the present study was framed to examine any difference among the three communities of Sikkim which are different in language, religion with its related practices are expected to have differences on selected variables. Additionally, there were no awareness training programs organized by any local or government bodies, which would help them to deal with their occupational stress, depression and psychological wellbeing. Therefore, the curiosity of the researcher has led to choose the title which would further help government and local bodies to organize awareness programmes for the teachers.

Objectives of the Study

The following objectives have been framed to conduct the study:

1. To examine any significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples.
2. To identify any significant difference in occupational stress, depression and psychological wellbeing among the selected three communities.

3. To study any significant relationships between the dependent variables such as occupational stress, depression and psychological wellbeing among the samples.
4. To examine any significant interaction effects of 'gender and community' on occupational stress, depression and psychological wellbeing among the samples.

Hypothesis of the Study

The following hypotheses have been set up for the study.

1. There will be significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples.
2. There will be a significant difference on occupational stress, depression and psychological wellbeing among communities.
3. There will be significant relationships between on occupational stress, depression and psychological wellbeing in regards to the community.
4. There will be significant interaction effects of 'gender and community' on occupational, depression and psychological wellbeing.

CHAPTER III

METHODOLOGY

Sample

The 300 participants (150 male and 150 female) and three communities (Nepali, Bhutia, and Lepchas with 100 samples from each community) between 24-65 years of age were selected based on multi-stage sampling procedure. All the selected participant were from government schools of Sikkim.

The demographic profile of the participants along age, sex, date of appointment, education, family type (joint, nuclear and single-family), social group (Other backward class, scheduled tribe, scheduled caste), community (Nepali, Lepcha, Bhutia), religion (Hindu, Buddhist and Christian), marital status are carefully recorded to match or equate the participant in the study and the name of the participants was kept optional.

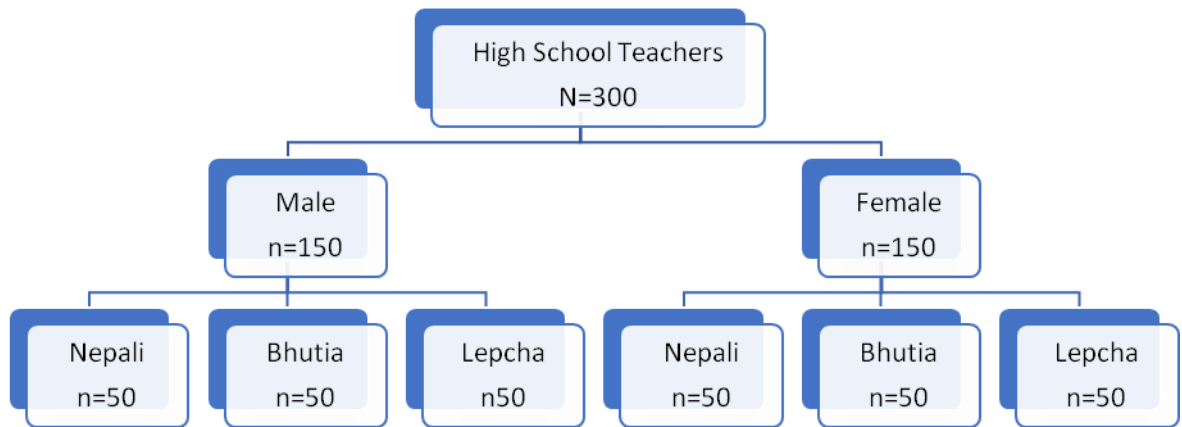
Inclusion and exclusion criteria

All teachers working in secondary schools of north and east district were eligible to participate in the study. Equal opportunity was provided to both male and female teachers, experienced and inexperienced teachers, temporary and permanent teachers, teachers working in schools situated in rural and urban areas and teachers working in government schools. In short, selection of participants in the study was irrespective of age, sex, experience, type of work, area of school or type of school.

Design of the study

In view of the target problems of the study, the participant was selected based on 'Sex' (male and female) and 'Community' (Nepali, Bhutia, and Lepchas). Thus, the study portrays 2 x 3 (2 sex x 3 community) factorial designs to be imposed on the measures of academic stress, depression and psychological wellbeing. As was planned, the background demographic information was incorporated to match or equate the participants to maintain homogeneity. The sample characteristics table for 2 x 3 factorial design of the study is presented in figure -1.

Figure 1: The sample characteristics table of the 2 x 3 (2 sex x 3 community) factorial design of the study.



Psychological tools

Aspect Study	Name of Questionnaire/ scales	Developed by
Occupational stress	Occupational Stress Index (OSI)	Dr A.K. Srivastava and Dr A. P. Singh in 1984.
Depression	The Beck Depression Inventory	Beck, Steer & Brown, 1996
Psychological wellbeing	The General Health Questionnaire GHQ-12.	Sir David Goldberg in 1972

1. Occupational Stress (Occupational Stress Index OSI)

Occupational Stress Index is a structured questionnaire having a high level of reliability and validity was developed and standardized by Dr A.K. Srivastava and Dr A. P. Singh in 1984. The scale consists of 46 items and has 12 subscales which are *role overload, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability*. The reliability index of Cronbach's Alpha Coefficient for the scale as a total was found to be .935 and .90 respectively. The levels of occupational stress were categorized on the basis of percentile values as Low (P-25 and below with the scores between 46 -127), Moderate (P-26 to P-75 with the scores between 128 -150) and High (P-76 and above) with the score of 151 to 230.

2. Depression (*The Beck Depression Inventory Beck, Steer & Brown, 1996*)

The Beck Depression Inventory is a widely utilized 21-item self-report scale in both clinical and research studies. The Beck Depression Inventory-II is a depression rating scale that can be used in individuals that are aged 13 years and older, and rates symptoms of depression in terms of severity on a scale from 0 to 3 based on the 21 specific items. The test-retest reliability for BDI-II was 0.93. Each item in a list of four statements arranged in increasing severity about particular symptoms of depression. People who fall under 0-13: minimal depression, 14-19: mild depression, 20-28: moderate depression, 29-63: severe depression.

3. Psychological wellbeing (*General Health Questionnaire GHQ-12*)

The General Health Questionnaire (GHQ-12) was developed by a British scholar Sir David Goldberg in 1972. GHQ-12 is a widely used self-administered questionnaire with 12 items, and the scales asks whether the respondent has experienced a particular symptom or behaviour recently. Each items is rated on a four-point Likert scale with the scores of 0-1-2-3 for response choices of =less than usual respectively; the scores may range from 0 to 36 with lower score indicating psychological wellbeing and vice-versa for high scores. A score of 1–10 indicates ‘low psychological distress’; 11–12 is ‘typical’; 13–15 is ‘more than typical’; 16–20 shows ‘evidence of psychological distress’; scores over 20 indicate ‘severe distress’. *General Health Questionnaire (GHQ-12 David Goldberg, 1998)* contained 12 items, rated on five points Likert Scale, split-half reliability was found to be .95. Cronbach’s alpha on GHQ range from .82 to .90, high scores represent a higher level of wellbeing. It is screening device for identifying the minor psychiatric disorder. It has 12 questionnaire, GHQ 12 has been recommended as a reliable screening instrument for psychological distress in all clinical groups and high scores shows high psychological wellbeing.

Procedure for the data collection

The data for the present study was collected among the teachers falling age range of 24-45 years from different district of Sikkim. Initially, the permission letter was taken from the Human Resource Development Department (HRDD) for collecting data. So, while visiting the different school the permission letter was shown

to the head of the concerned schools and permission was taken for collecting the data. So, after that, the teachers were chosen randomly in a group of 20 and they were assembled in a classroom for filling up the questionnaire. Before filling up the answer sheet, the participants were briefed regarding the research study and were told that the study was conducted for academic research purpose and later instructions were given for filling up the questionnaires. They were also guaranteed that their responses would be kept confidential and were told that the result would be analyzed in a group not individually. So, after providing the information regarding the study the questionnaires were distributed to all the participants. After finishing filling up the questionnaires while returning each and every participant questionnaire was checked so that they have filled up all the items in the provided questionnaire. Later, each and every participant was thanked for their co-operation.

Statistical analysis

For the analysis of the data, suitable statistical techniques were adopted for the present study.

1. Descriptive statistics were employed to describe the demographic variables like age, gender, education qualification, community, religion, social group, family type and marital status.
2. Means, standards deviations, skewness, kurtosis and Cronbach's Alphas were calculated for all the variables.
3. Karl Pearson's Coefficient of Correlations was used to assess the relationship between the sub scales of occupational stress, Depression and psychological wellbeing.
4. One way Analysis of Variance (ANOVA) with Schaffer's Post Hoc tests was employed to find the difference in the predictors in the sub scales of occupational stress, Depression and psychological wellbeing among six groups.

CHAPTER IV

RESULTS AND DISCUSSION

Psychometric properties of the behavioural measures

In order to achieve the objectives, subject-wise scores on the specific items of the measures of Occupational stress (Occupational Stress Index: Dr A.K. Srivastava and Dr A. P. Singh in 1984), for Depression (The Beck Depression Inventory-II: Beck, Steer & Brown, 1996) and for Psychological wellbeing (General Health Questionnaire -12: GHQ-12; Goldberg, D.1992), were separately prepared and analyzed to check the psychometric adequacy for measurement purposes among school teachers of Sikkim.

The psychometric checks of the behavioural measures included (i) item-total coefficient of correlation, (ii) reliability coefficients (Cronbach's Alpha of sub-scales and full scales), (iii) relationship between the scales. Further, the Full-scale Mean scores and SD values were included for comparison of the test scores between the groups, and the skewness and kurtosis with Standard Errors of both the full scales and the sub-scales to check the data distributions for further statistical analyses by employing *SPSS*. Also, one way ANOVA and the post-hoc test was used for more relevant data.

Table-1 Showing the Percentage of teachers belongs to different community, religion, social group, family type, marital status and educational qualification (N=300)

Socio-demographic variables	Category	Male	Female	Total (%)
Community	Nepali	50	50	100 (%)
	Bhutia	50	50	100 (%)
	Lepcha	50	50	100 (%)
Religion	Hindu	46	46	30.3 (%)
	Buddhist	99	100	66.3 (%)
	Christian	5	5	3.3 (%)
Social group	OBC	39	41	26.7 (%)
	SC	0	2	0.7 (%)
	ST	111	107	72.7 (%)
Family type	Joint	70	64	44.7 (%)
	Nuclear	70	74	48 (%)
	Single	10	12	7.3 (%)
Marital status	Married	105	105	70 (%)
	Unmarried	45	45	30 (%)
	10 pass	12	12	8 (%)

Education qualification	12 pass	30	26	18.7 (%)
	BA/BSC	59	61	40 (%)
	MA/MSC	49	49	32.7 (%)
	M.Phil	0	1	0.3 (%)
	PhD	0	1	0.3 (%)

The above tables shows the frequency and percentages of community, religion, social group, family type, marital status and education of school teachers. In the community category 50% from each community (Nepali, Bhutia and Lepcha) were belong. In religion category, 66.3% were from Hindu; 66.3% were from Buddhist and 3.3% were from Christian category. Likewise 26.7% were from other backward caste; 0.7% were from schedule caste and 72.7% were from schedule tribe. Also from table we can observe that 44.7% were from joint family; 48% were from nuclear family and 7.3% were from single family they belongs too. 70% of total population were married and 30% were unmarried. As we see in education qualification 10 pass are 8%; 12 pass are 18.7%; Graduation are 40%; post-graduate are 32.7% and we rarely see the higher education in school level i.e. M.Phil (0.3%) and Ph.D. (0.3%).

Table-2: Showing the Reliability (Alpha), Homogeneity (Levene test), and Normal probability (Kurtosis and Skewness) for the test scale/subscales.

Statistics		Dependent Variables									
		Depression	Psychological Wellbeing	Role Overload	Role ambiguity	Role conflict	Group and Political Pressure	Under participation	Powerlessness	Poor peer relation	Impoverishment
Reliability	Alpha	.70	.72	.69	.68	.68	.75	.70	.64	.64	.84
Homogeneity	Levene	.34	.32	.14	.25	.06	.25	.06	.10	.08	.45
NPC	Kurtosis	-0.64	-0.45	-0.19	-0.73	-0.83	-0.69	-0.67	-0.68	-0.59	-0.71
	Skewness	0.10	0.09	0.01	-0.02	0.06	-0.05	0.02	-0.02	-0.16	0.02

Table - 2 shows the Cronbach's Alpha of the scales and sub-scales on selected variables such as depression ($\alpha = .70$), Psychological wellbeing ($\alpha = .72$), role overload ($\alpha = .69$), role ambiguity ($\alpha = .68$), role conflict ($\alpha = .68$), group and political pressure ($\alpha = .75$), under participation ($\alpha = .70$), powerlessness ($\alpha = .64$), poor-peer relations ($\alpha = .64$) and impoverishment ($\alpha = .84$). Results confirms the BDI-II, GHQ-

12 and OSI sub scales are reliable for collection of data from the selected population under study. The skewness value of depression, psychological wellbeing, and in sub scales of occupational stress are between -1 and +1 point value.

Table- 3: Showing the Descriptive statistics- Mean, SD, Kurtosis, Skewness for the gender comparison groups on dependent variables.

Independent Variables (Gender)	Statistics	Dependent Variables									
		Depression	Psychological Wellbeing	Role Overload	Role ambiguity	Role conflict	Group and Political Pressure	Under participation	Powerlessness	Poor peer relation	Impoverishment
Total male	Mean	11.82	9.15	18.47	14.11	14.81	12.43	10.89	8.09	8.11	11.55
	SD	7.77	2.07	3.56	2.16	2.25	2.53	2.29	1.24	1.17	1.51
Total female	Mean	12.62	8.75	18.66	14.09	14.58	12.91	10.28	8.07	8.07	11.27
	SD	9.15	5.84	3.62	2.17	2.24	2.72	2.19	1.07	1.14	1.33

Table- 3 reflects the descriptive analysis of the BDI-II, GHQ-12 and subscales of OSI of male and female school teachers. Female scored slightly higher on depression (M=12.62; 11.82), RO (M=18.66; 18.47), and GPP (M=12.91; 12.43) than male. Whereas male scores slightly higher on PWB (9.52; 8.75), RA (M=14.11; 14.09), RC (M=14.81; 14.58), UP (M=10.89; 10.28), PLN (M=8.09; 10.07), PPR (M=8.11; 8.07) and IPM (M=11.55; 11.27) than female.

The earlier study support that female score higher in depression as compare to male Desouky & Allam (2017). A similar study conducted by Othman & Sivasubramaniam (2019) reported that female is higher in depression than male. Nobile and McCormick (2007) reported that females have a higher level of depression as compare to male. (Wahl et.al 2014) in their studies found that girls had the higher effect of depression than boys. Another study conducted by Sharma (2014) found that there is a significant gender difference in depression which shows that female have more depression than male. Desouky & Allam (2017) conducted a study on occupation stress, depression and anxiety among Egyptian teachers were they found that female are more prone to depression than male. The earlier research support that

male score higher in psychological wellbeing than female Akhter (2015). Similar research conducted by Bookwala & Boyar (2008) reported that female score lower in psychological wellbeing than male. (Carmel & Nigavekar 2007) reported that male score was higher in psychological wellbeing than female. Aftab & Khatoon (2012) in their study reported that male have more occupational stress than female. Gebrekirstos (2015) reported that there is a significant gender difference in OSI. Rani & Singh (2012) in their study they reported that there is a significant difference in gender on the unreasonable group and political pressure, poor peer relationship. Suleman et.al (2018), also reported that there is a gender difference in work overload, role conflict, unreasonable political pressure and under participation.

Figure -2: Showing the difference of two Genders (female and male) difference on dependent variables.

