TEACHERS' ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) IN RELATION TO THE OCCUPATIONAL STRESS

RESEARCH PROJECT SUBMITTED TO

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,

CHENNAI – 600 006

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DISTRICT INSTITUTE OF EDUCATION AND TRAINING, MANJUR,

RAMANATHAPURAM DISTRICT

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CERTIFICATE

This is to certify that the research project entitled, **"TEACHERS' ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) IN RELATION TO THE OCCUPATIONAL STRESS"** submitted by S.Senthil Kumar Lecturer, DIET, Manjur is a record of bonafide research work done by him and it has not been submitted for the award of any degree, diploma, associateship, fellowship of any University /Institution.

Place: Manjur
Date :

Signature of the Principal,
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DECLARATION

I hereby declare that the research project entitled, **"TEACHERS' ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) IN RELATION TO THE OCCUPATIONAL STRESS"** submitted by me is the result of my original research work carried out under the guidance of **Dr.P.Natarajan** Principal, District Institute of Education and Training, Manjur, Ramanathapuram District, and it has not been submitted for the award of any degree, diploma, associateship, fellowship of any University / Institution.

Place: Manjur **Signature of the Researcher**

Date: **S.SENTHIL KUMAR**

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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

Teaching is the complex art of guiding students through a variety of selected experiences wards the attainment of appropriate teaching learning goals. The definition of teaching given by American Educational Research Association Commission in 'Handbook of Research on teaching'- teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. It is an intimate contact between a more mature personality and less mature one which is designed to further the education of the later.

According to Ned A Flander - Teaching is an interaction process. Interaction means participation of both teacher and students and both are benefited by this. The interaction takes place for achieving desired objectives. Teaching includes the training of emotions of the child. It is one of the means of giving right feeling to children.

Sri. Aurobindo describes the mark of good teaching in these words." The first principle is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupils mind, he only shows him to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him; he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within, he only shows him where it lies and it can be habituated to rise to surface. The distinction that reserves this principle for the teaching of adolescent and adult minds and denies its application to the child is a conservative and unintelligent doctrine. Child or man, girl or boy, there is only one sound principle of good teaching. Difference of age only serves to diminish or increase the amount of help and guidance necessary, it does not change its nature."

Swami Vivekananda describes the role of the teacher in teaching as, “The true teacher is one he who can immediately come down to the level of the student.”

Teaching is a vocation filled with the excitement of helping children, discover themselves and the full range of their capabilities. It is a series of events where in teacher attempts to change the behaviour of students along the intended direction. Educational change depends on what teachers think and do. The entire process of teaching-learning transaction depends on the efficiency of a teacher. The quality, competence and character of teachers are to be the most significant factors influencing the quality of education and its contribution to the national development. Teaching should aim at a balanced growth of the individual and should impart both knowledge and wisdom. Teachers should play a positive role in bringing out the best in children. Self confidence of teachers should be refined by a sense of success and approval. Effective classroom management depends on the teacher and how she / he is able to carry the class along with him/her.

The teacher transfers the knowledge as well as changes to the following generation in the positive sense. It is expected that teachers will teach, guide, evaluate and demonstrate their capacity to develop themselves, to participate in modernizing the school, and to make it more proactive and respective to change. They should not only fascinate learning, but also promote citizenship training and active integration to the societies, develop curiosity, initiative and self determination.

One way a teacher can achieve professional improvement is by cultivating appropriate attitudes towards work, students and life. According to Carl Rogers a teacher’s attitude should be one of unconditional and conditional positive regard from students.

The teacher’s job involves many roles besides teaching. All times, the teacher will have to serve as a parent surrogate, an entertainer, an authority figure, psychotherapist and a record keeper among other things.

Education is an important instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent up on its teachers. That is among all the dimensions of education, teacher education is considered to be the most crucial. The quality, competency and character of teachers and their professional preparation depends on the quality of teacher preparation programmer Educational development has always been a for runner of social change and development. Therefore, we have been striving hard to find appropriate responses to the challengers in the field of education, so as to make it a powerful vehicle of social change.

The success of an educational system is largely depends up on the quality of teachers available to it and again the quality of teachers depend up on the quality of teacher education. The quality and efficiency of education and its contribution to national development rests on the quality and competence of teachers.

Teacher's accountability involves moral accountability, professional accountability and contractual accountability. Learning to teach is the lifelong commitment of every teacher. So, learning to teach and teaching to learn is the everyday landscape of teaching. Teachers have accountability beyond their specialization in their subject. Teachers must look at teaching not only as vocation but as a mission.

Teachers will be able to fulfill their educational purpose of teaching if they are well prepared for the profession. It is not enough if they are highly enriched with subject matter and aware of all modern methodologies of teaching, they need to have positive attitude towards teaching. Teaching skills, academic anxiety and attitude towards value education play an important role in determining socio-emotional behaviour of teachers.

1.2 TEACHER AS A KEY FUNCTIONARY

"No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers."- V.S Mathews Teacher as a key functionary, he should be able to create and sustain an academic environment. He should continue his studies so that he may be proficient in the subject he is teaching and should not be restricted to teaching only but should take part in extension activities. He should strictly follow the code of teaching ethics, which requires proficiency, sincerity to the pupil and to the society as a whole. A teacher should be conscious of his roles in terms of teaching, training, consultancy and research. Teacher should encourage students to be willing partners in the learning process. Teacher should not commercialize the teaching profession, he/she should not undertake tuitions and should create an urge in the students for self upbringing. He should dedicate his/her efforts and energy towards the development of the institution they are working for and in the process develop themselves as professionals. He should be able to practice superior quality ethics and morality.