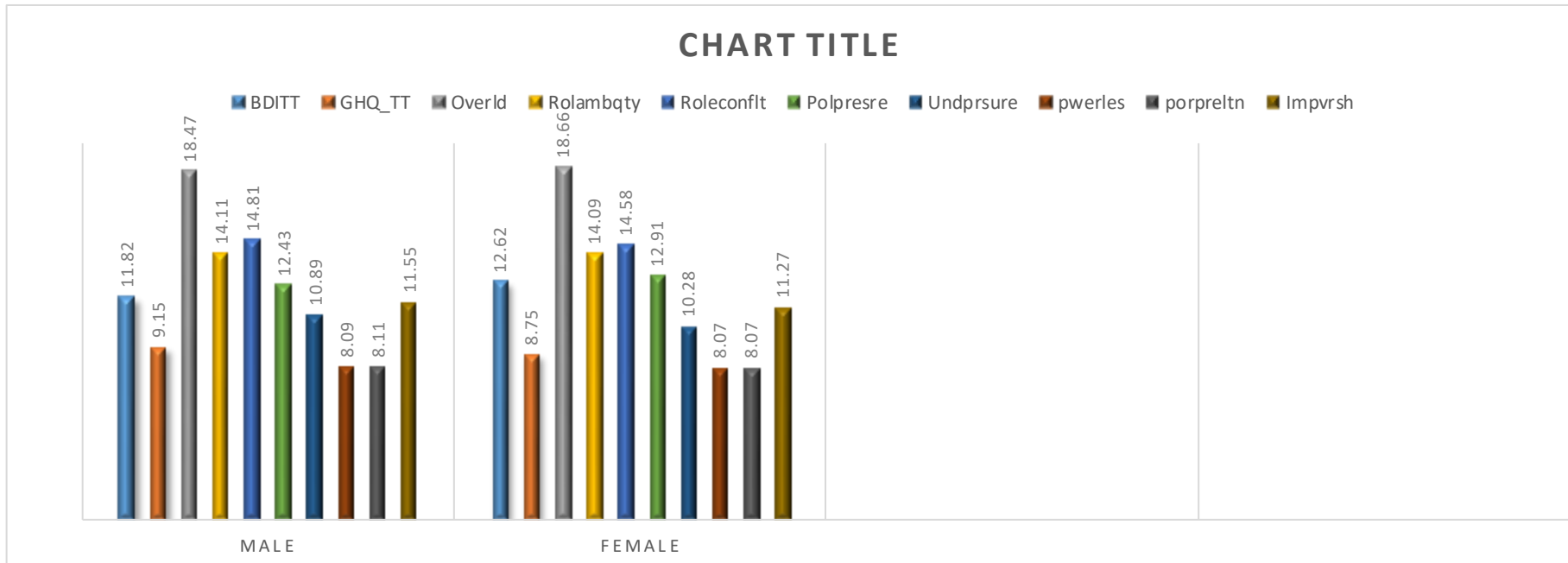


Table- 4: Showing the Descriptive statistics- Mean, SD, Kurtosis, Skewness for the culture/Community comparison groups on dependent variables.

Independent Variables (Community)	Statistics	Dependent Variables									
		Depression	Psychological Wellbeing	Role Overload	Role ambiguity	Role conflict	Group and political Pressure	Under participation	Powerlessness	Poor peer relation	Impoverishment
Total Nepali	Mean	13.33	7.39	19.17	14.20	14.81	12.82	10.98	8.17	8.21	11.44
	SD	9.61	2.30	3.41	2.28	2.31	2.48	2.47	1.21	1.07	1.28
Total Bhutia	Mean	12.36	8.71	18.52	14.18	14.74	12.81	10.47	8.07	8.12	11.60
	SD	7.81	2.89	3.58	2.09	2.17	2.67	2.12	1.12	1.17	1.21
Total Lepcha	Mean	10.97	10.75	18.01	13.93	14.53	12.38	10.30	8.00	7.94	11.18
	SD	7.83	2.49	3.70	2.12	2.25	2.75	2.12	1.13	1.23	1.71

Based on inferential statistical analysis with respect to BDI-II, GHQ-12 and subscales of OSI, the table-4 clearly indicates that Nepali score higher on depression (M=13.33), RO (M=19.17), RA (M=14.20), RC (M=14.81), GPP (M=12.82), UP (M=10.98), PLN (M=8.17), PPR (M=8.21), IPM (M=11.44) and lower on Psychological wellbeing (M=7.39).

Bhutia score second highest on depression (M=12.36), Psychological wellbeing (M=8.71), role overload (M=18.52), RA (M=14.18), RC (M=14.74), GPP (M=12.81), UP (M=10.47), PLN (M=8.07), PPR (M=8.12), IPM (M=11.60).

Lepcha scored slightly highest on Psychological wellbeing (M=10.75) while in other variables as compare to other community Lepcha score low on depression (M=10.97), RO (M=18.01), RA (M=13.93), RC (M=14.53), GPP (12.38), UP (M=10.30), PLN (M=8), PPR (M=7.94), IPM (M=11.18).

Figure -3: Showing the difference of the three Cultures (Nepali, Bhutia and Lepcha) difference on dependent variables.

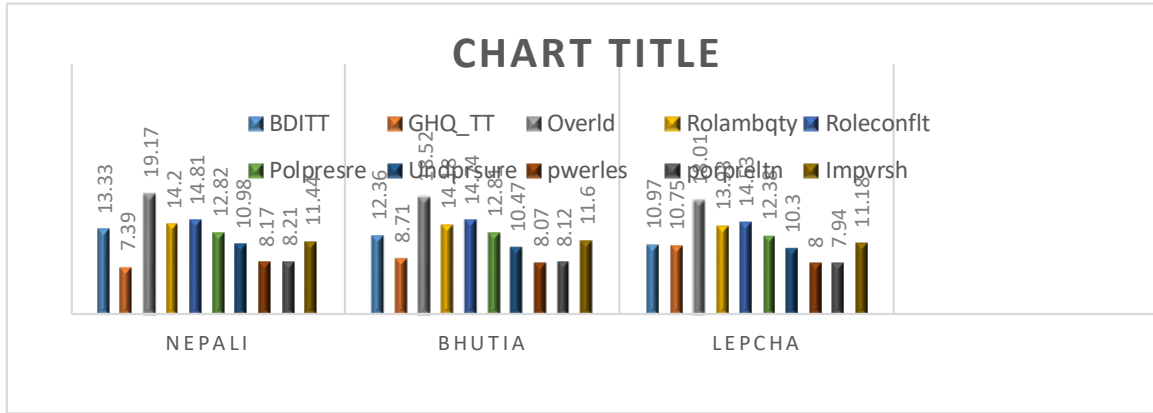


Table- 5: Showing the Descriptive statistics- Mean, SD, Kurtosis, Skewness for the culture and gender comparison groups on dependent variables.

Culture	Gender		Depression	Psychological Wellbeing	Role Overload	Role ambiguity	Role conflict	Group and Political Pressure	Under participation	Powerlessness	Poor pee relation	Impoverishment
				Mean	17.46	7.42	21.50	17.48	16.68	14.30	14.08	11.08
Nepali	Female	SD	1.75	2.04	2.00	1.25	2.85	2.28	1.44	1.45	1.79	2.49
		SEM	0.25	0.29	0.28	0.18	0.40	0.32	0.20	0.21	0.25	0.35
		Kurtosis	5.51	0.25	1.46	-0.55	-0.31	-0.45	2.45	1.95	1.23	-0.01
		Skewness	-1.37	-0.31	-0.11	-0.54	-0.88	-0.18	-1.21	-1.01	-1.21	-0.68
		Mean	20.42	4.74	22.48	15.32	15.54	15.70	11.72	9.64	12.96	14.90
	Male	SD	4.67	2.65	2.97	1.04	2.80	2.89	1.25	1.32	1.85	2.13
		SEM	0.66	0.37	0.42	0.15	0.40	0.41	0.18	0.19	0.26	0.30
		Kurtosis	-0.41	-0.95	2.92	2.10	-0.85	-0.78	0.22	-0.05	-0.28	0.29
		Skewness	-0.84	0.36	-1.03	0.67	-0.23	-0.73	-0.23	-0.34	-0.54	-0.85
		Mean	12.58	10.56	18.10	14.12	15.10	12.64	10.78	8.24	12.26	13.64
Bhutia	Female	SD	2.37	2.12	1.78	1.44	2.11	2.20	1.27	1.12	1.75	2.11
		SEM	0.33	0.30	0.25	0.20	0.30	0.31	0.18	0.16	0.25	0.30
		Kurtosis	0.59	2.11	0.86	0.13	0.06	0.70	4.29	-0.66	0.47	-0.02
		Skewness	-0.61	-0.43	-0.95	0.81	0.35	1.05	1.38	-0.13	0.42	0.92
		Mean	14.88	7.78	19.10	13.22	14.52	13.28	9.02	7.78	10.96	13.10
	Male	SD	4.47	1.85	1.02	1.45	2.32	2.07	1.42	1.22	1.91	2.22
		SEM	0.63	0.26	0.14	0.20	0.33	0.29	0.20	0.17	0.27	0.31
		Kurtosis	0.55	0.34	0.75	0.45	-0.56	-0.35	-0.13	2.09	-0.41	0.95
		Skewness	1.04	0.00	-0.69	0.44	-0.03	0.27	0.10	-0.90	-0.25	-0.08
		Mean	4.60	15.52	14.24	11.22	14.18	7.58	7.44	5.84	10.06	11.08
Lepcha	Female	SD	2.70	2.12	2.23	1.50	2.35	1.33	2.01	1.67	1.89	2.19
		SEM	0.38	0.30	0.32	0.21	0.33	0.19	0.28	0.24	0.27	0.31
		Kurtosis	-0.88	-0.47	-1.15	-0.84	-0.86	-1.18	-0.02	0.68	-1.25	-0.63
		Skewness	0.24	0.04	-0.21	-0.39	0.15	-0.37	-0.36	0.18	0.00	0.41
		Mean	8.40	12.62	15.58	9.86	13.46	10.54	6.58	5.00	10.62	10.20
	Male	SD	2.28	1.98	1.57	1.44	2.02	2.65	1.95	1.20	1.70	2.22
		SEM	0.32	0.28	0.22	0.20	0.29	0.37	0.28	0.17	0.24	0.31
		Kurtosis	2.16	0.56	1.93	1.78	-1.22	-0.21	11.25	1.40	-0.28	1.09
		Skewness	0.24	1.15	-1.02	0.81	-0.02	-0.30	2.67	0.60	-0.41	0.79
		Mean	13.06	9.77	18.50	13.54	14.91	12.34	9.94	7.93	11.76	13.14
Total	SD	6.23	4.16	3.56	2.86	2.62	3.49	3.01	2.47	2.22	2.99	
	SEM	0.36	0.24	0.21	0.17	0.15	0.20	0.17	0.14	0.13	0.17	
	Kurtosis	-0.64	-0.45	-0.19	-0.73	-0.83	-0.69	-0.67	-0.68	-0.59	-0.71	
	Skewness	0.10	0.09	0.01	-0.02	0.06	-0.05	0.02	-0.02	-0.16	0.02	

As it was hypothesized that there will be a significant difference between male and female teachers on Occupational Stress, Depression and Psychological Wellbeing among schools teachers of Sikkim is accepted. Analysis of data clearly indicates that there is a significant gender difference on depression, psychological wellbeing and the subscales of occupational stress where we can see that both male and female were facing a stressful situation in the workplace. With respect to the subscales female score higher on role overload and group and political pressure, whereas male score higher on role ambiguity, role conflict, under participation, powerlessness, peer-poor relations male score slightly higher and in impoverishment too. The study revealed that the most of employees used to experience a high level of occupational stress (Ali, Hassan, Ali, & Bashir, 2013; Kebelo, 2012; El-Shikieri & Musa, 2012; Yunus & Mahajar, 2011). The result of the current study says that both male and female have occupational stress but male have more than the female. In sub scales of occupational stress index, we can see that male have score higher in role ambiguity, role conflict, under participation, powerlessness, impoverishment and poor-peer relation it can be due to the fact that male teachers have to compete with the female teachers to prove their ability. They have to work more to prove their talent and sometimes they have to sacrifice their professional ambition for their family. Indeed, even they need to share their time satisfying their obligations both at the workplace and with the obligations and duties towards their family too. The stressful situation arises in both at home and office front.

On the dimension of role conflict, the responded reported that their head regularly communicates to them regarding their work. Heads used to interfere in their work and also they are not providing with sufficient facilities. It gets hard for them to execute the new technique and system in the workplace for those who are in the learning phase. The results are consistent with the different research findings of other scholars (Chang & Lu, 2007; Juma, Simatwa, & Ayodo, 2016). About under participation dimension of occupational stress which says that the most of their suggestions given by them to the authority are not observed and performed (Sharpley, Reynolds, & Acosta, 1997). While female have score higher in role overload and group and political pressure. Schools teachers are unable to perform their duties well due to the extreme workload. They are unable to complete their

tasks due to lack of time and work overload. The result of the study is reliable with the several research done before (Jehangir, Kareem, Khan, Jan, & Soherwardi, 2011). In the dimension of the group and political pressure, they responded that sometimes it becomes more challenging to follow formal rules due to political interference and group pressure (Kalungwa 2014).

Besides working in school most of the time teachers need to work overtime for to prepare their teaching materials, organizing an extra-curricular activity, deals with the parents and many other administrative duties they need to perform. Well, it is already mentioned above that the problem of occupational stress was one of the indicators of dissatisfaction with their teaching career. There is high chance to be reported physical and mental symptoms of stress such as tiredness, exhaustion and sometimes leads to the depression too. A similar study conducted on Hong Kong teacher's professional Union in 2005 among 2,579 primaries, secondary and special-teachers, which showed that teachers working 30 hours overtime per week, where 56% had reported that frequent tiredness and exhaustion. Another survey done on 2003, reported that 10% of the teachers rated occupational stress at 91-100, and about 25% of the people say that if the level of stress doesn't decrease they will quite the job. The high level of stress is due to the role ambiguity and role overload. These were likely related to the education reforms launched in recent years. A telephone survey of 2004 Hong Kong primary and secondary school teachers reported that the top sources of teacher's stress were education reform and school performance assessment stipulated by the Education and Manpower Bureau. Due to the frequent and rapid changes in education policies resulting from the education reforms, teachers felt insecure and uncertain about expectation and demands. Increased performance evaluation and reviews of schools and individual teachers caused higher workload and stress for teachers (Leung et.al 2009).

Gender plays an important role on psychological well-being and depression. Previous research findings also support this idea, researchers found that male has higher well-being (Roothman, Kirsten & Wissing, 2003) and the female has higher on depression (Nolen-Hoeksema, 2001). Well-being and depression are negatively correlated. Higher well-being results in lower depression. The results show that

female are more depressed and have lower psychological wellbeing. Female seems to have a lower level of health in epidemiological examinations directed from a pathogenic point of view (Croese, Nicholas, Eat and Forthright, 1992). In addition, as we in the society women are more prone to experience a sense of lack of control over negative life events. Negative events like climatic change are sometimes the factor that causes higher depression on a female. Another possibility might be that female have various reactions to being feeling discouraged than do male, and it might be these various responses that lead to differences in the severity and duration of the depression among female and the male. Female are bound to ruminate (“The Negative Triad”; referred to in Davison, 1998) when they become depressed it would be a very bad situation. On the other had male, use to distract themselves spending most of the time on an activity like games, swimming and so on. While it is not that women are not indulging in an activity they do but still, they have a higher rate of depression than the male. Females are more prone to adopt their problem. The negative emotion such as depression, stress and anxiety female used to adopt quickly which leads to the poor psychological wellbeing. Some of the researchers recommend that gender differences are encouraged by societal expectation and beliefs regarding sex roles and stereotypes (Morin and Rosenfeld, 1998; Roothman, Kirsten and Wissing, 2003).

The second hypothesized was that there will be a significant difference on Occupational Stress, Depression and Psychological Wellbeing among the three community of schools teachers of Sikkim is accepted. Analysis of data clearly indicates that there is a significant difference on occupational stress, depression and psychological wellbeing among the community. As from table-3, we can see that it clearly indicate that Nepali community have more depression followed by Bhutia and Lepcha. In psychological wellbeing, Lepcha has scored higher on PWB and in subscales of OSI Nepali score higher followed by Bhutia and Lepcha.

Also, we can see that from Nepali community male score more on depression, role overload, and group and political pressure than the female. In psychological wellbeing Nepali female score more than male. In role ambiguity, role conflict, under participation, powerlessness, poor-peer relation and impoverishment female score more than male. From the Bhutia community also male score more in

depression, in role overload and group and political pressure. In role ambiguity, role conflict, under participation, powerlessness, poor-peer relation and impoverishment female score more than male. In psychological wellbeing Bhutia female score more. While in Lepcha community also male score more in depression, psychological wellbeing, role overload, group and political pressure and poor-peer relation. In role ambiguity, role conflict, under participation, powerlessness, and impoverishment female score more than male.

As we can clearly see that Nepali people have found to be depressed and have more occupational stress as compare to Bhutia and the Lepcha. The region behind might be the workload which might be one of the roots that cause stress among teachers. The major factor for the workload is role overload which takes place where teachers have to cope with a number of challenging issues within their job. Another important source of stress among teachers includes the changes in the moods, and sometimes it depends on the moods of the head of the school. Aside from these, the causes of teacher stress include people misbehavior, student absenteeism, negative student attitude towards learning, poor working conditions, time pressure, large classes too much correction work, lack of encouragement, feeling of failure, non-cooperative parents, job insecurity, lack of public esteem, poor colleagues relationships, criticism by colleagues, lack of control over the job, delayed salaries, duties other than teaching, political interference, negative community attitude towards teaching (Gmelch 1983 cited in Holeyannavar 2009). Studies also indicate that stress have an negative effects on their psychological, physical and behavioural responses (Sutton, 1984; Beard, 1990; Rosenholtz, 1991; Travers & Cooper, 1993; Boyd & Wylie, 1994; Ferreira, 1994; Whitehead & Ryba, 1995; Brown & Ralph, 1998; Chalmers, 1998; Guglielmi & Tatrow, 1998; Maslach & Goldberg, 1998; Hinton & Rotheiler, 1998; Kinman, 2001; Kyriacou, 2001; Seldman & Zager, 2001; Hogan, et al., 2002; Kovess-Masfe'ty et al., 2007; Sun et al, 2011). The negative effect including irritability, anger, fatigue, anxiety, depression, headache, loss of concentration, difficulties in sleep, persistent negative thought, low appetite, stomach problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. Teacher stress not only affects his/her own health but also negatively affects the student's carrier too (Calabrese, 1987; Forlin et al., 1996) and even the

organization (Hayward, 1993). Frequently experience of stress situations would develop in teacher's low self-esteem. Loss of confident, unable to face the audience, laziness, motivation level will be low, unwillingness to cooperate in any situation, frequent irrational conflicts at the place of work, withdrawal from supportive relationships, dealing ineffectively with students, eventually lowering the overall performance level. In Sikkim recently some changes have made education system i.e. computer-based teaching, also Sikkim government has declared holiday on Saturday now. Due to all this factors teachers seems to face many coping difficulties. This changes could be the reasons for the increased on depression and occupational stress among the sample.