The teacher should be more than a skilled performer in a branch of his profession. When the frontiers of knowledge change, the importance and even the validity of what is learnt may not survive. What survives is the discipline of learning and the values acquired in the process. The ultimate values of his professional end behaviour bear on the habits of living and thinking.

National Policy on Education 1986 emphasizes the teacher and his/her important in the classroom with socially accepted emotional behaviours. Otherwise they fail in the implementation of proper teaching learning strategies in the classroom, which affect the learning of the student. As teacher abilities are acquired through training, student teachers should be equipped with favourable teaching skills; they should be made free from academic anxiety, provided with proper

attitude towards value education to be effective in the classroom with good socio emotional behaviour.

The socio-emotional behaviour of student teacher is very important for them to develop as a competent teacher. Hence, the investigator decided to conduct a study on “Teaching Skills, Academic Anxiety and Attitude towards value education of Student Teachers on Their Socio-Emotional Behaviour.”

1.3 EDUCATION MANAGEMENT:

Education management is a multifaceted discipline that involves coordinating resources, stakeholders, policies, and practices to ensure the effective functioning of educational institutions. This essay explores the complexities of education management, discussing its challenges, strategies, and its crucial role in shaping the future of education. Education management encompasses systematic planning, organizing, directing, and controlling of educational activities to achieve predefined goals and objectives. It addresses various dimensions, including administrative leadership, curriculum development, teacher management, student affairs, financial management, and policy implementation. Challenges in education management include resource constraints such as limited finances, inadequate infrastructure, and a shortage of qualified personnel. Additionally, adapting to the changing educational landscape, promoting equity and inclusion, engaging diverse stakeholders, and implementing policies pose significant challenges. To overcome these challenges, effective strategies are necessary. These strategies include strategic planning, capacity building, stakeholder collaboration, data-informed decision-making, and innovation and adaptation. Education management requires visionary leadership, strategic planning, and collaborative action to address challenges and leverage opportunities. By adopting evidence-based strategies, fostering stakeholder collaboration, and embracing innovation, education managers can drive positive change and promote inclusive growth in education. In the contemporary landscape of education, the efficient management of data has become quintessential for

informed decision-making and policy formulation. Educational Management Information Systems (EMIS) serve as the backbone for collecting, storing, analyzing, and disseminating education-related data. In India, EMIS has undergone a transformative journey, playing a pivotal role in enhancing the efficiency, transparency, and accountability of the education system.

1.3.1 EVOLUTION OF EMIS IN INDIA:

The evolution of EMIS in India can be traced back to the early phases of computerization in the education sector during the 1980s and 1990s. The focus initially was on automating administrative tasks such as student registration, examination management, and payroll processing. However, with technological advancements and the recognition of the significance of data-driven decision-making, EMIS gradually expanded its scope.

The establishment of the District Information System for Education (DISE) in 1994 marked a significant milestone in India's journey towards comprehensive data management in education. DISE aimed at collecting, collating, and disseminating district-level educational data to facilitate evidence-based planning and monitoring.

Subsequently, initiatives like the Unified District Information System for Education (U-DISE) further strengthened the EMIS framework by integrating various components such as infrastructure, enrollment, teacher details, and educational outcomes into a unified platform. The implementation of U-DISE facilitated the standardization and harmonization of education data across different states and union territories.

1.3.2 IMPACT OF EMIS IN INDIA:

The adoption of EMIS has had a profound impact on various facets of the education system in India:

- Data-Driven Decision Making: EMIS provides policymakers, administrators, and educators with timely and accurate data, enabling evidence-based

decision-making at all levels. By analyzing trends and patterns in student enrollment, dropout rates, teacher deployment, and infrastructure, stakeholders can identify gaps and formulate targeted interventions to improve educational outcomes.

- Enhanced Accountability and Transparency: EMIS promotes transparency and accountability by making educational data accessible to the public. Through online portals and dashboards, stakeholders can access information regarding school performance, resource allocation, and expenditure, fostering greater transparency in the education system.
- Improved Planning and Resource Allocation: EMIS facilitates effective planning and resource allocation by providing policymakers with insights into the educational landscape. By identifying areas with low enrollment, inadequate infrastructure, or shortage of trained teachers, authorities can allocate resources strategically to address the underlying challenges and disparities.
- Monitoring and Evaluation: EMIS enables continuous monitoring and evaluation of educational programs and initiatives. By tracking key performance indicators and progress towards predefined targets, policymakers can assess the effectiveness of interventions and make necessary adjustments to achieve desired outcomes.
- Empowering Stakeholders: EMIS empowers various stakeholders, including parents, teachers, and community members, by providing them with access to relevant educational data. Through platforms like school report cards and mobile applications, parents can monitor their child's progress, while teachers can access resources and professional development opportunities to enhance their teaching practices.

Despite its numerous benefits, EMIS implementation in India faces several challenges, including infrastructural constraints, data quality issues, and capacity gaps at the grassroots level. Addressing these challenges requires concerted efforts from policymakers, educators, and technology experts to strengthen data infrastructure, enhance data literacy, and ensure the reliability and accuracy of educational data.

Furthermore, there is a need for continuous innovation and adaptation to leverage emerging technologies such as artificial intelligence and machine learning for advanced data analysis and predictive modeling in education. EMIS has emerged as a cornerstone of educational governance in India, facilitating data-driven decision-making, enhancing accountability, and empowering stakeholders. As India strives towards achieving its educational goals of inclusivity, quality, and equity, leveraging the full potential of EMIS will be crucial in shaping the future of education and fostering holistic development across the nation.