As we can see in the context of Sikkim, within the Nepali community they have to face lots of competition. Nepali is the dominant community which constitute 70% of the population of Sikkim. The Nepali community is composed of different sub-cultural and shares their different culture and customs. Each tribe is sub-divided into many classes. The most important of these tribes are Sharma (Bawan's), Chettri, Rai, Limbu, Gurung, Manger, Tamang, Sherpa, Bhujel, Mewar, Thami, Damais, and Kamis etc. While Bhutia constituting 16% of the total population and followed by Lepcha which constitutes of 14% of a total population of Sikkim.

Table-6: Showing the significant relationship between Dependent Variables.

Pearson's Correlations between Dependent Variables										
Dependent Variables	Depression	Psychological wellbeing	Role Overload	Role ambiguity	Role Conflict	Group and Political pressure	Under participation	Powerlessness	Poor peer relations	Impoverishment
Depression	1	-.77**	.68**	.61**	.27**	.65**	.58**	.60**	.45**	.49**
Psychological wellbeing		1	-.68**	-.55**	-.24**	-.70**	-.52**	-.58**	-.39**	-.48**
Role Overload			1	.60**	.18**	.57**	.56**	.58**	.39**	.43**
Role ambiguity				1	.36**	.50**	.81**	.80**	.51**	.63**
Role conflict					1	.18**	.33**	.35**	.71**	.51**
Group and Political pressure						1	.53**	.56**	.34**	.42**
Under participation							1	.92**	.50**	.59**
powerlessness								1	.48**	.61**
Poor peer relations									1	.69**
Impoverishment										1

**=. Correlation is significant at the 0.01 level (2-tailed).
 *= Correlation is significant at the 0.05 level (2-tailed).

From Table-4 we can see that BDI has negative correlation with psychological wellbeing ($r=-.77$; $P<.01$) and positive significant correlation relationship with role overload ($r= .68$; $P<.01$), role ambiguity ($r=.61$; $P<.05$), role conflict ($r=.27$; $P<.05$), group and political pressure ($r=.65$; $P<.05$), under participation ($r=.58$; $P<.05$), powerlessness ($r=.60$; $P<.05$), poor-peer relations ($r=.45$; $P<.05$), impoverishment ($r=.49$; $P<.05$). The finding got support in the earlier study that there is a negative correlation between depression and psychological wellbeing Dhara & Jogaan (2013). A similar study conducted by Malek et.al. (2009) in British and Malaysia found that occupational stress has a significant negative correlation with the psychological wellbeing. The finding got support in the earlier study that there is a positive correlation between depression and occupational stress Shen et.al (2014).

PWB has negative correlation with RO ($r=-.68$; $P<.05$), RA ($r=-.55$; $P<.05$), RC ($r=-.24$; $P<.05$), GPP ($r=-.70$; $P<.05$), UP ($r=-.52$; $P<.05$), PLN ($r=-.58$; $P<.05$), PPR ($r=-.39$; $P<.05$), IPM($r=-.48$; $P<.05$). The finding got support in the earlier study (Wahl et.al 2014). Also, the same study conducted by Suleman et.al (2018), reported that is a negative correlation between occupational stress and psychological wellbeing. The finding has the support that Salami (2010) has conducted a study to see the relationship between occupational stress and PWB among teachers of Southwest Nigeria. The result revealed that the negative relationship between OS and PWB. Study conducted by Poormahmood, Moayedi, and Alizadeh (2017) in their study they found that primary school are teachers were found to be a negative correlation between occupational stress and psychological well-being.

RO has positive correlation with RA ($r=.60$; $P<.05$), RC ($r=.18$; $P<.05$), GPP ($r=.57$; $P<.05$), UP ($r=.56$; $P<.05$), PLN ($r=.58$; $P<.05$), PPR ($r=.39$; $P<.05$), IPM ($r=.43$; $P<.05$).

RA has positive correlation with RC ($r=.36$; $P<.05$), GPP ($r=.50$; $P<.05$), UP($r=.81$; $P<.05$), PLN ($r=.80$; $P<.05$), PPR ($r=.51$; $P<.05$), IPM ($r=.63$; $P<.05$).

RC has positive correlation with GPP ($r=.18$; $P<.05$), UP ($r=.33$; $P<.05$), PLN ($r=.35$; $P<.05$), PPR ($r=.71$; $P<.05$), IPM ($r=.51$; $P<.05$).

GPP has positive correlation with UP ($r=.53$; $P<.05$), PLN ($r=.56$; $P<.05$), PPR ($r=.34$; $P<.05$), IPM ($r=.42$; $P<.05$).

UP has positive correlation with PLN ($r=.92$; $P<.05$), PPR ($r=.50$; $P<.05$), IPM ($r=.59$; $P<.05$).

PLN has positive correlation PPR ($r=.48$; $P<.05$), IPM ($r=.61$; $P<.05$).

PPR have a positive correlation with IPM ($r=.69$; $P<.05$).

The third hypothesis was hypothesized that there will be significant relationships between Occupational Stress, Depression and Psychological Wellbeing in regards to community is accepted. The data clearly shows that psychological wellbeing was found to be significant negative correlation with depression, role overload, role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations and impoverishment. Whereas depression, role overload, role ambiguity, role conflict, group and political pressure,

under participation, powerlessness, poor-peer relations and impoverishment are significant positive correlation. The finding has the support that Suleman et.al (2018) has conducted a study to see the relationship between occupational stress and PWB among teachers of Pakistan. The result revealed that negative relationship between OS and PWB and moderate correlation between all the sub-scales of occupational stress. Malek et.al (2009) found a significant contradictory relationship between the occupational stresses with regards to psychological well-being.

The results obtain from the table-4 indicate there exists a negative correlation between PWB, OSI and sub scales of OSI among school teachers. It can said that the wellbeing is more affected by the occupational stress. Based on the results found it can be suggested that school needs proper collaboration with policy makers for comprehensive strategy towards stress management. Also, some training sessions, seminars and workshops should be arrange by the authority to reduce some extend of stress. Department should provide some basic services for this purpose, a special budget should be kept to improve the working conditions. Political activity should be banned. They should organise the workload properly and equally to all teachers which can improve confidence among teachers. There should also be provided the Vice-Head/Principal in order to lessen their workload, and also to give confidence while formulating educational policies Incentives and awards should be often distributed to improve the working condition

Table-7: Showing the independent and interaction effect of culture and gender on dependent variables (ANOVA)

Dependent Variable	Independent Variable	Sum of squares	df	F	Sig.	Eta Sqr
Depression	Culture	7805.69	2	305.65	.00	.67
	Gender	684.03	1	18.68	.00	.06
	C x G	8517.98	5	162.61	.00	.73
Psychological wellbeing	Culture	3246.61	2	249.55	.00	.62
	Gender	582.41	1	37.76	.00	.11
	C x G	3829.63	5	166.93	.00	.74
Overload	Culture	2507.82	2	288.43	.00	.66
	Gender	91.85	1	7.38	.01	.03
	C x G	2601.72	5	127.77	.00	.69
Role ambiguity	Culture	1719.65	2	350.32	.00	.70
	Gender	162.80	1	21.22	.00	.06.
	C x G	1902.78	5	204.98	.00	.78
Role conflict	Culture	263.81	2	21.89	.00	.12
	Gender	49.61	1	7.38	.01	.02
	C x G	317.67	5	10.76	.00	.16
Group and Political pressure	Culture	1821.84	2	148.69	.00	.50
	Gender	208.33	1	18.08	.00	.06
	C x G	2100.12	5	80.12	.00	.58
Under participation	Culture	1734.81	2	264.23	.00	.64
	Gender	206.67	1	24.60	.00	.08
	C x G	1969.98	5	156.57	.00	.73
Powerlessness	Culture	1221.14	2	300.04	.00	.67
	Gender	62.56	1	10.58	.00	.03
	C x G	1295.91	5	143.88	.00	.71
Poor peer relations	Culture	447.25	2	64.36	.00	.30
	Gender	17.76	1	3.62	.06	.01
	C x G	510.30	5	30.97	.00	.35
Impoverishment	Culture	1150.13	2	112.61	.00	.43
	Gender	50.43	1	5.74	.02	.03
	C x G	1203.82	5	48.38	.00	.45

Results showed that culture had significant independent effect on depression ($F=305.65$; $p<.01$; $\eta^2= .67$) with 67 %; and significant independent gender effect ($F=18.68$; $p<.01$; $\eta^2=.06$) with 6%; also significant interaction effect on culture and gender ($F=162.61$; $p<.01$; $\eta^2=.73$) with 73%. The finding got support in the earlier study that female have higher than the male (Wahl et.al 2014). Sharma (2014)

reported that gender difference in depression which shows that female have more depression than male. Kota Bharu, Kelantan, Malaysia are different on depression Hadi et.al (2008)

Culture had significant independent effect on psychological wellbeing ($F=249.55$; $p<.01$; $\eta^2=.62$) with 62%; and significant independent gender effect ($F=37.76$; $p<.01$; $\eta^2=.11$) with 11%; also significant interaction effect on culture and gender ($F=166.93$; $p<.01$; $\eta^2=.74$) with 74%. The finding has the support that Malek et.al. (2009) also found that culture difference on psychological wellbeing and Zapeda et.al (2017) reported that US teachers have high psychological wellbeing followed by teachers of Turkey and Pakistan. Panahi, Yunus, & Roslan, (2013) reported that female score high on psychological wellbeing then male. A similar study conducted by Vescovelli, Albieri, & Ruini (2014) also found female higher in psychological wellbeing.

Culture had significant independent effect on role overload ($F=288.43$; $p<.01$; $\eta^2=.66$) with 66%; and significant independent gender effect ($F=7.38$; $p<.01$; $\eta^2=.03$) with 3%; also significant interaction effect on culture and gender ($F=127.77$; $p<.01$; $\eta^2=.69$) with 69%.

Culture had significant independent effect on role ambiguity ($F=350.32$; $p<.01$; $\eta^2=.70$) with 70%; and significant independent gender effect ($F=21.22$; $p<.01$; $\eta^2=.06$) with 6%; also significant interaction effect on culture and gender ($F=204.98$; $p<.01$; $\eta^2=.78$) with 78%.

Culture had significant independent effect on role conflict ($F=21.89$; $p<.01$; $\eta^2=.12$) with 12%; and significant independent gender effect ($F=7.38$; $p<.01$; $\eta^2=.02$) with 2%; also significant interaction effect on culture and gender ($F=10.76$; $p<.01$; $\eta^2=.16$) with 16%.

Culture had significant independent effect on group and political pressure ($F=148.69$; $p<.01$; $\eta^2=.50$) with 50%; and significant independent gender effect ($F=18.08$; $p<.01$; $\eta^2=.06$) with 6%; also significant interaction effect on culture and gender ($F=80.12$; $p<.01$; $\eta^2=.58$) with 58%.

Culture had significant independent effect on under participation ($F=264.23$; $p<.01$; $\eta^2=.64$) with 64%; and significant independent gender effect ($F=24.60$; $p<.01$; $\eta^2=.08$) with 8%; also significant interaction effect on culture and gender ($F=156.57$; $p<.01$; $\eta^2=.73$) with 73%.

Culture had significant independent effect on powerlessness ($F=300.04$; $p<.01$; $\eta^2=.67$) with 67%; and significant independent gender effect ($F=10.58$; $p<.01$; $\eta^2=.03$) with 3%; also significant interaction effect on culture and gender ($F=143.88$; $p<.01$; $\eta^2=.71$) with 71%.

Culture had significant independent effect on poor-peer relations ($F=64.36$; $p<.01$; $\eta^2=.30$) with 30%; and significant independent gender effect ($F=3.62$; $p<.01$; $\eta^2=.01$) with 1%; also significant interaction effect on culture and gender ($F=30.97$; $p<.01$; $\eta^2=.35$) with 35%.

Culture had significant independent effect on impoverishment ($F=112.61$; $p<.01$; $\eta^2=.43$) with 43%; and significant independent gender effect ($F=5.74$; $p<.01$; $\eta^2=.03$) with 3%; also significant interaction effect on culture and gender ($F=48.38$; $p<.01$; $\eta^2=.45$) with 45%.

The finding got support in the earlier finding that Suleman et.al (2018) where they found that both male and female school teachers are occupationally stressed with respect to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation, and unprofitability. A similar study conducted by Panchal (2016) reported that government school teachers have more occupational stress in most of subscales of occupational stress.

Table-8: Post- hoc means comparison between three communities on dependent variables

Dependent variables	Standard group	Comparision group	Mean difference	Significant
Depression	Nepali	Bhutia	1.39	.510
		Lepcha	-.97	.720
	Bhutia	Nepali	-1.39	.510
		Lepcha	-2.36	.145
	Lepcha	Nepali	.97	.720
		Bhutia	2.36	.145
Psychological wellbeing	Nepali	Bhutia	1.32	.214
		Lepcha	-2.04*	.026
	Bhutia	Nepali	-1.32	.214
		Lepcha	-3.36*	.000
	Lepcha	Nepali	2.04*	.026
		Bhutia	3.36*	.000
Role overload	Nepali	Bhutia	-1.16	.073
		Lepcha	-.51	.600
	Bhutia	Nepali	1.16	.073
		Lepcha	.65	.437
	Lepcha	Nepali	.51	.600
		Bhutia	-.65	.437
Role ambiguity	Nepali	Bhutia	-.27	.678
		Lepcha	-.25	.717
	Bhutia	Nepali	.27	.678
		Lepcha	.02	.998
	Lepcha	Nepali	.25	.717
		Bhutia	-.02	.998
Role conflict	Nepali	Bhutia	.07	.976
		Lepcha	.28	.678
	Bhutia	Nepali	-.07	.976
		Lepcha	.21	.803
	Lepcha	Nepali	-.28	.678
		Bhutia	-.21	.803
Group and political pressure	Nepali	Bhutia	-.43	.515
		Lepcha	-.44	.499
	Bhutia	Nepali	.43	.515
		Lepcha	-.01	1.00
	Lepcha	Nepali	.44	.499

		Bhutia	.01	1.00
Under participation	Nepali	Bhutia	-.51	.277
		Lepcha	.17	.867
	Bhutia	Nepali	.51	.277
		Lepcha	.68	.103
	Lepcha	Nepali	-.17	.867
		Bhutia	-.68	.103
powerlessness	Nepali	Bhutia	-.10	.829
		Lepcha	.07	.912
	Bhutia	Nepali	.10	.829
		Lepcha	.17	.583
	Lepcha	Nepali	-.07	.912
		Bhutia	.10	.583
Poor-peer relations	Nepali	Bhutia	.27	.257
		Lepcha	.09	.859
	Bhutia	Nepali	-.27	.257
		Lepcha	-.18	.546
	Lepcha	Nepali	-.09	.859
		Bhutia	.18	.546
Impoverishment	Nepali	Bhutia	-.42	.114
		Lepcha	-.26	.434
	Bhutia	Nepali	.42	.114
		Lepcha	.16	.728
	Lepcha	Nepali	.26	.434
		Bhutia	-.16	.728
*. The mean difference is significant at the 0.05 level.				

Post Hoc analysis was further conducted to examine the differences between the three groups under study on Depression, psychological wellbeing and sub scales of occupational stress (role overload, role conflict, role ambiguity, group and political pressure, under participation, powerlessness, poor-peer relations and impoverishment). Results showed that in psychological wellbeing Nepali has a significant difference with Lepcha (-2.04*), Bhutia has a significant difference with Lepcha (-3.36*), Lepcha has significant difference with Nepali (2.04*) and Bhutia (3.36*) at (p<.01) level.