1.3.3 IMPORTANCEOF EMIS

The Importance of Educational Management Information Systems (EMIS) cannot be overstated in the context of modern educational governance. Let's delve into the significance of EMIS based on the provided points:

- **Facilitating Monitoring and Evaluation (M&E)**: EMIS serves as a cornerstone for monitoring and evaluating the education system's performance. By providing comprehensive information on various educational indicators such as enrollment rates, attendance, teacher-student ratios, and academic achievements, EMIS enables stakeholders to assess the system's efficiency and effectiveness. This data-driven approach allows for targeted interventions and improvements to enhance educational outcomes.
- **Evidence-Based Policy Formulation**: EMIS empowers policymakers to formulate evidence-based policies and strategies. Instead of relying on

subjective perceptions or anecdotal evidence, policymakers can utilize accurate and reliable data provided by EMIS to assess the impact of existing policies and identify areas for improvement. This ensures that educational policies are grounded in empirical evidence, leading to more effective and sustainable outcomes.

- **Informed Decision Making for Stakeholders**: EMIS plays a crucial role in empowering stakeholders, including parents, by providing them with access to relevant information about educational institutions and student outcomes. With access to data on school performance, infrastructure, and academic achievements, parents can make informed decisions about their children's education, thereby promoting accountability and transparency within the education system.
- **Capacity Strengthening**: EMIS strengthens capacities across all levels of the education system by enhancing the collection, processing, storage, analysis, and dissemination of information. By providing training and support in data management and analysis, EMIS builds the capacity of education professionals to utilize data effectively for planning, decision-making, and policy implementation.
- **Coordination and Dissemination of Information**: EMIS serves as a central platform for coordinating, dispersing, and acquiring education management information. By facilitating the seamless flow of information between different stakeholders, including government agencies, educational institutions, and civil society organizations, EMIS promotes collaboration and synergy in addressing educational challenges and opportunities.
- **Understanding Resource Allocation and Learning Outcomes**: EMIS enables decision-makers to understand how resources are allocated within the education system and how they translate into learning outcomes. By analyzing resource utilization patterns and educational inputs, decision-

makers can assess the efficiency and effectiveness of existing processes and make informed decisions about resource allocation to maximize educational outcomes.

- **Improving Decision-Making with Timely Data**: Access to quality and timely data is essential for improving decision-making in education. EMIS ensures that decision-makers have access to accurate and up-to-date information, enabling them to identify priority areas for intervention and allocate resources effectively. This ensures that limited resources are targeted towards areas with the greatest need and where returns on investment will be highest, ultimately leading to improved educational outcomes.

EMIS plays a pivotal role in transforming the education landscape by facilitating evidence-based decision-making, empowering stakeholders, strengthening capacities, and promoting transparency and accountability. By harnessing the power of data, EMIS contributes to the continuous improvement and optimization of the education system, ultimately enhancing the quality and equity of education for all.

1.3.4 PURPOSE OF EMIS

The purpose of an Education Management Information System (EMIS) in educational institutions is multifaceted and extends across various operational aspects. Here is an elaboration on the key functionalities and benefits of EMIS as outlined in the provided text:

- **Comprehensive Data Management**: EMIS serves as a centralized system for the collection, integration, processing, maintenance, and dissemination of data and information related to all aspects of education. This includes student information, academic performance, attendance, infrastructure, and other operational details. By consolidating this data, EMIS supports decision-

making, planning, policy analysis, and monitoring at all levels of the education system.

- **Strengthening the Education Statistical System**: EMIS aims to strengthen the education statistical system by integrating and synthesizing different existing information systems into a single, comprehensive system. This integration facilitates the availability of more relevant, reliable, and timely data for strategic planning, policy formulation, and decision support initiatives in education.
- **Backbone of Modern Education**: EMIS serves as the backbone of modern education systems, enabling schools to store valuable student information and helping administrations manage schools and districts more efficiently. By benefiting one division of education, EMIS contributes to the overall improvement of the entire educational system.
- **Parent-Teacher Communications**: EMIS facilitates instant communication between teachers and parents regarding academic and non-academic activities of students. This platform also allows parents to provide instant feedback to teachers, fostering better collaboration between home and school.
- **Fee Collection Management**: EMIS streamlines fee collection management by sending regular alerts to parents about upcoming fee due dates and enabling online fee payments through payment gateways. This automated process ensures smooth financial operations for educational institutions.
- **Admission and Enquiry Information Management**: EMIS simplifies and automates admission processes, helping schools and colleges maintain or increase admission intake while ensuring the quality of admissions. It also manages enquiry information throughout the year, irrespective of the admission season.
- **Examination Management**: EMIS automates the examination management process by scheduling online examinations, publishing results, and generating

grade books with minimal effort from teachers. This ensures a smoother examination process and provides timely feedback to students and parents.

- **Student Information Dashboard**: EMIS provides a comprehensive student information dashboard that includes academic performance, attendance data, fee payment details, disciplinary records, and other relevant information. This dashboard serves as a valuable resource for teachers and parents to track student progress and performance.
- **Timetable Management**: EMIS provides class, teacher, and institution timetables, which can be accessed through a mobile app or web dashboard. This helps teachers and students plan their day and week effectively, ensuring smooth operation of classes and exams.
- **Payroll and Leave Management**: EMIS includes a human resource management module that manages payroll and leave data for teachers and faculty. This centralized system allows teachers and faculty to apply for leaves and access payslips from a single platform.
- **Lesson Plans and Assignments**: EMIS enables teachers to share lesson plans with students and parents in advance and accept assignments from students. This module enhances the learning experience by providing a structured approach to lesson planning and assignment submission.
- **Transportation Management**: EMIS manages the entire transportation system of the institution, including driver and bus details, bus timings, and routes. This improves the safety and efficiency of transportation services, providing live alerts to parents.
- **Library Management**: EMIS includes library management functionality, allowing students and teachers to browse available books and track issued books. This enhances the efficiency of library operations and improves access to library resources.