Table-9: Post- hoc means comparison between six groups on Depression variable

Dependent variable	Standard group	Comparision Groups	Mean Difference	Significant
Depression	Nepali female	Nepali Male	-2.96*	0.001
		Bhutia Female	4.88*	0.000
		Bhutia Male	2.58*	0.008
		Lepcha female	12.86*	0.000
		Lepcha male	9.06*	0.000
	Nepali male	Nepali female	2.96*	0.001
		Bhutia Female	7.84*	0.000
		Bhutia Male	5.54*	0.000
		Lepcha female	15.82*	0.000
	Bhutia female	Lepcha male	12.02*	0.000
		Nepali female	-4.88*	0.000
		Nepali male	-7.84*	0.000
		Bhutia male	-2.30*	0.029
		Lepcha female	7.98*	0.000
	Bhutia male	Lepcha male	4.18*	0.000
		Nepali female	-2.58*	0.008
		Nepali male	-5.54*	0.000
		Bhutia female	2.30*	0.029
		Lepcha female	10.28*	0.000
	Lepcha female	Lepcha male	6.48*	0.000
		Nepali female	-12.86*	0.000
		Nepali male	-15.82*	0.000
		Bhutia female	-7.98*	0.000
		Bhutia male	-10.28*	0.000
Lepcha male	Lepcha female	-3.80*	0.000	
	Nepali female	-9.06*	0.000	
	Nepali male	-12.02*	0.000	
	Bhutia female	-4.18*	0.000	
	Bhutia male	-6.48*	0.000	
		Lepcha female	3.08*	0.000

*=the mean difference is significant at the 0.05 level

Post Hoc analysis was further conducted to examine the differences between the six groups understudy on Depression variable. Results showed that Nepali female has a significant difference with Nepali male (-2.96*), Bhutia female (4.88*), Bhutia male (2.58*), Lepcha female (12.86*) and Lepcha male (9.06*) at ($p < .01$) level. Likewise Nepali male also showed the significant difference with Nepali female (2.96*), Bhutia female (7.84*), Bhutia male (5.54*), Lepcha female (15.82*) and Lepcha male (12.02*) at ($p < .01$) level.

Results also showed that Bhutia female has a significant difference with Nepali female (-4.88*), Nepali male (-7.84*), Bhutia Male (-2.30*), Lepcha female (7.98*) and Lepcha male (4.18*) at ($p < .01$) level. Likewise Bhutia male also showed the significant difference with Nepali female (-2.58*), Nepali male (-5.54*), Bhutia female (2.30*), Lepcha female (7.98*) and Lepcha male (4.18*) at ($p < .01$) level.

It also showed that Lepcha female has a significant difference with Nepali female (-12.86*), Nepali male (-15.82*), Bhutia female (-7.98*), Bhutia male (10.28*) and Lepcha male (-3.80*) at ($p < .01$) level. Likewise Lepcha male has a significant difference with Nepali female (-9.06*), Nepali male (-12.02*), Bhutia female (-4.18*), Bhutia male (-6.48*) and Lepcha female (3.08*) at ($p < .01$) level.

Table-10: Post-hoc means comparison between six groups on psychological wellbeing variable

Dependent Variable	Standard group	Comparison Groups	Mean Difference	Significant
Psychological wellbeing	Nepali female	Nepali Male	-4.74*	0.000
		Bhutia Female	-3.14*	0.000
		Bhutia Male	-0.36	0.982
		Lepcha female	-8.10*	0.000
		Lepcha male	-5.20*	0.000
	Nepali male	Nepali female	-2.68*	0.000
		Bhutia Female	-5.82*	0.000
		Bhutia Male	-3.04*	0.000
		Lepcha female	-10.78*	0.000
		Lepcha male	-7.88*	0.000
	Bhutia female	Nepali female	3.14*	0.000
		Nepali male	5.82*	0.000
		Bhutia male	2.78*	0.000
		Lepcha female	-4.96*	0.000
		Lepcha male	-2.06*	0.000
	Bhutia male	Nepali female	0.36	0.982
		Nepali male	3.04*	0.000
		Bhutia female	-2.78*	0.000
		Lepcha female	-7.74*	0.000
		Lepcha male	-4.84*	0.000
	Lepcha female	Nepali female	8.10*	0.000
		Nepali male	10.78*	0.000
		Bhutia female	4.96*	0.000
		Bhutia male	7.74*	0.000
Lepcha male		2.90*	0.000	
Lepcha male	Nepali female	5.20*	0.000	
	Nepali male	7.88*	0.000	
	Bhutia female	2.06*	0.000	
	Bhutia male	4.84*	0.000	
	Lepcha female	-2.90*	0.000	

* = the mean difference is significant at the 0.05 level

Post Hoc analysis was further conducted to examine the differences between the six groups under study on Psychological wellbeing variable. Results showed that Nepali female and Bhutia male does not have a significant difference on psychological wellbeing, but have a significant difference with Nepali male (-4.74*), Bhutia female (-3.14*), Lepcha female (-8.10*) and Lepcha male (-5.20*) at ($p < .01$) level. Likewise Nepali male also showed the significant difference with Nepali

female (-2.68*), Bhutia female (-5.82*), Bhutia male (-3.04*), Lepcha female (-10.78*) and Lepcha male (-7.88*) at ($p < .01$) level.

Results also showed that Bhutia female has a significant difference with Nepali female (3.14*), Nepali male (5.82*), Bhutia Male (2.78*), Lepcha female (-4.96*) and Lepcha male (-2.06*) at ($p < .01$) level. Likewise, Bhutia male also showed no significant difference with Nepali female, but have a significant difference with Nepali male (3.04*), Bhutia female (-2.78*), Lepcha female (-7.74*) and Lepcha male (-4.8*) at ($p < .01$) level.

It also showed that Lepcha female has a significant difference with Nepali female (5.20*), Nepali male (7.88*), Bhutia female (2.06*), Bhutia male (4.84*) and Lepcha male (2.90*) at ($p < .01$) level. Likewise Lepcha male has a significant difference with Nepali female (5.20*), Nepali male (7.88*), Bhutia female (2.06*), Bhutia male (4.84*) and Lepcha female (-2.90*) at ($p < .01$) level.

Table-11: Post-hoc means comparison between six groups on Role overload variable

Dependent Variable	Standard Group	Comparison Group	Mean Difference	Significant
Role overload	Nepali female	Nepali Male	-0.98	0.319
		Bhutia Female	3.40*	0.000
		Bhutia Male	2.40*	0.000
		Lepcha female	7.26*	0.000
		Lepcha male	5.92*	0.000
	Nepali male	Nepali female	0.98	0.319
		Bhutia Female	4.38*	0.000
		Bhutia Male	3.38*	0.000
		Lepcha female	8.24*	0.000
		Lepcha male	6.90*	0.000
	Bhutia female	Nepali female	-3.40*	0.000
		Nepali male	-4.38*	0.000
		Bhutia male	-1.00	0.296
		Lepcha female	3.86*	0.000
		Lepcha male	2.52*	0.000
	Bhutia male	Nepali female	-2.40*	0.000
		Nepali male	-3.38*	0.000
		Bhutia female	1.00	0.296
		Lepcha female	4.86*	0.000
		Lepcha male	3.52*	0.000
	Lepcha female	Nepali female	-7.26*	0.000
		Nepali male	-8.24*	0.000
		Bhutia female	-3.86*	0.000
		Bhutia male	-4.86*	0.000
		Lepcha male	-1.34	0.054
Lepcha male	Nepali female	-5.92*	0.000	
	Nepali male	-6.90*	0.000	
	Bhutia female	-2.52*	0.000	
	Bhutia male	-3.52*	0.000	
	Lepcha female	1.34	0.054	
* = the mean difference is significant at the 0.05 level				

Post Hoc analysis was further conducted to examine the differences between the six groups understudy on the role overload variable. Results showed that Nepali female and Nepali male does not have a significant difference on role overload, but have a significant difference with Bhutia female (3.40*), Bhutia male (2.40*), Lepcha female (7.26*) and Lepcha male (5.92*) at ($p < .01$) level. Likewise Nepali male also showed no significant difference with Nepali female but there is a significant difference with Bhutia female (4.38*), Bhutia male (3.38*), Lepcha female (8.24*) and Lepcha male (6.90*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Bhutia male but there is a significant difference with Nepali female (-3.40*), Nepali male (-4.38*), Lepcha female (3.86*) and Lepcha male (2.52*) at ($p < .01$) level. Likewise, Bhutia male also showed no significant difference with Bhutia female, but have a significant difference with Nepali female (-2.40*), Nepali male (-3.38*), Lepcha female (4.86*) and Lepcha male (3.52*) at ($p < .01$) level.

It also showed that Lepcha female has no significant difference with Lepcha male but there is a significant difference with Nepali female (-7.26*), Nepali male (-8.24*), Bhutia female (-3.86*), Bhutia male (-4.86*) at ($p < .01$) level. Likewise Lepcha male has a significant difference with Nepali female (-5.92*), Nepali male (-6.90*), Bhutia female (-2.52*), Bhutia male (-3.52*) at ($p < .01$) level but no significant difference with Lepcha female.

Table-12: Post-hoc means comparison between six groups on Role ambiguity variable

Dependent Variables	Standard Group	Comparison Groups	Mean Difference	Significant
Role ambiguity	Nepali female	Nepali Male	2.16*	0.000
		Bhutia Female	3.36*	0.000
		Bhutia Male	4.26*	0.000
		Lepcha female	6.26*	0.000
		Lepcha male	7.62*	0.000
	Nepali male	Nepali female	-2.16*	0.000
		Bhutia Female	1.20*	0.002
		Bhutia Male	2.10*	0.000
		Lepcha female	4.10*	0.000
		Lepcha male	5.46*	0.000
	Bhutia female	Nepali female	-3.36*	0.000
		Nepali male	-1.20*	0.002
		Bhutia male	0.09	0.056
		Lepcha female	2.90*	0.000
		Lepcha male	4.26*	0.000
	Bhutia male	Nepali female	-4.26*	0.000
		Nepali male	-2.1*	0.000
		Bhutia female	-0.90	0.056
		Lepcha female	2.00*	0.000
		Lepcha male	3.36*	0.000
	Lepcha female	Nepali female	-6.26*	0.000
		Nepali male	-4.10*	0.000
		Bhutia female	-2.90*	0.000
		Bhutia male	-2.00*	0.000
Lepcha male		1.36*	0.000	
Lepcha male	Nepali female	-7.62*	0.000	
	Nepali male	-5.46*	0.000	
	Bhutia female	-4.26*	0.000	
	Bhutia male	-3.36*	0.000	
	Lepcha female	-1.36*	0.000	

*= the mean difference is significant at the 0.05 level

Post Hoc analysis was further conducted to examine the differences between the six groups understudy on role ambiguity variable. Results showed that Nepali female has a significant difference on role overload with Nepali male (2.16*), Bhutia female (3.36*), Bhutia male (4.26*), Lepcha female (6.26*) and Lepcha male (7.62*) at ($p < .01$) level. Likewise Nepali male also showed significant difference with Nepali female (-2.16*), Bhutia female (1.20*), Bhutia male (2.10*), Lepcha female (4.10*) and Lepcha male (5.46*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Bhutia male but there is a significant difference with Nepali female (-3.36*), Nepali male (-1.20*), Lepcha female (2.90*) and Lepcha male (4.26*) at ($p < .01$) level. Likewise, Bhutia male also showed no significant difference with Bhutia female, but have a significant difference with Nepali female (-4.26*), Nepali male (-2.1*), Lepcha female (2.00*) and Lepcha male (3.36*) at ($p < .01$) level.

It also showed that Lepcha female is a significant difference with Nepali female (-6.26*), Nepali male (-4.10*), Bhutia female (-2.90*), Bhutia male (-2.00*) at ($p < .01$) level. Likewise Lepcha male has a significant difference with Nepali female (-7.62*), Nepali male (-5.46*), Bhutia female (-4.26*), Bhutia male (-3.36*) and Lepcha female (-1.36*) at ($p < .01$).

Table-13: Post-hoc means comparison between six groups on role conflict variable

Dependent Variable	Standard Group	Comparison Groups	Mean Difference	Significant
Role conflict	Nepali female	Nepali Male	1.14	0.360
		Bhutia Female	1.58	0.064
		Bhutia Male	2.16*	0.002
		Lepcha female	2.50*	0.000
		Lepcha male	3.22*	0.000
	Nepali male	Nepali female	-1.14*	0.360
		Bhutia Female	0.44	0.976
		Bhutia Male	1.02	0.494
		Lepcha female	1.36	0.170
		Lepcha male	2.08*	0.003
	Bhutia female	Nepali female	-1.58	0.064
		Nepali male	-0.44	0.976
		Bhutia male	0.58	0.921
		Lepcha female	0.92	0.611
		Lepcha male	1.64*	0.047
	Bhutia male	Nepali female	-2.16*	0.002
		Nepali male	-1.02	0.494
		Bhutia female	-0.58	0.921
		Lepcha female	0.34	0.992
		Lepcha male	1.06	0.448
	Lepcha female	Nepali female	-2.50*	0.000
		Nepali male	-1.36	0.170
		Bhutia female	-0.92	0.611
		Bhutia male	-0.34	0.992
Lepcha male		0.72	0.821	
Lepcha male	Nepali female	-3.22*	0.000	
	Nepali male	-2.08*	0.003	
	Bhutia female	-1.64*	0.047	
	Bhutia male	-1.06	0.448	
	Lepcha female	-0.72	0.821	

*= the mean difference is significant at the 0.05 level

Post Hoc analysis was further conducted to examine the differences between the six groups under study on role conflict variable. Results showed that Nepali female has no significant difference on role conflict with Nepali male and Bhutia female but there is a significant difference with Bhutia male (2.16*), Lepcha female (2.50*) and Lepcha male (3.22*) at ($p < .01$) level. Likewise Nepali male also showed no significant difference with Nepali female, Bhutia female Bhutia male and Lepcha female but significant difference Lepcha male (2.08*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Bhutia male, Nepali female, Nepali male and Lepcha female but there is a significant difference with Lepcha male (1.64*) at ($p < .01$) level. Likewise, Bhutia male also showed no significant difference with Nepali male, Bhutia female, Lepcha female and Lepcha male but have a significant difference with Nepali female (-2.16*) at ($p < .01$) level.

It also showed that Lepcha female is a significant difference with Nepali female (-2.50*), at ($p < .01$) level but no significant difference with Nepali male, Bhutia female, Bhutia male and Lepcha male. Likewise Lepcha male has a significant difference with Nepali female (-3.22*), and Nepali male (-2.08*) at ($p < .01$) but no significant difference with Bhutia female, Bhutia male and Lepcha female.

Table-14: Post-hoc means comparison between six groups on group and political pressure variable.

Dependent variable	Standard group	Comparison Groups	Mean Difference	Significant
Group and political pressure	Nepali female	Nepali Male	-1.40*	0.100
		Bhutia Female	1.66*	0.024
		Bhutia Male	1.02	0.423
		Lepcha female	6.72*	0.000
		Lepcha male	3.76*	0.000
	Nepali male	Nepali female	1.40	0.100
		Bhutia Female	3.06*	0.000
		Bhutia Male	2.42*	0.000
		Lepcha female	8.12*	0.000
		Lepcha male	5.16*	0.000
	Bhutia female	Nepali female	-1.66*	0.024
		Nepali male	-3.06*	0.000
		Bhutia male	-0.64	0.855
		Lepcha female	5.06*	0.000
		Lepcha male	2.10*	0.001
	Bhutia male	Nepali female	-1.02	0.423
		Nepali male	-2.42*	0.000
		Bhutia female	0.64	0.855
		Lepcha female	5.70*	0.000
		Lepcha male	2.74*	0.000
	Lepcha female	Nepali female	-6.72*	0.000
		Nepali male	-8.12*	0.000
		Bhutia female	-5.06*	0.000
		Bhutia male	-5.70*	0.000
		Lepcha male	-2.96*	0.000
Lepcha male	Nepali female	-3.76*	0.000	
	Nepali male	-5.16*	0.001	
	Bhutia female	-2.10*	0.000	
	Bhutia male	2.96*	0.000	
	Lepcha female	2.36*	0.000	

* = the mean difference is significant at the 0.05 level

Post hoc analysis was further conducted to examine the differences between the six groups under study on the group and political pressure variable. Results showed that Nepali female has no significant difference with Nepali male and Bhutia male but there is a significant difference with Bhutia female (1.66*), Lepcha female (6.72*) and Lepcha male (3.76*) at ($p < .01$) level. Likewise Nepali male also showed the no significant difference with Nepali female but have a significant difference with Bhutia female (3.06*), Bhutia male (2.42*), Lepcha female (8.12*) and Lepcha male (5.16*) at ($p < .01$) level.

Results also showed that Bhutia female has a significant difference with Nepali female (-1.66*), Nepali male (-3.06*), Lepcha female (5.06*) and Lepcha male (2.10*) at ($p < .01$) level but no significant difference was found with Bhutia male. Likewise, Bhutia male also showed no significant difference with Nepali female and Bhutia female but found a significant difference with Nepali male (-2.42*), Lepcha female (5.70*) and Lepcha male (2.74*) at ($p < .01$) level.

It also showed that Lepcha female has a significant difference with Nepali female (-6.72*), Nepali male (-8.12*), Bhutia female (-5.06*), Bhutia male (-5.70*) and Lepcha male (-2.96*) at ($p < .01$) level. Likewise Lepcha male has a significant difference with Nepali female (-3.76*), Nepali male (-5.16*), Bhutia female (-2.10*), Bhutia male (2.96*) and Lepcha female (2.36*) at ($p < .01$) level.