EMIS plays a crucial role in modern educational institutions by providing a comprehensive platform for data management, communication, and operational efficiency. Its various functionalities contribute to improving educational outcomes, enhancing stakeholder engagement, and ensuring effective management of educational resources.

1.3.5 ATTITUDE

An attitude is often defined as a tendency to react favourably or unfavourably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitudes cannot be directly observed but must be inferred from over behavior, both verbal and non-verbal. (Anastasi)

Attitude denotes the sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.(Thurstone 1929)

AllportG.W(1935) defined an attitude as "mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all subjects and situations with which it is related".

An attitude is enduring system that includes a cognitive component of a feeling component and an action tendency. Attitudes involve an emotional component.

We have attitude towards individuals and groups. We have attitudes towards products like Hindustani or Karnatakmusic or motor cars and aero planes etc. There are response consistencies. This attitudes give some consistency to our thinking about social objects as well as our feelings towards them. People also tend to act consistently as a result of this consistent beliefs and feelings.

Our attitudes are primarily derived from social influence. From birth, the human being is enmeshed in social institutions which constitute his environment in the same sense as the physical world. The home being the primary social unit has a

great influence on the formation of one's attitudes. This is why later experiences cannot easily alter these attitudes. This is also a reason why attitudes give a consistency to our responses to persons, groups and other social objects.

1.3.6 ATTITUDE FORMATION

How are attitudes acquired? How do they develop? The majority of attitudes held by a person are acquired from the members of the family and from the peer group in early childhood and later. Thus, other people are generally the sources for the formation of attitudes. Most of our attitudes develop within the group to which we belong. Another source is personal experience: They are more intense than those formed by association with other people. The most intense, but rare are the attitudes formed by a "traumatic experience" like, for example, the shock of being suddenly attacked physically by a member of another communal group. The cognitive components of attitudes are influenced by the general tendency to categorization.

The behavioural component of attitudes are greatly influenced by social norms which are ideas held by a group regarding what is correct behaviour and what is not? In the course of socialization children are told by parents about what they should do and what they should not do.

People who learn to use internal controls are more likely to act according to their own standards and those who are under the influence of external controls are more likely to act according to the norms of their in group. Among the social variables, determining attitudes are members of group. A person is not only a member of some groups; he also aspires to belong to other groups called 'reference groups'. A person's attitudes are anchored in his membership and to the reference group.

Thus, attitudes formation begins primarily as a learning process during childhood and adolescence. Once the attitudes are formed the influence of the

principle of cognitive consistency becomes increasingly important. The individual is no longer primarily passive. He begins to process the new information in terms of what he has already learned. He tends to reject inconsistent information and accept more readily information consistent with his attitude. Thus, well established attitudes tend to be extremely resistant to charge, but others may be more amenable to change.

Attitude formation is a complex process influenced by multiple factors, including:

- **Socialization**: Attitudes are shaped through socialization processes, including family, peers, media, and cultural influences. We learn attitudes from significant others and social groups through observation, reinforcement, and socialization agents' direct instruction.
- **Personal Experience:** Direct experiences with objects, people, or events contribute to attitude formation. Positive or negative experiences elicit emotional reactions, which, over time, shape our attitudes through associative learning processes such as classical and operant conditioning.
- **Cognitive Processes:** Attitudes are also influenced by cognitive processes, including beliefs, perceptions, and cognitive biases. We interpret information selectively, seeking confirmation of existing attitudes (confirmation bias) or adjusting attitudes to align with new information (cognitive dissonance).
- **Emotional Influences:** Emotions play a crucial role in attitude formation, as they color our perceptions and evaluations of stimuli. Emotional reactions, such as fear, disgust, or joy, can lead to the formation of positive or negative attitudes towards specific objects or situations.
- **Group Dynamics:** Group membership and social identity influence attitude formation through processes such as social comparison, conformity, and

ingroup favoritism. Individuals may adopt attitudes prevalent within their social groups to enhance belongingness and social acceptance.

- **Cultural Factors:** Cultural norms, values, and ideologies shape attitudes towards various societal issues, including religion, politics, gender roles, and ethnicity. Cultural differences in attitude formation reflect variations in societal norms, historical experiences, and socio-political contexts.

Attitudes can be explicit or implicit, conscious or unconscious, and they may vary in strength, stability, and accessibility. While some attitudes are deeply ingrained and resistant to change, others are more malleable and subject to persuasion, social influence, or personal experiences.

Attitudes play a crucial role in guiding behavior, influencing decision-making, and predicting future actions. They serve as filters through which we interpret and respond to the world, shaping our perceptions, preferences, and actions. Attitude-behavior consistency, however, may vary depending on situational factors, cognitive processes, and motivational states.

In conclusion, attitudes are integral components of human psychology, shaping our perceptions, beliefs, behaviors, and interactions. Attitude formation is a dynamic process influenced by social, cognitive, emotional, and cultural factors. Understanding attitudes and their formation is essential for comprehending individual differences, predicting behavior, and promoting positive social change.

1.3.7 TEACHERS' ATTITUDES TOWARDS EMIS IN TAMIL NADU

Education Management Information Systems (EMIS) have become integral tools in modern educational governance, facilitating data-driven decision-making, resource allocation, and policy formulation. However, the adoption and utilization of EMIS among teachers in Tamil Nadu, like in many other regions, may vary due to various factors. This essay explores teachers' attitudes towards EMIS in Tamil

Nadu, shedding light on the challenges, perceptions, and potential strategies for enhancing its integration into the educational landscape.

Teachers' attitudes towards EMIS in Tamil Nadu are shaped by a combination of factors:

- **Perceived Utility:** Teachers' perceptions of the usefulness of EMIS influence their attitudes towards its adoption. If teachers believe that EMIS can streamline administrative tasks, provide valuable insights into student performance, and facilitate data-driven decision-making, they are more likely to embrace it positively.
- **Technological Competence:** Teachers' comfort level and proficiency with technology play a crucial role in shaping their attitudes towards EMIS. Teachers who are adept at using digital tools and platforms may view EMIS as a valuable asset that enhances their efficiency and effectiveness in classroom management and planning.
- **Training and Support:** Adequate training and support in EMIS usage can significantly impact teachers' attitudes towards the system. Teachers who receive comprehensive training, ongoing support, and access to resources are more likely to feel confident and empowered in utilizing EMIS to enhance their teaching practices.
- **Perceived Barriers:** Teachers' attitudes towards EMIS may also be influenced by perceived barriers, such as technical glitches, complexity of the system, time constraints, and concerns about data privacy and security. Addressing these barriers and providing solutions can mitigate resistance and foster positive attitudes towards EMIS.
- **Organizational Culture:** The organizational culture within schools and educational institutions can shape teachers' attitudes towards EMIS. A supportive and innovative culture that values data-informed decision-making

and embraces technological advancements is more conducive to fostering positive attitudes towards EMIS among teachers.

- **Communication and Engagement:** Effective communication and engagement strategies are essential for garnering teachers' support and buy-in for EMIS. Involving teachers in the decision-making process, soliciting feedback, and addressing concerns can foster a sense of ownership and investment in the system.

Enhancing teachers' attitudes towards EMIS in Tamil Nadu requires a multifaceted approach:

- **Training and Capacity Building:** Providing comprehensive training programs and capacity-building initiatives to equip teachers with the necessary skills and knowledge to effectively utilize EMIS.
- **Technical Support:** Ensuring ongoing technical support and assistance to address any issues or challenges encountered by teachers in using EMIS.
- **Promoting Awareness and Advocacy:** Raising awareness about the benefits of EMIS and advocating for its importance in enhancing educational outcomes and facilitating data-driven decision-making.
- **Addressing Concerns:** Proactively addressing teachers' concerns about EMIS, including data privacy, security, usability, and relevance to their teaching practices.
- **Fostering a Culture of Innovation:** Creating a supportive organizational culture that values innovation, embraces technology, and encourages experimentation with EMIS to enhance teaching and learning outcomes.

Teachers' attitudes towards EMIS in Tamil Nadu are influenced by various factors, including perceived utility, technological competence, training and support, perceived barriers, organizational culture, and communication strategies. By addressing these factors and adopting a holistic approach that prioritizes training,

support, awareness-building, and fostering a culture of innovation, educators and policymakers can promote positive attitudes towards EMIS and harness its potential to transform the educational landscape in Tamil Nadu

1.4 OCCUPATIONAL STRESS

Occupational stress can be defined as the physiological and emotional responses that occur when workers perceive an imbalance between their work demands and their capability and/or resources to meet these demands. Importantly, stress responses occur when the imbalance is such that the worker perceives they are not coping in situations where it is important to them that they cope. If a worker perceives they have a high level of responsibility for output or deadlines but little control over the resources to meet demands then a number of stress symptoms can become evident. These can include sleeplessness, anxiety, depression and the onset of a number of physical ailments.

1.4.1 TYPES OF STRESS

- Reactive stress: This occurs when a person perceives that they do not have the capacity to cope with the demands placed upon them.
- Cumulative stress: A condition brought about by a number of stressful factors.
- Critical Incident stress: A reaction to sudden, unanticipated demands of specific incident(s).
- Post Traumatic stress: A condition caused by an inability to satisfactorily accommodate memories of a traumatic episode (or episodes).

If workplace stress and causal factors are recognised, it may be dealt with effectively. Stress is a wokplace hazard that should be identified, assessed and controlled in the same manner as other work hazards.

1.4.2 CONTRIBUTING FACTORS

- Absence of autonomy. A worker may not have control over the demands of work.
- Poor physical work environment may also contribute towards stress. Negative factors include cramped, hot or noisy working conditions.
- Workload factors. Workers can be understimulated with too little challenge or overwhelmed with unrelentingly high workloads.
- Repetitive or meaningless tasks. Lack of stimulation or challenge can lead to boredom, demotivation and lack of interest.
- Role ambiguity. An absence of clarity regarding expectations about a worker's duties.
- Work conflict. A major cause of stress at work is unmediated conflict between a worker and their supervisor or colleague(s).
- Occupational mismatch. There may not be sufficient fit between a worker and their organisation. This may be in terms of communication, rewards/ recognition or management style.
- Taking work home regularly can create conflict with family members and blur the work-home boundaries.
- Job satisfaction, security and career prospects may not meet the expectations of some workers.

Job stress

Job stress is the harmful emotional and physical reactions resulting from the interactions between the worker and her/his work environment where the demands of the job exceed the worker's capabilities and resources.

Causes of job stress

- **Working conditions:** shift and week-end work, inadequate remuneration, hours of work, conflict, discrimination, and danger in the work environment.
- **Relationships at work:** quality of relationships with peers, subordinates, or supervisors.
- **Role conflict and ambiguity:** ill-defined role, functions, expectations, and duties.
- **Organisation structure and climate:** communication policy and practice, major changes in the workplace, culture of the organisation, and lack of participation in decision-making.
- **Work-home interface:** competing demands on time and expectations.
- **Career Development:** under utilization of skills or failing to reach full potential, change to a position ill-suited to the skills and interests of the individual, uncertain job expectations, job insecurity and lack of opportunities to learn and advance.
- **Nature of the job:** amount of physical and emotional stamina required, workload and work pace.