Table-16: Post-hoc means comparison between six groups on Powerlessness variable

Dependent variable	Standard group	Comparison Groups	Mean Difference	Significant
Powerlessness	Nepali female	Nepali Male	1.44*	0.000
		Bhutia Female	2.84*	0.000
		Bhutia Male	3.30*	0.000
		Lepcha female	5.24*	0.000
		Lepcha male	6.08*	0.000
	Nepali male	Nepali female	-1.44*	0.000
		Bhutia Female	1.40*	0.000
		Bhutia Male	1.86*	0.000
		Lepcha female	3.80*	0.001
		Lepcha male	4.64*	0.000
	Bhutia female	Nepali female	-2.84*	0.000
		Nepali male	-1.40*	0.000
		Bhutia male	0.46	0.710
		Lepcha female	2.40*	0.000
		Lepcha male	3.24*	0.000
	Bhutia male	Nepali female	-3.30*	0.000
		Nepali male	-1.86*	0.000
		Bhutia female	-0.46	0.710
		Lepcha female	1.94*	0.000
		Lepcha male	2.78*	0.000
	Lepcha female	Nepali female	-5.24*	0.001
		Nepali male	-3.80*	0.000
		Bhutia female	-2.40*	0.000
		Bhutia male	-1.94*	0.000
		Lepcha male	0.84	0.085
Lepcha male	Nepali female	-6.08*	0.000	
	Nepali male	-4.64*	0.000	
	Bhutia female	-3.24*	0.000	
	Bhutia male	-2.78*	0.000	
	Lepcha female	-0.84	0.085	
* = the mean difference is significant at the 0.05 level				

Post Hoc analysis was further conducted to examine the differences between the six groups under study on powerlessness variable. Results showed that Nepali female has a significant difference with Nepali male (1.44*), Bhutia female (2.84*), Bhutia male (3.30*), Lepcha female (5.24*) and Lepcha male (6.08*) at ($p < .01$) level. Likewise Nepali male also showed the significant difference with Nepali female (-1.44*), Bhutia female (1.40*), Bhutia male (1.86*), Lepcha female (3.80*) and Lepcha male (4.64*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Bhutia male but there is a significant difference with Nepali female (-2.84*), Nepali male (-1.40*), Lepcha female (2.40*) and Lepcha male (3.24*) at ($p < .01$). Likewise Bhutia male also showed significant difference with Nepali female (-3.30*), Nepali male (-1.86*), Lepcha female (2.40*) and Lepcha male (3.24*) at ($p < .01$) level and no significant difference with Bhutia female.

It also showed that Lepcha female has a significant difference with Nepali female (-5.24*), Nepali male (-3.80*), Bhutia female (-2.40*) and Bhutia male (-1.94*) at ($p < .01$) level but no significant difference with Lepcha male. Likewise Lepcha male has a significant difference with Nepali female (-6.08*), Nepali male (-4.64*), Bhutia female (-3.24*), Bhutia male (-2.78*) at ($p < .01$) level but no sign was found with Lepcha female.

Table-17: Post-hoc means comparison between six groups on Poor-peer relations variable

Dependent variable	Standard group	Comparison Groups	Mean Difference	Significant
Poor-peer relations	Nepali female	Nepali Male	0.72	0.560
		Bhutia Female	1.42*	0.010
		Bhutia Male	2.72*	0.000
		Lepcha female	3.62*	0.000
		Lepcha male	3.06*	0.000
	Nepali male	Nepali female	-0.72	0.560
		Bhutia Female	0.70	0.592
		Bhutia Male	2.00*	0.000
		Lepcha female	2.90*	0.001
		Lepcha male	2.34*	0.000
	Bhutia female	Nepali female	-1.42*	0.010
		Nepali male	-0.70	0.592
		Bhutia male	1.30	0.027
		Lepcha female	2.20*	0.000
		Lepcha male	1.64*	0.001
	Bhutia male	Nepali female	-2.72*	0.000
		Nepali male	-2.00*	0.000
		Bhutia female	-1.30	0.027
		Lepcha female	0.90	0.295
		Lepcha male	0.34	0.972
	Lepcha female	Nepali female	-3.62*	0.000
		Nepali male	-2.90*	0.000
		Bhutia female	-2.20*	0.000
		Bhutia male	-0.90	0.295
		Lepcha male	-0.56	0.794
Lepcha male	Nepali female	-3.06*	0.000	
	Nepali male	-2.34*	0.000	
	Bhutia female	-1.64*	0.001	
	Bhutia male	-0.34	0.792	
	Lepcha female	0.56	0.794	

*= the mean difference is significant at the 0.05 level

Post Hoc analysis was further conducted to examine the differences between the six groups understudy on poor peer relations variable. Results showed that Nepali female has no significant difference with Nepali male but there is a significant difference with Bhutia female (1.42*), Bhutia male (2.72*), Lepcha female (3.62*) and Lepcha male (3.06*) at ($p < .01$) level. Likewise Nepali male also showed no significant difference with Nepali female and Bhutia female but there is a significant

difference with Bhutia male (2.00*), Lepcha female (2.90*) and Lepcha male (2.34*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Nepali male but there is a significant difference with Nepali female (-1.42*), Bhutia male (1.30*), Lepcha female (2.20*) and Lepcha male (1.64*) at ($p < .01$). Likewise Bhutia male also showed significant difference with Nepali female (-2.72*), Nepali male (-2.00*) at ($p < .01$) level and no significant difference with Bhutia female, Lepcha female and Lepcha male.

It also showed that Lepcha female has a significant difference with Nepali female (-3.62*), Nepali male (-2.90*), Bhutia female (-2.20*) at ($p < .01$) level but no significant difference with Bhutia male and Lepcha male. Likewise Lepcha male has a significant difference with Nepali female (-3.06*), Nepali male (-2.34*) and Bhutia female (-1.64*) ($p < .01$) level but no sign was found with Bhutia male and Lepcha female.

Table-18: Post-hoc means comparison between six groups on Impoverishment variable

Dependent Variable	Standard group	Comparision Groups	Mean Difference	Significant
Impoverishment	Nepali female	Nepali Male	1.04	0.368
		Bhutia Female	2.30*	0.000
		Bhutia Male	2.84*	0.000
		Lepcha female	4.86*	0.000
		Lepcha male	5.74*	0.000
	Nepali male	Nepali female	-1.04	0.368
		Bhutia Female	1.26	0.161
		Bhutia Male	1.80*	0.007
		Lepcha female	3.82*	0.000
		Lepcha male	4.70*	0.000
	Bhutia female	Nepali female	-2.30*	0.000
		Nepali male	-1.26	0.161
		Bhutia male	0.54	0.917
		Lepcha female	2.56*	0.000
		Lepcha male	3.44*	0.000
	Bhutia male	Nepali female	-2.84*	0.000
		Nepali male	-1.80*	0.007
		Bhutia female	-0.54	0.917
		Lepcha female	2.02*	0.001
		Lepcha male	2.90*	0.000
	Lepcha female	Nepali female	-4.86*	0.000
		Nepali male	-3.82*	0.000
		Bhutia female	-2.56*	0.000
		Bhutia male	-2.02*	0.001
Lepcha male		0.88	0.566	
Lepcha male	Nepali female	-5.74*	0.000	
	Nepali male	-4.70*	0.000	
	Bhutia female	-3.44*	0.000	
	Bhutia male	-2.90*	0.000	
	Lepcha female	-0.88	0.566	
* = the mean difference is significant at the 0.05 level				

Post Hoc analysis was further conducted to examine the differences between the six groups understudy on impoverishment variable. Results showed that Nepali female has no significant difference with Nepali male but there is a significant difference with Bhutia female (2.30*), Bhutia male (2.84*), Lepcha female (4.86*) and Lepcha male (5.74*) at (p<.01) level. Likewise Nepali male also showed no significant difference with Nepali female and Bhutia female but there is a significant

difference with Bhutia male (1.80), Lepcha female (3.82*) and Lepcha male (4.70*) at ($p < .01$) level.

Results also showed that Bhutia female has no significant difference with Nepali male and Bhutia male but there is a significant difference with Nepali female (-2.30*), Lepcha female (2.56*) and Lepcha male (3.44*) at ($p < .01$). Likewise Bhutia male also showed significant difference with Nepali female (-2.84*), Nepali male (-1.80*) Lepcha female (2.02*) and Lepcha male (2.90*) at ($p < .01$) level and no significant difference with Bhutia female.

It also showed that Lepcha female has a significant difference with Nepali female (-4.86*), Nepali male (-3.82*), Bhutia female (-2.56*) and Bhutia male (-2.02*) at ($p < .01$) level but no significant difference with Lepcha male. Likewise Lepcha male has a significant difference with Nepali female (-5.74*), Nepali male (-4.70*) and Bhutia female (-3.44*) and Bhutia male (-2.90*) at ($p < .01$) level but no sign was found with Lepcha female.

CHAPTER V

SUMMARY AND CONCLUSION

The present study was entitled “A Cross-Cultural Study on Occupational Stress, Depression and Psychological Wellbeing among School Teachers of Sikkim” was conducted by following the scientific methodology which could be replicated in future to cross check or to get more information in the selected population. Sikkim is the small state which consists of the community i.e. Nepali, Bhutia and Lepcha. It is said that the Bhutia people are one of the richest people in Sikkim and they also ruled Sikkim for many years. Lepcha are basically found in North district of Sikkim and it is said that they are very much innocent and literally very backward than other community in Sikkim. As it is observed that in education field also we hardly found Lepcha people in higher post and while collection we got to observe that these people are really backward as compared to the other community. While researcher wanted to know the reason and was selected to check the occupational stress, depression and psychological wellbeing among the three communities.

Occupation plays a vital role to every individual. To do struggling for getting job is more important for daily living which causes stress. Stress in occupation is seen usually when there is lots of competition with regard to one another. When an individual gets a job they are not able to concentrate because of the usual workload. In this date of globalization where quality, competitions and excellence are more prominent conditions. People themselves feel handicap if they are not in norms of modern world, such factor creates stress among individual. Just to fulfil every need which is required for modern world is causing stress, tension and some health issue like anxiety, depression, low mood, low self-esteem etc. Hence a person considers stress as an important aspect of life where they feel like life seems it would be boring without stress. The main aim of education should be geared for preparing better life in order to make desirable behaviour changes through the process of teaching. It plays an important role for shaping the behaviour of an individual. In this era the quality of education has become a necessary demand. Therefore, in this modern era where the quality of performance is regarded as the key factor for personal progress lays great emphasis on the non-cognitive aspect of the personality factors like mental health, self-concept, adjustment, parental encouragement,

creativity etc. A mentally unhealthy person will direct all his energies to meet the imaginary threats and fears. He/she will find difficulty in executing behaviour necessary to reach the goal. The teaching stress is one of the most significant and pervasive state of apprehensions which affect student's achievement.

Stress is one of the growing concern for the teachers, as they are increasingly facing lots of work overload, job insecurity, low levels of job satisfaction, and lack of autonomy and so on. Workplace stress has been shown to have a many negative effect on the health and wellbeing of teachers. Teaching as an occupation is regarded as a noble profession but it requires more participation due to an increasing competition which sometimes become tedious. More effort for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called 'noble' profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up secondary school teacher must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels in that teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress.

This study attempts a brief summary of the whole study and some conclusions drawn based on the results and the findings. The findings, conclusions and recommendations may help to provide the teachers to develop their psychological wellbeing which has become most important in today's world. And the government authorities also take some intervention strategies for the problems faced by the teachers.

The present study has been designed with four-fold objectives. 1) To examine any significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples. 2) To identify any significant difference in occupational stress, depression and psychological wellbeing among the selected three communities. 3) To study any significant relationships between the dependent variables such as occupational stress, depression and

psychological wellbeing among the samples. 4) To examine any significant interaction effects of ‘gender and community’ on occupational stress, depression and psychological wellbeing among the samples.

Based on the objective of the study, the following hypothesis are set for the study: 1) there will be significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples. 2) There will be a significant difference on occupational stress, depression and psychological wellbeing among communities. 3) There will be significant relationships between on occupational stress, depression and psychological wellbeing in regards to community. 4) There will be significant interaction effects of ‘gender and community’ on occupational, depression and psychological wellbeing.

To achieve the research objective 300 school teachers for three community were chosen from the different schools of east and north district of Sikkim. The following scales were selected to measure the variables of interest: 1) Occupational Stress Index (OSI) by Dr. A.K. Srivastava and Dr. A. P. Singh in 1984. 2) The Beck Depression Inventory (Beck, Steer & Brown, 1996). 3) General Health Questionnaire GHQ-12 (Sir David Goldberg 1972). Community wise scores on the specific item of the scales and the sub-scales were separately prepared and analyzed to check their psychometric adequacy for measurement purposes across the samples: males and females teachers of three community (Nepali, Bhutia and Lepcha). The psychometric adequacies of the behavioral measures were analyzed by employing *SPSS*. Analyses included (i) item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), (ii) reliability coefficients (Cronbach alpha of the sub-scales and the full scales), and (iii) relationship between the scales to relate the constructs in the target population and for cross validation of the measures. Further the Full-scale Mean scores and *SD* values were included for comparison of the test scores between the groups, and the skewness and kurtosis with Standard Errors of both the full scales and the sub-scales to check the data distributions for further statistical analyses.

Results of the psychometric analysis of the sub scales of occupational stress, depression and psychological wellbeing got a good reliability so that the researcher can use it for the population under study i.e. male and female school teachers of Nepali, Bhutia and Lepcha community of Sikkim.

An overview of the results of the levels of occupational stress, depression and psychological wellbeing indicated that generally school teachers have occupational stress, depression and high and low psychological wellbeing too. A look at gender differences revealed significant results in occupational stress and psychological wellbeing in which males scored higher than female school teachers. Gender effect was also seen in depression, where female found to be more depressed than male school teachers. In this competitive age, each and every institution is setting new ideas to compete at the neighborhood level as well as at the worldwide level. As a result teachers need to hold some responsibility to prepare some duty to set up the young generation to make stronger and to face future challenges and difficulties and try to tackle the challenges of future. Hence, the level of stress experienced by the teachers increased by the double. The more stress they get through “extreme workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, unfriendly working environment, scarcity of resources, conflicting between peer group, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, insufficient salaries, indifferent students and parents Behaviour, professional development, fatigue, frustration, stagnation, boredom, and loss of motivation or enthusiasm and unsupportive parents” etc. are the factor that causes stress to teachers (Nagar & Arora, 2013). Some study also shows that the stress have some negative effects on teacher’s psychological, physical and behavioral problems (Kyriacou, 2001; Hogan, et al., 2002; Sun et al, 2011). The negative effects include irritability, anger, fatigue, anxiety, depression, headaches, loss of concentration, sleep disturbances, insistent negative thoughts, low appetite, stomach problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. Teacher stress not only affects his/her own health but it also negatively affects the students too (Forlin et al., 1996) and even the organization also (Hayward, 1993). Frequently experiences to the stress situations develops in teachers a sense of self apathy, low self-esteem, low

motivation and unwilling to teach, loss of confidence, irritability with students/staffs, unwillingness to cooperate, dealing ineffectively with students overall lowering the performance level. In our study male score high in occupational scale this may be due to the fact that the male teachers are having more responsibilities the female teachers. Generally, it has been seen that the male teachers are pressurize to work more and more as compared to female teachers due to some special privilege. To work more on the particular responsibilities provide pleasures to work with interest and enthusiasm but as far as moving away from the focused tasks disturb the whole plan of actions which resulted in distraction. Like election, census and some other extra duties caused a lot of harassment to the concerned teachers. It has been observed that these kinds of duties are generally assigned to male teachers. The study done in 25 European countries by using CES-D scale, they reported that depression rate are very from region to region. The high depression was found among Central and Eastern-European countries (Ukraine, Hungary, and Russia) and lowest scores for Western- and Northern-European countries (Norway, Denmark, Switzerland). Women scored higher in all countries except for Ireland and Finland; and former Soviet and Southern European countries as well as Poland showed high gender differences (Van de Velde et al., 2010).

From table-4 it can also be observed that Nepali population have score more in depression and sub-scales of occupational then Bhutia and Lepcha population but Lepcha score high on psychological wellbeing then other two community. Nepali people have to face competition within the community itself. Sometimes children behaviour and discipline are becoming a challenging factor in this modern periods, due to the more internet usage, it has made a difficult task to give children freedom and they had become more aware of the study materials. As we have seen in the school level the most of the children problem issues are often handled by men as being more authoritative to society. It can lead to stress and time consumption. Lepchas and Bhutia are organized homogenous community, have their tribal social bodies, development boards keep them well under social bonding and help in marriages, ceremonies, funerals etc. Nepali community is diverse often not organized for social bonding, independent responsibly and expenses are higher. Sikkimese Lepchas and Bhutia tribal bodies also are availed with several govt. subsidies,

political seats, scholarships, development schemes and other privileges keep them in a safer zone for carrier prospects. Lepcha are depressed, due to minority issues, low population and as we see the literacy rate of Lepchas are very low as compared to other community. Many Lepchas are converted to Christianity making it difficult to keep the homogeneity has increasingly become difficult.