1.4.3 THE PSYCHOLOGY OF STRESS

For most people work is the central part of their lives. It's the place where they spend most of their waking hours and most of their energy. Moreover, how we judge ourselves and measure our self-worth is very much determined by the work we do. The status and rewards that society attaches to jobs is one of the primary ways others see us. Therefore, if work is unfulfilling in that it prevents workers from fully realizing their own potential and developing their human capacities, the nature of work becomes a primary stressor in our lives. Under these conditions, we

experience an important aspect of our daily lives as an assault on our dignity as human beings.

The myth that our social and economic system is based on rewarding merit often results in people blaming themselves and co-workers for problems they encounter in dealing with stressful working conditions. In turn, management uses this "blame the worker" attitude to control and divide workers upon racial, ethnic, sexual, age, religious, and occupational differences.

Keeping workers divided, distrustful, and believing they are different from one another helps frustrate attempts by workers to challenge existing working conditions. Many of these strategies are devised by management consulting firms and then implemented in the workplace. Union-busting courses are now a multi-million dollar yearly enterprise. So keeping workers divided has become big business and it is up to workers and their unions to make sure that the natural alliances within the workforce are maintained and strengthened.

Besides the existing divisions that have been identified as some of those often used by management to keep workers divided, the belief that "you get what you deserve" also keeps us from relating to co-workers. How does this happen? When we are feeling inadequate, upset, insecure, or threatened, we often hesitate to talk about it, due to the belief that we are the only ones experiencing these problems. By doing this, we keep ourselves from connecting with co-workers and the Union and, thus, end up feeling isolated. Learning to appreciate co-workers as allies is the first step in overcoming the divisions and isolation. Moreover, it is only through the Union that workers can effectively develop and implement common strategies to challenge stressful working conditions.

Among the major negative effects of job stress are its impact on a person's self-image and self-esteem, which in turn, affects one's relationship with family, friends, and co-workers. The problems last far longer than the time we spend at work and are not easily left behind at the end of the day. So analyzing working

conditions as a primary source of stress is an important first step in overcoming it, especially because in many situations the long-term effects show up in our private lives and the workplace link can be lost altogether.

1.4.4 RESPONSES TO OCCUPATIONAL STRESS

Schools are not immune to the growing problem of occupational stress. Educators face a multitude of pressures, from standardized testing to large class sizes. To combat this, schools can implement strategies like stress management workshops, advocating for manageable workloads, and fostering a collaborative environment with strong administrative support. By prioritizing teacher well-being, schools can create a more positive and productive learning environment for both students and staff.

The rapidly changing nature of work has resulted in new and far-reaching mechanisms for management control in the form of monitoring, layoffs, and changes in work rules, all of which contribute to increased levels of occupational stress. Some of the specific strategies that have been used to fight occupational stress are:

Stress Management Training: Workshops or programs that teach teachers relaxation techniques, time management skills, and healthy coping mechanisms.

Workload Management: Advocating for policies that ensure manageable class sizes, reasonable planning expectations, and clear boundaries between work and personal life.

Collaboration and Support: Fostering a collaborative school environment with strong administrative support, mentorship programs, and opportunities for teachers to share best practices and problem-solve together.

Mindfulness and Wellness Programs: Implementing programs that promote mindfulness meditation, yoga, or other practices that can help teachers manage stress and improve overall well-being.

Flexible Work Arrangements: Advocating for flexible work options such as compressed workweeks, remote planning days, or job-sharing opportunities to create a better work-life balance.

Access to Mental Health Resources: Ensuring teachers have access to affordable mental health resources, including counseling services and employee assistance programs.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

Teacher stress, a recognized threat to educator well-being and student achievement, compels us to explore the potential impact of Educational Management Information Systems (EMIS) on this critical issue. While EMIS promises improved data collection and school administration, its influence on teacher workload and stress remains unclear. This study delves into the relationship between teachers' attitudes towards EMIS and their occupational stress. Understanding these dynamics holds significant value. By identifying aspects of EMIS that contribute to stress, the study can inform strategies to improve system design and implementation, fostering a more supportive environment for teachers. This in turn enhances EMIS effectiveness, as positive teacher attitudes are crucial for successful system utilization. The study can reveal areas for improvement in usability, training, and communication, ultimately reducing teacher frustration and increasing buy-in. Furthermore, reduced teacher stress can lead to a more positive and productive classroom environment, directly benefiting student learning. By examining the link between EMIS and teacher stress, this study equips policymakers, school administrators, and EMIS developers with valuable insights. This knowledge empowers them to create a more balanced and sustainable educational ecosystem that prioritizes both teacher well-being and efficient data management.

1.6 STATEMENT OF THE PROBLEM

The problem under taken by the investigator may be stated as "**TEACHERS' ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) IN RELATION TO THE OCCUPATIONAL STRESS"**

1.7 DEFINITIONS OF TERMS USED

Attitude towards Educational Management Information System (EMIS)

It refers to a multi-faceted construct reflecting the perceptions, beliefs, feelings, and intentions of school teachers within the educational system of Tamilnadu towards the EMIS.

Educational Management Information System (EMIS)

Educational Management Information System (EMIS) refers to a computer management system that is used to collect student (enrollment, grades), teacher (credentials), and school (resources) data. This data is analyzed and reported to improve decision-making on resource allocation, educational progress, and accountability

Occupational stress:

Occupational stress refers to the negative psychological and physical effects an employee experiences due to the responsibilities, environment, or other pressures of the workplace.

Teacher

In the present study, Teacher means those who have working in high schools and higher secondary schools handling classes from IX to XII Standard i.e. Graduate teachers (class IX-X) and Post Graduate teacher (class XI –XII)

1.8 OBJECTIVES OF THE STUDY

1. To find out the Attitude towards Educational Management Information System (EMIS) of School teachers.
2. To find out the Occupational stress of School teachers.
3. To find out whether there is any significant difference between male and female teachers with respect to their Attitude towards Educational Management Information System (EMIS).
4. To find out whether there is any significant difference between rural and urban area teachers with respect to their Attitude towards Educational Management Information System (EMIS).
5. To find out whether there is any significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS).
6. To find out whether there is any significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS).
7. To find out whether there is any significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS).
8. To find out whether there is any significant difference between male and female teachers with respect to their Occupational stress.
9. To find out whether there is any significant difference between rural and urban area teachers with respect to their Occupational stress.
10. To find out whether there is any significant difference between Single and married teachers with respect to their Occupational stress.
11. To find out whether there is any significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress.

12. To find out whether there is any significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress.
13. To find out whether there is any significant relationship between Attitude towards Educational Management Information System (EMIS) and Occupational stress of School teachers

1.9 HYPOTHESES OF THE STUDY

1. The Attitude towards Educational Management Information System (EMIS) of School teachers is favorable
2. The Occupational stress of School teachers is high
3. There is no significant difference between male and female teachers in respect of their Attitude towards Educational Management Information System (EMIS)
4. There is no significant difference between rural and urban area teachers in respect of their Attitude towards Educational Management Information System (EMIS)
5. There is no significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS)
6. There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS)
7. There is no significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS) was accepted.
8. There is no significant difference between male and female teachers in respect of their Occupational stress
9. There is no significant difference between rural and urban area teachers in respect of their Occupational stress

10. There is no significant difference between Single and married teachers with respect to their Occupational stress
11. There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress
12. There is no significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress was accepted.
13. There is no significant relationship found out between Attitude towards Educational Management Information System (EMIS) and Occupational stress of School teachers.

1.10 METHOD OF STUDY

In the present study normative survey method is employed and the details of the method are given in the chapter-III of the dissertation.

Sample of the Study

The present study consists of 200 teachers working in the high and higher secondary schools in Ramanathapuram District of Tamil Nadu. The sample was selected by using simple random sampling technique. The detailed distribution of the sample is given in the chapter III of the dissertation.

Statistical techniques used

The following statistical techniques are used to analyse the data collected from the sample

1. Descriptive analysis – Mean and standard Deviation
2. Differential analysis – 't' test
3. Correlation analysis – coefficient of correlation 'r'

The detailed description of the above mentioned statistical techniques were given in chapter III of the dissertation.

Delimitations of the study

- ❖ The present study is confined to the School teachers (Graduate teachers and Post Graduate teacher) working in Ramanathapuram district.
- ❖ The present study is also confined to some selected demographic variables such as gender, locality, Marital status, Teaching Experience and Designation

1.11 A BRIEF RESUME OF THE SUCCEEDING CHAPTERS

A review of related studies has been presented in the chapter II.

Chapter III, contains the description of the tools used, distribution of the sample selected and the statistical techniques employed in the study.

The analysis and interpretation of data are given in the chapter IV.

Chapter V contains the summary of the findings suggestions for further study and conclusions.

Bibliography follows chapter V is followed by Bibliography and Appendices containing a copy of the tools used.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A thorough review of existing research is crucial for any investigator undertaking a new research. As Best (1977) points out, familiarity with the literature allows one to gain a comprehensive understanding of what has already been discovered in the chosen field. This includes learning about past research questions, successful and unsuccessful methodologies, and most importantly, the gaps in knowledge that remain unaddressed. By understanding the current landscape of research, one can avoid duplicating past efforts and identify areas where their own investigation can contribute something new.

Mouly (1984) further emphasizes the value of a literature review. They highlight that surveying existing research not only helps prevent redundant work but also provides a wealth of theoretical frameworks, ideas, and explanations that can be instrumental in formulating a strong research question. Engaging with past research also contributes to ones' own scholarly development by building upon the foundation laid by previous investigators. This process allows one to position their own research within the broader context of the field.

2.2 PURPOSES OF THE REVIEW OF RELATED LITERATURE

- To know what work has been done so far and what is yet to be done on the problem area.
- To get a clear perspective of the field of study.
- For selecting a significant problem.
- In choosing an appropriate method of investigation.
- Human knowledge is an ever growing one, it uses the previous knowledge to go higher.

- To ensure that it is not mere repetition.

The aim of this chapter is to record briefly the findings of a few research studies conducted in India and abroad on topics that are related to the problem under study. Inferences of the review of related literature also find its place at the end of this chapter.

"Practically all human knowledge can be found in books and Libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and related knowledge of the past. His constant adding to the vast store of knowledge makes of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor. A familiarity with literature in a my problem areas helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved.

Thus for any investigator, the study of literature related to his/her field of current investigation is essential. Such a review serves the following purposes. (Good et al., 1941):

i. To show whether the evidence already available solves the problem adequately without further investigation and thus avoid the risk of duplication,
ii. To provide ideas, theories, explanations of hypotheses valuable in formulating the problem.
iii. To suggest methods of research appropriate the problem.
iv. To locate comparative data useful in the interpretation of result and
v. To contribute to the general scholarship of the investigator.

Therefore, the investigator went through the surveys of educational research and educational journals available and prepared an abstract of review that is being presented in the succeeding paragraphs.