The above studies also indicate that there are not only differences in prevalence rates of depressive within countries, but prevalence of individual depressive symptoms are also different giving rise to ethnically and culturally different depressive symptom found. In a study in ten countries from several regions major depression showed the differential symptom profiles, but certain countries seemed to cluster. Symptoms found in most of the countries (including the US, Canada, Puerto Rico, France, Lebanon, Taiwan, Korea, New Zealand) included loss of energy, insomnia, concentration difficulties and thoughts of death (Weissman et al., 1996), while weight loss, increased appetite, hypersomnia, retardation, agitation and decrease in sexual interest did not reach 60% in any locations. Similar symptoms were observed in US, France, and New Zealand, Taiwan and Korea and the most distinct in Lebanon are found (cited in Juhasz et al., 2012).

Several smaller studies comparing individual scale items among different ethnic populations also reported important differences. In one of the studies half of CES-D items were found to show differences between different cultures including two items related to depressed affect, three to somatic symptoms and one to interpersonal relations (Iwata et al., 2002), and in another study also using CES-D in Caucasian Americans, African Americans, US-born Hispanics, and non-US-born Hispanics half of the scale items were found to function differently in case of non-Hispanic white people, while US and non-US-born Hispanics didn't greatly differ, and African-Americans tended to favour somatic symptoms over affective symptoms (Iwata et al., 2002). In one study, of the 20 items of CES-D only four were found to function similarly in the three ethnic groups indicating that different cultures also found depressive symptoms (Kim et al., 2009).

Studies indicate that the profile of depression shows significant differences even in case of European countries with quite similar cultural as well as socio-economic characteristics. The ESEMeD large scale European epidemiological study applying the CIDI evaluated depression and anxiety in 21425 adults in six European countries including Belgium, France, Germany, Italy, the Netherlands and Spain in (Bernert et al., 2009). Being sad or feeling empty was reported without between-country variations (95.3%-97.6%), sleep disturbances ranged between 85.4%-90.7% (data for Netherlands and France, respectively), cognitive disturbances between 76.4% in Germany to 87.9% in the Netherlands. The lowest rates yet largest between-country differences were found in case of psychomotor symptoms, with ranges from 39.0% in Germany to 55.7% in Spain, and similarly low rates and large differences were observable for suicidal ideations and thoughts ranging from 58.4% in Italy to 69.6% for France (Bernert et al., 2009). In the Euro-D study a significant and consistent variation of symptoms of probable depression was found among countries not explained by age, gender, education and cognitive function with a higher prevalence of all symptoms in Latin ethno-lingual countries which was especially marked in symptoms related to motivation (Castro-Costa et al., 2007). Studies using the Hamilton Depression Rating Scale (HDRS) found significant variability of symptomatological structure of depression even within one nation (Berrios and Bulbena-Villarasa, 1990).

Conclusion

The occupational stress is creating a tedious situation among school teachers. When we talk about modern education, many vital schemes have been implemented for modern education and the teacher's workload has been increased. Apart from teaching they are also involved in other administrative or non-teaching activities and due to involvement in other administrative activities teachers are facing more pressure. For a teacher, the stress may be related to a problem of workload, student misbehaviour, lack of professional recognition, lack of classroom resources and poor colleague relations etc. Teaching is considered a noble profession. It is such profession which give the values of the society among youth and are significant in the lives of the students they teach. A teacher is the medium through which objectives and plans can be actualized, in these contexts, the schools and the teachers

have more responsibility in molding the character of the students, thus, the role of the teacher in the society is vital for its improvement. Hence it felt that occupational stress among school teachers is high which is leading them to low psychological wellbeing and depression too.

The pressures facing by teachers are unique. Teaching is important and perhaps it is the most important in the society. The well-being of today's teachers affects the well-being of society tomorrow. The profession however is approaching a collective nervous breakdown in today's scenario. Teachers suffer greater levels of stress similar occupational groups. The causes of stress within the profession are well familiar. They include personal problems, long-term sickness, and workload, conflict at work and pupil discipline. The physical and emotional well-being of a profession that faces considerable and unique pressure as the teaching profession that shapes the society of the future and indeed, the nation's future wealth. Unless the wellbeing of individual teachers is improved, standards of education and that of the educational experience of young people will suffer. This has far-reaching financial, economic and social consequences for the nation. Thus, it is high time that the government should take some steps to reduce such kind of problem so the teachers as well as young generation don't face all those problem.

Recommendations

Since the experience of stress happens to be natural to all situations asking for some standard in performance, it will continue to affect adolescents, young adults and teachers in schools and colleges. The system thus has to make some provision, in addition to taking steps to include a module in early training to initiate every person into stress management options, which may be individually geared to help them discover what matches their temperament and preferences, involve minimum costs both physical and psychological and are socially acceptable. The findings of the study can have the following educational implications for the qualitative improvement of secondary school education. In line with it, there is an urgent need to recognize that the government and the community both have a big responsibility to create healthy conditions for work, motivate and inspire teachers to engage in constructive and creative activities. the findings also suggest that there is a need for

periodical stress management programmes for reducing the levels of stress among the teachers which in turn will improve their functional skills and lead to effective teaching.

Recommendation for system and programme- specific

As has already been mentioned, that the teaching stress is caused one way or the others in transacting teaching and learning, wider research is made and at all levels, the education system should seriously look into and undertake the task of altering its approach, contents and techniques. There is an urgent need to conceive the learners as active partners in the process of learning. We need to create an environment which will help enable the learners to harness their calibre and have opportunities to develop their talents. Teaching aids and methods used in the schools should match the needs of the students. On the basis of finding a few recommendations are suggested which are as follows:

1. The present excessive workload on teacher should be reduced by appointing more teachers. Besides, other non-teaching deputies should be minimized and if necessary it must be divided equally among all the members of staff.
2. Inter-personal relations i.e. colleague relationship among the teachers should be improved by providing conducive environment for better understanding for each other.
3. Teachers should be frequently equipped with in-service training programs to refresh their knowledge and modify their skills.
4. By arranging seminars, workshops, conferences teachers from other institutions to get mingled and gain new experience with each other which reduces occupational stress.

The teachers training programmes and in general is to be looked more closely. There is a need to ask questions like does the training programmes in the training institutes help the teacher equip themselves with enough enrichment in terms of knowledge and skill to handle the school and students with minimal stress? The curriculum for both the students and teachers during their training can be enriched. A frequent educational program in new skills in teaching and learning is to be provided

to the teachers so that the teaching becomes less stressful to the teachers as well as students.

Recommendations for Counselling and guidance related

The teaching profession is regarded as one of the stressful occupations. Teaching backwards as one factor of being stressful. It has been observed that the teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. Teaching creates such stress which is both emotional and physical. Teachers stand as an important role to an individual for preparing them to live in a meaningful way. They help individuals to develop a rational attitude. The education which showcases the strength of a nation, the more strength we feel the more educated we become and the whole credit of strengthening of the nation goes to teachers. Teachers are the most important group of professionals in a nation's future. Teachers experience stress and most of which are managed by them with the effort and other coping strategies and yet in dealing with some situations they need help. The provision should be made for appropriate counselling and guidance to help them adjust with the case. Their physiological, emotional and social needs. They can be offered to counsel for building self-confidence. The person should be helped in initiating a search for one, what are one's problems and resources and what makes one feel better at difficult times and situations. Some awareness and capability building program needs to be organized periodically for parents and teachers as they to transfer their own experiences, perceptions and problems to their young. They indeed need to distress themselves. Stress and depression is not something uncommon. Millions of people across the globe suffer from this phenomenon due to stressful lifestyle an increasing demand for daily life, in fact, the stress which is not at our vicinity but puts a greater negative influence. The attitudinal bent of mind with proper appreciation and interest for a particular work can only be beneficial.

Limitation and suggestions for further study

There is always some limitation and scope of further research in the same area. The present study was conducted on school teacher's east and north Sikkim.

- The present study age group that is 24 to 65 years were used as participants. So, in future research participants from the same age groups could be used so the data will be valid. As increasing in age the more stress they face and they have less psychological welling so, to avoid this need to take care.
- Study can be replicated on large sample by including all four districts (east, west north and south) so as to present better picture of the studies made.
- The present study can be made on a large and more representative sample, which would help us provide more reliable result.
- It could be more reliable when research has done the Comparision between private and government school teachers.
- Similar studies can be made to university teachers to make a comparative study.
- A similar study can be conducted taking into consideration their intelligence, academic streams, marital status, income etc.

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APPENDICES

Appendix I

CONSENT LETTER

From

I wisely participate in the research conducted by Ms Hemlata Sharma, as she explained to me clearly about the purpose of the research, and she is going to keep confidentiality as per American Psychological Association (APA) code of ethics 2002.

Signature of the participant

Appendix II

SOCIO-DEMOGRAPHIC DATA SHEET						
1	Code					
2	Address (Present) & Mob.					
3	Name/types of School					
4	Age					
5	Date of appointment					
6	Gender (Put a tick, Mark)	Male	Female			
7	Family Type	Joint family	Nuclear family	Single-family		
8	Education					
9	Social group (Put a tick Mark)	General	OBC	SC	ST	Other
10	Community (Put a tick, Mark)	Nepali	Lepcha	Bhutia	Any Other	
11	Religion (Put a tick, Mark)	Hindu	Muslim	Buddhist	Christian	Any Other

Appendix III

OCCUPATIONAL STRESS INDEX

Name_____ marital status_____

Occupation_____ Age_____ Sex_____ Education_____

INSTRUCTION: This questionnaire is meant for a psychological investigation. The questionnaire consists of some statements that employees say or feel about various components and conditions of their job. You are required to select any one of the following ‘five responses’ to indicate the extent to which you agree or disagree with each statement to describe the nature and conditions of your job and also your own experiences and feelings about your job.

For example:

I have to do such work as ought to be done by others	Strongly disagree (5)	Disagree (4)	Undecided (3)	Agree (2)	Strongly agree (1)
--	--------------------------	-----------------	------------------	--------------	-----------------------

- | | | | | | |
|--|---|---|---|---|---|
| 1. I have to do a lot of work in this job. | 5 | 4 | 3 | 2 | 1 |
| 2. The available information relating to my job role and its Outcomes are vague and insufficient. | 5 | 4 | 3 | 2 | |
| 1 | | | | | |
| 3. My different officers often give contradictory instructions Regarding my work. | 5 | 4 | 3 | 2 | |
| 1 | | | | | |
| 4. Sometimes it becomes a complicated problem for me to make Adjustment between political/Group pressures and formal rules And instruction | 5 | 4 | 3 | 2 | |
| 1 | | | | | |
| 5. The responsibility for the efficiency and productivity of many Employees are thrust upon me. | 5 | 4 | 3 | 2 | |
| 1 | | | | | |
| *6. Most of my suggestions are heeded and implemented here. | 5 | 4 | 3 | 2 | |
| 1 | | | | | |

*7. My decisions and instructions concerning the distribution of Assignments among employees are properly followed.	5	4	3	2	
1					
*8. I have to work with persons of my liking.	5	4	3	2	
1					
9. My assignment is of monotonous nature.	5	4	3	2	
1					
*10. Higher authorities do care for my self-respect.	5	4	3	2	
1					
11. I get less salary in comparison to the quantum of Labor/ work.	5	4	3	2	
1					
12. I do my work under tense circumstances.	5	4	3	2	
1					
13. Owing to excessive workload I have to manage with insufficient Number of employees and resources	5	4	3	2	
1					
*14. The objectives of my work role are quite clear and adequately Planned.	5	4	3	2	
1					
*15. Officials do not interfere with my jurisdiction and working Methods.	5	4	3	2	1
16. I have to do some work unwillingly owing to certain Group/political pressures.	5	4	3	2	
1					
17. I am responsible for the future of a number of Employees.	5	4	3	2	
1					
*18. My cooperation is frequently sought in solving the The administrative or industrial problem at a higher level.	5	4	3	2	
1					
*19. My suggestion regarding the training programmes Of the employees are given due significance.	5	4	3	2	
1					

20. Some of my colleagues and subordinates try to defame and Malign me as unsuccessful.	5	4	3	2
1				
*21. I get ample opportunity to utilize my ability and Experience independently.	5	4	3	2
1				
*22 This job has enhanced my social status.	5	4	3	2
1				
23. I am seldom rewarded for my hard labour and Efficient performance.	5	4	3	2
1				
24. Some of my assignment is quite risky and complicated.	5	4	3	2
1				
25. I have to dispose of my work hurriedly owing to excessive Work load.	5	4	3	2
1				
26. I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities.	5	4	3	2
1				
27. I am not provided with clear instructions and sufficient facilities regarding the new assignment trusted me.	5	4	3	2
1				
28. In order to maintain group conformity sometimes I have to Do/produce more than the usual.	5	4	3	2
1				
29. I bear the great responsibility for the progress and prosperity of this organization.	5	4	3	2
1				
30. My options are sought in framing important policies of the Organization/department.	5	4	3	2
1				
*31. Our interest and opinion are duly considered in making				

appointment for important posts.	5	4	3	2
1				
*32. My colleagues do cooperate with me voluntarily in solving administrative and industrial problems.	5	4	3	2
1				
*33. I get ample opportunity to develop my aptitude and proficiency properly.	5	4	3	2
1				
34. My higher authorities do not give due significance to my position and work.	5	4	3	2
1				
35. I often feel that this job has made my life cumbersome.	5	4	3	2
1				
36. Being too busy with official work I am unable to devote sufficiently time to my domestic and personal problems.	5	4	3	2
1				
37. It is unclear what type of work and behaviour my higher authorities and colleagues expect from me.	5	4	3	2
1				
*38 Employees attach due importance to the official instructions and formal working procedures.	5	4	3	2
1				
39. I am compelled to violate the formal and administrative and policies owing to group/political pressures.	5	4	3	2
1				
*40. My opinion is sought in changing or modifying the working systems/instruments and conditions here.	5	4	3	2
1				
*41. There exists sufficient mutual cooperation and team-spirits among the employees of this organisation/department.	5	4	3	2
1				
42. My suggestions and cooperation are not sought in solving even				

those problems for which I am quite competent.	5	4	3	2
1				
*43. Working conditions are satisfactory here from the point of view of our welfare and convenience.	5	4	3	2
1				
44. I have to do such work as ought to be done by others.	5	4	3	2
1				
45. It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice.	5	4	3	2
1				
46. I am unable to carry out my assignments to my satisfaction on the account of excessive workload and lack of time.	5	4	3	2
1				

Appendix IV

BDI: Beck Depression Inventory

Name _____ marital status _____

Occupation _____ Age _____ Sex _____ Education _____

INSTRUCTION: the questionnaire consists of 21 groups of statements. Please read each group of statements carefully, and then pick out the one statements in each group that best describes the way you have been feelings during the past two weeks, including today. Circle the number beside the statements you have picked. If several statements in the group seem to apply equally well, circle the highest number for tat group. Be sure that you do not choose more than one statement for any group, including items 16 (changes in sleeping pattern) or item 18 (changes in Appetite).

1. Sadness

0. I do not feel sad.
1. I feel sad
2. I am sad all the time
3. I am so sad and unhappy that I can't stand it.

2. Pessimism

0. I am not discouraged about my future.
1. I feel more discouraged about the future than I used to be.
2. I do not expect things to work out for me.
3. I feel my future is hopeless and will only get worse.

3. Past Failure

0. I do not feel like a failure.

1. I have failed more than I should have.
2. As I look back I see a lot of failures.
3. I feel I am a complete failure as a person.

4. Loss of Pleasure

0. I get as much pleasure as I ever did from the things I enjoy.
1. I don't enjoy things as much as I used to.
2. I get very little pleasure from the things I used to enjoy
3. I cannot get any pleasure from the things I used to enjoy.

5. Guilty Feelings

0. I don't feel particularly guilty
1. I feel guilty over many things I have done or should have done.
2. I feel quite guilty most of the time.
3. I feel guilty all of the time.

6. Punishment Feelings

0. I don't feel I am being punished.
1. I feel I may be punished.
2. I expect to be punished.
3. I feel I am being punished

7. Self-Dislike

0. I feel the same about myself as ever.
1. I have lost confidence in myself.
2. I am disappointed in myself.
3. I dislike myself

8. Self- Criticalness

0. I don't criticize or blame myself more than usual.
1. I am more critical of myself than I used to be.
2. I criticize myself for all of my faults.
3. I blame myself for everything bad that happens.

9. Suicidal Thought or Wishes

0. I don't have any thoughts of killing myself.
1. I have thoughts of killing myself, but I would not carry them out.
2. I would like to kill myself.
3. I would kill myself if I had the chance.

10. Crying

0. I don't cry any more than I used to.
1. I cry more now than I used to.
2. I cry over every little thing.
3. I feel like crying but I can't.

11. Agitation

0. I am no more restless or wound up than usual.
1. I feel more restless or wound up than usual.
2. I am so restless or agitated that it's hard to stay still.
3. I am so restless or agitated that I have to keep moving or doing somethings.

12. Loss of Interest

0. I have not lost interest in other people and activities.
1. I am less interested in other people or things than before.
2. I have lost most of my interest in other people or things.
3. It's hard to get interested in anything.

13. Indecisiveness

0. I make decisions about as well as ever.
1. I find it more difficult to make decisions than usual.
2. I have lost most of my interest in other people or things.
3. It's hard to get interested in anything.

14. Worthlessness

0. I don't feel I am worthless.
1. I don't consider myself as worthwhile and useful as I used to.
2. I feel more worthless as compare to other people.
3. I feel utterly worthless.

15. Loss of Energy

0. I have as much energy as ever.
1. I have less energy than I used to have.
2. I don't have enough energy to do very much.
3. I don't have enough energy to do everything.

16. Changes in Sleeping Pattern

0. I have not experienced any change in my sleeping pattern.
1. A: I sleep somewhat more than usual.
B: I sleep somewhat less than usual.
2. A: I sleep a lot more than usual.
B: I sleep a lot less than usual.
3. A: I sleep most of the day.
B: I wake up 1-2 hours early and can't get back to sleep.

17. Irritability

0. I am no more irritable than usual.
1. I am more irritable than usual.
2. I am much more irritable than usual.
3. I am irritable all the time.

18. Changes in Appetite

- 0. I have not experienced any change in my appetite.
- 1. A: My appetite is somewhat less than usual.
B: My appetite is somewhat greater than usual.
- 2. A: My appetite is much less than before.
B: My appetite is much greater than before.
- 3. A: I have no appetite at all.
B: I carve food all the time.

19. Concentration Difficulty

- 0. I can concentrate as well as ever.
- 1. I can't concentrate as well as usual.
- 2. It's hard to keep my mind on anything for very long.
- 3. I find I can't concentrate on anything.

20. Tiredness and Fatigue

- 0. I am no more tired and fatigued than usual.
- 1. I get too tired or fatigued to do a lot of things I used to do.
- 2. I am too tired or fatigued to do a lot of things I used to do.
- 3. I am too tired or fatigued to do most of the things I used to do.

21. Loss of Interest in Sex

- 0. I have not noticed any recent change in my interest in sex.
- 1. I am less interested in sex than I used to be.
- 2. I have much less interest in sex now.
- 3. I have lost interest in sex completely.

GENERAL HEALTH QUESTIONNAIRE (GHQ)

Name _____ marital status _____

Occupation _____ Age _____ Sex _____ Education _____

INSTRUCTION: We should like to know if you have any medical complaints, and how your health has been in general, *over the past few weeks*. Please answer **ALL** the questions simply by underlying the answer which you think most nearly applies to you. Remember that we want to know the *present and recent complaints*, not those you had in the past. It is important that you try to answer **ALL** the questions.

Thank you for your kind cooperation.

HAVE YOU RECENTLY:

Been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much less than usual
Lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	More much than usual
Felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
Felt capable of making a decision about things?	More so than usual	Same as usual	Less useful than usual	Much less capable
Felt constantly under strain?	Not at all	No more than usual	Rather more than usual	More much than usual
Felt you could not overcome your difficulties?	Not at all	No more than usual	Rather more than usual	More much than usual
Been able to enjoy your normal day to day activity?	More so than usual	Same as usual	Less able than usual	Much less than usual
Been able to face up to your problem?	More so than usual	Same as usual	Less able than usual	Much less able
Been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	More much than usual
Been losing confidence in	Not at all	No more	Rather	More

yourself?		than usual	more than usual	much than usual
Been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	More much than usual
Been feeling reasonably happy, all things considered?	More so than usual	About the same as usual	Less so than usual	Much less than usual

THANK YOU FOR YOUR KIND COOPERATION AND YOUR TIME. ALL THE RESPONSES ARE KEPT CONFIDENTIALITY AS FOLLOWED BY AMERICA PSYCHOLOGICAL ASSOCIATION (APA).

ABSTRACT

**A CROSS-CULTURAL STUDY ON OCCUPATIONAL STRESS,
DEPRESSION AND PSYCHOLOGICAL WELLBEING AMONG SCHOOL
TEACHERS OF SIKKIM**

**By
Hemlata Sharma**

**Submitted in partial fulfilment of the requirement of
Degree for Master in Philosophy in Psychology
Mizoram University, Aizwal**

Introduction:

Selye Hans introduces the word, "Stress" in 1936 which derived from the Latin word 'stringere' it meant the experience of physical hardship, starvation, torture and pain (Pestonjee, 1999). He defined it as "the non-specific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organismic equilibrium" (Hans, 1956). Stress is defined as the non-specific response of the body to any demand for change (Hans, 1936). B. F Skinner, in 1985 defined Stress as a reaction of a particular individual to a stimulus event. According to Humphrey (1992), Stress can be considered as any factor, acting internally or externally that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment. It is our body's way of responding to any kind of demand or threat (cited in Pestonjee, 1999).

When you sense danger, whether it's real or imagined, the body's defences kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction or the "stress response." The stress response is the body's way of protecting us. When working properly, it helps us to stay focused, energetic, and alert. Stress can also help you rise to meet challenges. Wolf and Goodell (1968) defined stress as a dynamic state with an organism in response to a demand for adaptation. Cofer and Appley (1964) defined stress as a state of an organism where he perceives that his wellbeing is endangered and that he must direct all his energies to its protection. Lazarus (1966) referred stress a state of imbalance within an organism that is elicited by an actual/perceived disparity between environmental demands and the organism's capacity to cope with these demands; and is manifested through a variety of physiological, emotional and behavioural responses. McGrath (1970) defined stress as a perceived imbalance between demand and response capacity under conditions where failure to meet demand has important consequences. Cox (1978) has described three classes of definitions. Stress can be variously thought of as a response, i.e. the stress response to an extreme stimulus; as a stimulus i.e. as the stressor itself as an intervening variable. Spielberger (1979) defined stress in two different ways. According to him, it is a dangerous potentiality, harmful/unpleasant external situation/conditions (stressors) that produce stress reaction; and secondly to the internal thought, judgment,

emotional state and physiological process that are evoked by stressful stimuli. Ryhal and Singh (1996) stated that stress is the state of an organism it perceived that its well-being is endangered and that it must direct all its energies to its protection.

Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein et al, 2008). According to Sindhu (2016), stress is considered as a state of the individual that results from their interaction with the environment that is perceived as too demanding and a threat to their well-being. It means to say that the stressors are not only physical but may also be cognitive and psychological. Stress was found to be a part of students' life and could give an impact on how students cope with the demands of academic life. Jary and Jary (1985) defined stress as a state of tension produced by pressures or conflicting demands with which person cannot adequately cope.

Occupation is one of the important aspects of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time on job-related work purposes resulting in ignoring the work and life. Usually, people are more worried about the outcome of their work that can even affect the way they treat other individuals and how they communicate with their peers. In general, we can say that people with a higher percentage of occupation stress may not be satisfied with their job and therefore they will not feel happy working in the organization. So, we can say that it is very important for a teacher to realize the stress that causes all the negative effects. Occupational stress is a condition which interacts with worker characteristic to disrupt psychological and physiological homeostasis. The causal situation conditions are an occupational stressor and the disrupted homeostasis is also occupational-related strain. Almost all professions have got some of the other implications related to their work resulting in stress. It is generally observed that occupational stress is high among teachers working in the educational field especially among secondary schools teachers. It may be due to many factors like job satisfaction, work values, time constraints, poor peer relationship, poor working conditions, pupil's misbehavior etc. Occupational stress can be said as the stress which creates a lot of trouble in human life. Living in an era of growing complexities and pressure where the human constitution and capacities are

being tested severely. Occupational stress has become the biggest feature of modern life, exerting far-reaching effects on employee's behaviour and adjustment as well as the occupation. This is the reason that systematic studies of stress in the organizational setting have increased dramatically over the past decade. Currently, occupational stress has become a prominent work-related research topic. Occupational stress is generally defined in terms of the relationship between person and environment. Stress involves an interaction of person and environment (Pokhrel, 2017).

We can see that today life is full of challenges. In day to day life, we come across many ups and down to our daily life. As the teaching profession has been known as a low-stress occupation, but during the past two decades the situation has gone worse and has been changed. Now a day it is considered one of the most challenging professions globally. Now the question arises how the job of teachers shifted from low stress to the high stress? Different reasons have been talked about to address the question of why educators are becoming more stressful. A few answers have additionally been provided that teachers have to face different demands from school management, guardians as well as from society. In the meantime, they are also required to fulfil many new skills to cope with effectively in a fast-changing society. They have to prepare themselves in terms of creativity, innovations and critical thinking too. Teachers are blindly criticized if they fail to provide knowledge and services to society according to expectations. The issue of stress among teachers is becoming as one of the serious problems where ample attention is needed. Undergoing a high level of stress could lead to various negative consequences such as poor performance, lack of commitment, lack of motivation and poor quality of classroom teaching (Parray et.al, 2016). It is said that due to the increase in competition throughout the world is one of the factors in work pressure in all the professions. It can be defined as a harmful physical and emotional responses that happen when the condition of the job do not match the capabilities, resources or need of worker. It is a prolonged disease caused by circumstances in the workplace that harmfully affects an individual's performance and overall well-being of his/her body and mind. These effects include irritability, anger, fatigue, anxiety, depression, headaches, loss of concentration, sleep disturbances, persistent negative thoughts, low appetite, gastrointestinal problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. to highlight a few from the exhaustive list (Nagra and Arora, 2013).

Teaching has been identified as one of the most stressful occupations in many countries (Cooper, Sloan, and Williams, 1988). Teaching related stress, commonly termed 'teacher stress', is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001). Like other forms of occupational stress. It can have serious implications for the healthy functioning of the individual as well as for the organization in which the individual serves. At a personal level, teaching-related stress can affect a teacher's health, well-being, and performance (Larchick & Chance, 2004). A number of surveys have done to find the stressful nature of teaching. According to the survey done by health and safety executive report (2002), which say that the occupational stress among various occupational groups, exposes that teaching profession, was considered one of the top stress-prone occupation. In the UK 41.5% of a teacher has found to be 'highly stressed'. Another survey which was conducted in North Carolina shows that nearly 28% of teachers have resigned their job because it was badly affected by their health. Another survey by teacher assurance which showed that 76% of teachers believe that their work overload is making them ill, and 56% used to believe that if there will be less stress they might be performing well in their job. Also, 40% believed that they argue more with their partners as well as friends is one of the reasons they face lots of stress and pressure and 83% says that they feel more fatigued because of continually working. As per the report by Pratt (1976) reveals that 60% of a teacher has experiences some or severe nervous stress at the work. As per the study was done by T. Cox, Mackay, Watts and Brockley (1978) revealed that 78% of teachers used to consider their work as the main source of the stress in their lives. Kyriacou (1980) also reported that when the teacher has a higher level of stress as compared to the other profession. The reasons for a higher level of stress in the workplace is negative workload, loneliness, extensive hours work, lack of autonomy, difficult in relationships among co-worker and management, management bullying, lack of opportunity or motivation (Dhar and Magotra, 2018). A 2011 survey of 7,853 teachers found that the Malaysian teachers worked between 40-80 hours per week, with an average of 57 hours. Another study done among 580 secondary school teachers in Kota Bharu found that 34% of stress occur to teachers. Factors like age and the duration of time they work play a vital role in having stress in general (Othman and Sivasubramaniam, 2019). A study was done in India during 2002, to know the gender

differences in occupational stress of professional and non-professionals revealed that women professionals experience significantly higher occupational stress than men (Shetageri and Gopalakrishnan, 2016). A study was done in India during 2002, to see the difference in occupational stress experienced by professionals of different gender shown that women professionals experienced higher occupational stress than men.

Depression is a common and serious medical illness that negatively affects how we feel the way we think and how we act. Luckily, it is likewise treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home (Huang and Villeda, 2017). The depression symptoms can vary from mild to severe which include: feeling sad or having a depressed mood, loss of interest in everything, changes in appetite— weight reduction or increase disconnected to slimming down trouble in sleeping or some time sleeping too much loss of energy or increased, fatigue increase in purposeless physical action (e.g., hand-wringing or pacing) or moderated developments and discourse (activities recognizable by others), feeling useless or guilty, difficulty in concentration, thinking or making decision, thoughts of death or suicide & symptoms should last no less than two weeks for a diagnosis of depression. Depression affects one of every 15 grown-ups (6.7%) in any given year. Likewise, one of every six individuals (16.6%) will encounter sadness sooner or later in their life. depression can strike whenever, however by and large, first shows up amid the late teenagers to mid-20s. females are more probable than men to experience depression. A few investigations demonstrate that 33% of ladies will encounter a noteworthy depressive scene in their lifetime. According to WHO'S Global Burden of Disease (2001), about 450 million people suffer from a Mental or Behavioural disorder, and 33% of the years lived with disability are due to neuropsychiatric disorders. In many developed countries, 35% to 45% of absenteeism from work is due to mental health problems. More than 150 million persons suffer from depression at any point in time. A study from Spain published in the European Psychiatry showed 35.3% prevalence of depression (Jong, 2003). Even though, there are multiple studies on stress experienced by teachers; only a few studies have been done so far to explore the depressive symptoms among teachers. Another interesting aspect to note is that women are at heightened risk for mood disorders with a typical female to male ratio. Another study shows that teachers

face a significantly higher level of stress and are more disposed to depression. The stress may be one of the factors to cause depression among teachers (Shetageri and Gopalakrishnan, 2016). Now a day's good health is essential for both employees and employers. According to Vazquez et.al (2009), it is said that the individual's emotions, behaviour and overall experiences of psychological wellbeing tend to change with the increase of age. Hervas et.al., (2008) cited that positive organization of wellbeing was at first presented by WHO in the year of 1948, indicated that "*health is not merely the absence of disease or infirmity, but a complete state of physical, mental, and social well-being*". It is not only that workers physical wellbeing that we should investigate but also we need to look to focus on the psychological wellbeing of the worker (Bahari, 2016).

In today's world, the selection of job and working has been very important to us. To have a good job in this competitive world has been of the top problem for people. To have a respectful job for the security and improving the living standards also have a positive effect on the physical and mental health of people. Job and finance can provide some of the basic needs of people such as mental and bodily movement, social contact, feeling self-valuable, confidence and abilities. While it can say that a major source of stress is a job and also it can be said that psychological wellbeing is one the factor that affects the job of people's. Many researchers have done to evaluate the importance of psychological wellbeing in the workplace. Its shows that the worker's wellbeing is positively associated with their physical and mental health. It is also said that the workers with high levels of psychological wellbeing perform better at the workplace as compare to the low psychological wellbeing. Ruff has proposed six components for measurement of psychological wellbeing: autonomy, personal growth, environmental mastery, purpose in life, positive relation with others and self-acceptance. For People with overall high scores on these six components are considered as having high psychological well-being. The number of studies has been found that PWB will effect by age, gender and national culture. The two studies done with young, middle-aged and old-aged adult in the USA revealed that there is a significant difference in PWB. It is reported that *environmental mastery* and *autonomy* will increase with the increase of the age from young adulthood to midlife while *personal growth* and *purpose of life* is found to decrease with the age from midlife to old age. But *positive relations with other* and *self-acceptance* effect by the increase

with the age. The reason behind the age-related would be the different psychological challenges faced by the people in different stages of life.

Teachers' psychological wellbeing can be affected by various job-related issues. A research done by Mabekoje (2003) showed that self-esteem is a significant predictor factor of teachers' psychological well-being. According to Blascovich & Tomaka (1991), self-esteem is the individual's sense of worth, including how a person feels and values himself. Indeed, teachers' sense of what can be easily affected due to the public's negative perception of them. Snyder *et al.* (2011) wrote a chapter on "positive schooling" and discussed the negative comments that have been given to this profession. They agreed to the fact that not all teachers are good teachers, but they certainly disagree with the statement that "*Those who can do, do; those who can't do, teach*". Apparently, this statement from the public simply shows that teachers do not get the recognition and appreciation for their hard work, which could have negatively affected their self-esteem and eventually their psychological well-being (Bahari, 2016).

Secondary school teachers play a vital and crucial role in the whole education system. If a secondary school teacher succeeds in creating a sound knowledge in a particular subject among the students than it is right to say that the learners will be motivated in learning the subject and may develop the interest in the concerned subject which may motivate them for higher studies. Therefore, it is justified to say that secondary school teachers possess the most crucial position in the entire system of education. The future success of the students depends upon the effectiveness of the teaching performance of the teachers at the secondary level. As on the one hand, secondary education prepares for life and on the other hand, it prepares for further higher education. The present scenario of education has witnessed lots of changes with the implementation of the RTE (Right to Education) act, under the article 21A, which has been enforced since 1st April 2010. Nowadays, secondary school teachers encounter the challenge with the implementation of the CCA "Continuous compressive Assessment". As per this assessment scheme, the marks of the students are replaced on grades. The process of evaluation is done with curricular and extra-curricular evaluations along with their academic achievement. The main objective of this scheme is to reduce the pressure of the student by continuously and

comprehensively evaluating them through the number of evaluations with different modes throughout the year. This scheme helps the students to groom not only in academics but it helps an individual student to showcase their talent in various fields. It basically deals with the all-round development of the child. When we say all-round development, it means moral development, language development, intellectual development, emotional development, cultural development, aesthetic development, spiritual development, social development, religious development and physical development. This evaluation system brings challenge among the secondary school teachers because of the various factors ranging from the poor infrastructure, less physical and human resources, lack of interest, attitude, and lack of students, parents and administrative cooperation (Pokhrel, 2017).

Teacher's teaching stress is a response syndrome of negative effects resulting from aspects of a teacher's job and mediated by the perception that the demands constituted a threat to self-esteem and coping mechanisms activated to reduce the perceived threat. The stress of teaching as an occupation is widespread and cross-cultural. It is observed that many professional and scholarly have carried a significant number of articles relating to the occupational stress of teachers. This stress is described in many factors like workload, student misbehavior, professional recognition, classroom resources, poor colleague relations, poor colleague relations. Some remedies which hold considerable promise for reducing occupational stress of teacher are improved supervision and support, implementing quality circles, joint student parent-teacher problem solving, job enrichment etc. Hence the investigator felt the need to conduct a study with the intention of finding out the occupational stress among the teachers working in the secondary level of education (Gelvin, 2007).

The development of secondary education in Sikkim had remained largely dependent on the initiative was taken by the Christian missionaries and some enlightened people or even royal durbar's grace. But, all these efforts put together also could by no means prove satisfactory. Since no state policy or guidelines were ever promulgated for the development of education, very few educational institutions established were not well planned which faced difficulties to sustain. In 1953-54, when the first seven-year plan was launched in the state with the support of the Government of India, there was a rapid growth of educational institutions in the

Sikkim. It was with the launch of this development programme that for the time in Sikkim an educational policy was formulated with 7 years perspective.

Since educational institutions in modern societies are following the pattern of demands and the supply of education services that tended to develop with seven-year, the development of Sikkim is being presented in terms of a number of the educational institution; their levels and quality sought. Once a very conservative state where there was no scope of equality of education for all, Sikkim is now on the path to provide educational opportunities with a view to universalize elementary education to all. Education once remained confined and restricted to the feudal privileged class only but now the educational facilities have reached if not yet practically possible, at least in the theoretical perspective. Ultimately it is this formal education that has mattered most to the Sikkimese people.

Census of India (2011) Sikkim stands 3rd in the national literacy ranking. The ranking is based on the four parameters of accessibility, infrastructure, teacher and outcome. There are approximately more than 500 secondary schools in Sikkim including both government and private. The teachers have expanded the growth of modern education by transmitting the knowledge and they are the medium through which objectives and plans can be actualized. In Sikkim, the schools and the teachers have more responsibilities in shaping the character of the students. The last decade has brought in a phenomenal expansion in secondary education in Sikkim. Thus, the role of the secondary school's teaching in the field of Sikkim education system is vital for its improvement. In this context, especially secondary teachers are endowed with more responsibility to maintain the standard.

It is said that the teachers are the engineers of every profession. They have an ultimate role in the actualization of school goals and overall development in this world. They are the torchbearers for the generation to come. Hence, no nation can develop in the absence of responsible and well efficient teachers. Stress for teachers is a growing concern, because of the increasing workload, job insecurity, low levels of job satisfaction, and lack of autonomy. The number of researches has been done in the past which revealed the poor mental conditions of teachers. And so far the most of the literature shows that there are gender and culture difference in occupational stress, depression and psychological wellbeing among teachers. Till the time no any research

has done in Sikkim among the three community (Nepali, Bhutia and Lepcha) so for that, the researcher has some curiosity to do research among community wise.

Objectives:

The main concern of the study is to understand the ways in which the three community (Nepali, Bhutia, and Lepcha) are different in Depression, Psychological wellbeing and Occupational stress among the school teachers of Sikkim. The study was designed with manifold objectives to address the main research problem: 1) to examine any significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples. 2) To identify any significant difference in occupational stress, depression and psychological wellbeing among the selected three communities. 3) To study any significant relationships between the dependent variables such as occupational stress, depression and psychological wellbeing among the samples. 4) To examine any significant interaction effects of 'gender and community' on occupational stress, depression and psychological wellbeing among the samples.

Hypothesis:

Based on the objective of the study, the following hypothesis is set for the study: 1) there will be significant differences between male and female teachers on occupational stress, depression and psychological wellbeing among the samples. 2) There will be a significant difference in occupational stress, depression and psychological wellbeing among communities. 3) There will be significant relationships between occupational stress, depression and psychological wellbeing in regards to the community. 4) There will be significant interaction effects of 'gender and community' on occupational, depression and psychological wellbeing.

Methodology and Procedures:

To achieve the objectives, the samples for the study, consisting of 300 teachers (150 male and 150 female) from three communities (Nepali, Bhutia, and Lepchas) with 100 samples from each community. Age ranging from between 24-65 years were selected based on multi-stage sampling procedure. All the selected participant were from government schools of Sikkim. Demographic information including age,

education qualification, sex, marital status (whether divorced or intact), community, religion, type of family (joint, nuclear or single), and social group of the subjects was obtained with the objective to ascertain the homogeneity and representativeness of the sample across the two genders (male and female).

To achieve the research objective 300 school teachers for three community were chosen from the different schools of east and north district of Sikkim. The following scales were selected to measure the variables of interest: 1) Occupational Stress Index (OSI) by Dr A.K. Srivastava and Dr A. P. Singh in 1984. 2) The Beck Depression Inventory (Beck, Steer & Brown, 1996). 3) General Health Questionnaire GHQ-12 (Sir David Goldberg 1972). Community wise scores on the specific item of the scales and the sub-scales were separately prepared and analyzed to check their psychometric adequacy for measurement purposes across the samples: males and females teachers of three community (Nepali, Bhutia and Lepcha). The psychometric adequacies of the behavioural measures were analyzed by employing *SPSS*. Analyses included (i) item-total coefficients of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), (ii) reliability coefficients (Cronbach alpha of the sub-scales and the full scales), and (iii) relationship between the scales to relate the constructs in the target population and for cross-validation of the measures. Further, the Full-scale Mean scores and *SD* values were included for comparison of the test scores between the groups, and the skewness and kurtosis with Standard Errors of both the full scales and the sub-scales to check the data distributions for further statistical analyses.

Results and Discussion

The psychometric checks of the behavioural measures included (i) item-total coefficient of correlation, (ii) reliability coefficients (Cronbach's Alpha of sub-scales and full scales), (iii) relationship between the scales. Further, the Full-scale Mean scores and *SD* values were included for comparison of the test scores between the groups, and the skewness and kurtosis with Standard Errors of both the full scales and the sub-scales to check the data distributions for further statistical analyses by employing *SPSS*. Also, one way ANOVA and the post-hoc test was used for more relevant data.

The frequency and percentages of community, religion, social group, family type, marital status and education of school teachers are measured. In the community category, 50% from each community (Nepali, Bhutia and Lepcha) belonged. In the religion category, 66.3% were from Hindu; 66.3% were from Buddhist and 3.3% were from Christian category. Likewise, 26.7% were from another backward caste; 0.7% were from schedule caste and 72.7% were from the scheduled tribe. Also from the table, we can observe that 44.7% were from joint family; 48% were from nuclear family and 7.3% were from single-family they belong too. 70% of the total population were married and 30% were unmarried. As we see in education qualification 10 passes are 8%; 12 passes are 18.7%; Graduation is 40%; post-graduate is 32.7% and we rarely see the higher education in school level i.e. M.Phil (0.3%) and Ph.D. (0.3%).

The average internal consistency reliability (Cronbach's Alpha) of the scales and sub-scales on selected variables such as depression ($\alpha = .70$), Psychological wellbeing ($\alpha = .72$), role overload ($\alpha = .69$), role ambiguity ($\alpha = .68$), role conflict ($\alpha = .68$), group and political pressure ($\alpha = .75$), under participation ($\alpha = .70$), powerlessness ($\alpha = .64$), poor-peer relations ($\alpha = .64$) and impoverishment ($\alpha = .84$). Results confirms the BDI-II, GHQ-12 and OSI sub scales are reliable for collection of data from the selected population under study. The kurtosis value of depression is (-0.64), psychological wellbeing (-0.45), role overload (-0.19), role ambiguity (-0.73), role conflict (-0.83), group and political pressure (-0.05), under participation (-0.67), powerlessness (-0.68), poor-peer relations (-0.59) and impoverishment (-0.71) respectively. The skewness value of depression, psychological wellbeing, role overload, role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations and impoverishment point value is in between -1 and +1, which indicates that depression is (0.10), psychological wellbeing (0.09), role overload (0.01), role ambiguity (-0.02), role conflict (0.06), group and political pressure (-0.05), under participation (0.02), powerlessness (-0.02), poor-peer relations (-0.16) and impoverishment (0.02).

The *first objectives* of the study were to determine the significant gender differences among teachers on occupational stress, depression and psychological wellbeing among the samples. It was hypothesized that there will be significant differences between male and female teachers on occupational stress, depression and

psychological wellbeing among the samples. This was found to be proven that there is a significant gender difference among school teachers. The finding has consistency with the earlier findings that females score higher in depression as compared to male (Desouky & Allam, 2017) as female is higher in depression than male (Nobile & McCormick, 2007; Othman & Sivasubramaniam, 2019). The earlier research support that male score was higher in psychological wellbeing than female (Akhter, 2015); female score lower in psychological wellbeing than male (Bookwala & Boyar, 2008); male have more occupational stress than female (Aftab & Khatoon, 2012)). Suleman and colleagues (2018) also mentioned that gender difference in work overload, role conflict, and unreasonable political pressure and under participation.

The *second objective* was to determine the significant difference in occupational stress, depression and psychological wellbeing among communities. It was hypothesized that there will be a significant difference in occupational stress, depression and psychological wellbeing among communities. Nepali people have found to be depressed and have more occupational stress as compare to Bhutia and the Lepcha. The region behind might be the workload which might be one of the roots that cause stress among teachers. The major factor for the workload is role overload which takes place where teachers have to cope with a number of challenging issues within their job. Another important source of stress among teachers includes the changes in the moods, and sometimes it depends on the moods of the head of the school. Aside from these, the causes of teacher stress include people misbehavior, student absenteeism, negative student attitude towards learning, poor working conditions, time pressure, large classes too much correction work, lack of encouragement, feeling of failure, non-cooperative parents, job insecurity, lack of public esteem, poor colleagues relationships, criticism by colleagues, lack of control over the job, delayed salaries, duties other than teaching, political interference, negative community attitude towards teaching (Gmelch 1983 cited in Holeyannavar 2010). Studies also indicate that stress have an negative effects on their psychological, physical and behavioural responses (Sutton, 1984; Beard, 1990; Rosenholtz, 1991; Travers & Cooper, 1993; Boyd & Wylie, 1994; Ferreira, 1994; Whitehead & Ryba, 1995; Brown & Ralph, 1998; Chalmers, 1998; Guglielmi & Tatrow, 1998; Maslach & Goldberg, 1998; Hinton & Rotheiler, 1998; Kinman, 2001; Kyriacou, 2001; Seldman & Zager, 2001; Hogan, et al., 2002; Kovess-Masfe'ty et al., 2007; Sun et al, 2011). The negative effect including

irritability, anger, fatigue, anxiety, depression, headache, loss of concentration, difficulties in sleep, persistent negative thought, low appetite, stomach problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. Teacher stress not only affects his/her own health but also negatively affects the student's carrier too (Calabrese, 1987; Forlin et al., 1996) and even the organization (Hayward, 1993). Frequently experience of stress situations would develop in teacher's low self-esteem. Loss of confident, unable to face the audience, laziness, motivation level will be low, unwillingness to cooperate in any situation, frequent irrational conflicts at the place of work, withdrawal from supportive relationships, dealing ineffectively with students, eventually lowering the overall performance level. In Sikkim recently some changes have made education system i.e. computer-based teaching, also Sikkim government has declared holiday on Saturday now. Due to all these factors teachers seems to face many coping difficulties. This changes could be the reasons for the increased depression and occupational stress among the sample. As we can see in the context of Sikkim, within the Nepali community they have to face lots of competition. Nepali is the dominant community which constitute 70% of the population of Sikkim. The Nepali community is composed of different sub-cultural and shares their different culture and customs. Each tribe is sub-divided into many classes. The most important of these tribes are Sharma (Bawan's), Chettri, Rai, Limbu, Gurung, Manger, Tamang, Sherpa, Bhujel, Mewar, Thami, Damais, and Kamis etc. While Bhutia constituting 16% of the total population and followed by Lepcha which constitutes 14% of a total population of Sikkim.

The *third objectives* were to study any significant relationships between the dependent variables such as occupational stress, depression and psychological wellbeing among the samples. It was hypothesized that there will be significant relationships between occupational stresses, depression and psychological wellbeing in regards to the community. Results revealed that BDI has negative correlation with psychological wellbeing and positive significant correlation relationship with role overload, role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations, impoverishment Psychological wellbeing has negative correlation with role overload, role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations, and impoverishment. The finding got support in the earlier study that there is a

negative correlation between occupational stress and psychological wellbeing (Wahl et.al 2014); a negative correlation between occupational stress and psychological wellbeing (Suleman et.al,2018); a negative relationship between OS and PWB among teachers of Southwest Nigeria (Salami, 2010; Poormahmood et al., 2017) among primary school teachers.

Role overload has a positive correlation with role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations, and impoverishment. Role ambiguity has a positive correlation with role conflict, group and political pressure, under participation, powerlessness, poor-peer relations, and impoverishment. Role conflict has a positive correlation with a group and political pressure, under participation, powerlessness, poor-peer relations, and impoverishment. Group and political pressure have a positive correlation with participation, powerlessness, poor-peer relations, and impoverishment. Under participation has a positive correlation with powerlessness, poor-peer relations, and impoverishment. Powerlessness has positive correlation poor-peer relations, impoverishment. Poor-peer relations have a positive correlation with impoverishment. The findings were consistent with the earlier study that there is a negative correlation between depression and psychological wellbeing (Dhara & Jogaan (2013); an occupational stress has a significant negative correlation with the psychological wellbeing (Malek et.al. 2009) among the British and Malaysia; a positive correlation between depression and occupational stress (Shen et.al, 2014); and also a negative relationship between OS and PWB among Pakistani teachers (Suleman et.al, 2018). Yunus and Mahajar (2011) also found the relationship between stress and psychological well-being among the government officers in Malaysia with four dimensions of occupational stress i.e., role overload, role conflict, role ambiguity and role boundary have significant relationship and impact on psychological well-being.

Post Hoc analysis was further conducted to examine the differences between the three groups under study on Depression, psychological wellbeing and subscales of occupational stress (role overload, role conflict, role ambiguity, group and political pressure, under participation, powerlessness, poor-peer relations and impoverishment). Results showed that in psychological wellbeing Nepali has a significant difference with Lepcha, Bhutia has a significant difference with Lepcha,

Lepcha has a significant difference with Nepali and Bhutia at ($p < .01$) level. Also, post-hoc was further conducted to examine the differences between the six groups (Nepali female/male, Bhutia Female/male and Lepcha female/male) understudy on occupational stress, depression and psychological wellbeing variable where we came to know that there is the significant difference among the six groups.

The *fourth objective* to examine any significant interaction effects of ‘gender and community’ on occupational stress, depression and psychological wellbeing among the samples. It was hypothesized that there will be significant interaction effects of ‘gender and community’ on occupational, depression and psychological wellbeing. Thus the result showed that culture had a significant independent effect on depression and significant independent gender effect also significant interaction effect on culture and gender. The finding got support in the earlier study that female have higher than the male (Wahl et.al 2014). Sharma (2014) reported that gender difference in depression which shows that female have more depression than male. Kota Bharu, Kelantan, Malaysia are different on depression (Hadi et.al, 2008)

The culture had a significant independent effect on psychological wellbeing and depression significant independent gender effect also significant interaction effect on culture and gender. The finding has got the support of earlier findings that Malek and colleagues (2009) found cultural difference on psychological wellbeing; the US teachers have higher psychological wellbeing than Turkey and Pakistan teachers (Zepeda et al., 2017); female score higher on psychological wellbeing than male (Panahi et al., 2013); and female higher in psychological wellbeing than male teachers (Vescovelli et al., 2014).

The culture had a significant independent effect on role overload, role ambiguity, role conflict, group and political pressure, under participation, powerlessness, poor-peer relations and impoverishment also it has significant independent gender effect and significant interaction effect on culture and gender. The finding got support in the earlier finding that Suleman and colleagues (2018) found that both male and female secondary school were found occupationally stressed with respect to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation, and unprofitability. A parallel study conducted

by Panchal (2016) has reported that government school teachers were more occupational stress in the selected dependent variables.

Conclusion:

In conclusion, we can say that the results of the study confirmed that school teachers have occupational stress, depression and psychological well-being. Also, gender and community differences also observed. The pressures facing teachers are unique. Teaching is important and perhaps it is the most important in society. The well-being of today's teachers affects the well-being of society tomorrow. The profession, however, is approaching a collective nervous breakdown in today's scenario. Teachers suffer greater levels of stress in similar occupational groups. The causes of stress within the profession are well familiar. They include personal problems, long-term sickness, and workload, conflict at work and pupil discipline. The physical and emotional well-being of a profession that faces considerable and unique pressure as the teaching profession that shapes the society of the future and indeed, the nation's future wealth. Unless the wellbeing of individual teachers is improved, standards of education and the educational experience of young people will be hampered. This has far-reaching financial, economic and social consequences for the nation. Thus, it is high time that the government should take some steps to reduce such kind of problem so as the teachers, as well as the young generation, will not face all those problems which prevailing in the current scenario.

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