2.3 STUDIES ON ATTITUDE TOWARDS EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

Bhatti, Sajjad Ahmad and Awais Adnan., (2010) conducted a study on Challenges in education management information system in developing countries. Education Management Information System not only means to gather statistics from the schools by following people, models, methods, procedures, processes, rules and regulations but it actually also relates with the emerging computer technology to get all mentioned functions work together to provide comprehensive, integrated, relevant, reliable, unambiguous and timely data to education leaders, decisions makers, planners and managers to perform their responsibilities efficiently to achieve the set goals. Computer technology provides technical support to the education management information systems by providing right people with right information at the right time to make best decisions, planning and monitoring in the best interest of organization. In this paper challenges to EMIS in NWFP are discussed by a study of the existing system.

Esther Chitolie-Joseph (2011) conducted a study entitled “An Investigation into the Use of the Education Management Information System (EMIS) in Secondary Schools in St. Lucia -The Case of One Secondary School”. This thesis investigates the use of the Education Management Information System (EMIS) at the Bocage Secondary School in St. Lucia. I undertook this study by examining how the EMIS was being used and what was required to facilitate its use. To support the findings of this research, I drew upon related literature on education reform in St. Lucia and school-based management, education management in the post colonial era, information and decision-making in the education system, information technology use and acceptance, managing change and education in small developing

states. Since this investigation was not intended to test theory but to generate theory on the use of the EMIS, I used constructive grounded theory as my theoretical framework. This approach allowed me to accept the influence of my prior involvement with the EMIS on the research. The ethnographic methodology which was used, allowed me to conduct detailed observations and interviews with administrative staff and teachers of the school. The analysis of the data was done using grounded theory which included coding and constant comparison of the data. The research findings suggest that the EMIS was underutilized and that technical, economic, training and personal, software and organizational factors contributed to the limited use of the system. In conclusion, I present the possible implications of these findings to the future use of the EMIS in St. Lucia and the wider Caribbean. These implications include management, budgeting, recruitment, human resource development, EMIS selection and the formulation of policies that benefit developing countries.

Assela M. Luena (2012) conducted a study on Strengthening the Education Management Information System (EMIS) in Tanzania: Government Actors' Perceptions about Enhancing Local Capacity for Information-based Policy Reforms. Strengthening the Education Management Information System (EMIS) in Tanzania is an important task, as the government needs quality data and information to support the creation of sound policies, making plans and managing educational resources. Well-functioning EMIS can ensure achievement of national goals to provide quality education, which is the basis for facilitating economic growth and sustainable development. The government also needs quality data and information in order to enhance monitoring and evaluation of the education sectors' performance and ensure the right direction for achieving the intended goals and objectives. Creating a sustainable and efficient EMIS is a challenge that requires great attention from both the government and development partners. This study finds that government decision-makers' perception of EMIS relevance is an important aspect

of supporting its development initiatives and enhancing collaboration with external development partners. The study reveals that the government appreciates donors' support for EMIS development programs. However, this external technical and financial support should not replace the government's roles and responsibilities of enhancing EMIS capacity. Moreover, the study proposes that EMIS development initiatives that primarily focus on serving local demands are important motivations that can create the government's commitment and accountability to allocate adequate resources which are necessary for effective EMIS performance. Likewise, this study recommends that the effective and efficient EMIS should be user-friendly and accessible to all stakeholders. A well performing EMIS should be able to produce authentic data and information that meets stakeholders' demands. It is the role of EMIS to influence stakeholders' utilization of its outputs and promote an institutional culture which values information sharing and use of scientific evidence for educational planning, management and decision-making processes.

Hassan Aldarbesti, J. P. Saxena (2014) conducted a study on Management Information System for Education. Data, information and decision process are linked to each other. Data after processing is transformed into information and information is the base for decision making process. It is very important to have relevant information for correct, timely and effective decisions to be made. Management Information System (MIS) has assumed great importance in this context. The paper explains the concept of data, information and MIS. The importance of MIS, its rapid growth and latest trends in MIS are discussed in the paper. Education sector has a special place in the agenda of any government due to its importance for well-being of the citizens and the country as a whole. Education Management Information System (EMIS) plays an important role in developing appropriate plans, strategies and policies for improving the education system. Case studies of EMIS of Nigeria and Zambia have been discussed briefly to learn lessons

from their experiences. Paper suggests the desirable EMIS for better management of information in education sector

Husein Abdul-Hamid (2014) conducted a study entitled "What Matters Most for Education Management Information Systems: A Framework Paper". The main objective of this paper is to outline what matters most for an effective education management information system (EMIS). It presents the conceptual background and operational tools for the Systems Approach for Better Education Results (SABER)-EMIS domain. These tools are intended for use by government education policy makers to assess policy areas of relevance to a country's EMIS against international best practices. This paper begins with an introduction of the domain and the rationale for an EMIS benchmarking tool. Chapter 1 then provides an overview of current data-related demands to improve education, explains how an EMIS meets those data demands, and highlights examples of specific systems in action. Chapter 2 outlines what matters in an EMIS, starting with an explanation of what comprises the construct validity and theoretical underpinnings for benchmarking an EMIS. This chapter shows that the guiding principles behind an EMIS drive actionable policies. A detailed description of four policy areas—specifically, the enabling environment, system soundness, data quality, and utilization for decision making—then follows in chapter 3. That chapter describes the rubric for the SABER-EMIS Tool and gives a brief overview of an EMIS benchmarking pilot, which demonstrated the feasibility of the concept. The last chapter describes how an EMIS is benchmarked, scored, and subsequently leads to a situation analysis. This assessment sequence provides an understanding of the strengths and weaknesses of an EMIS system for a fuller, more comprehensive depiction of its status. Overall, this paper evaluates whether a management information system is set up to use the information it generates for improving operational efficiency and educational quality.

Rabea Monam Damin; Mona Ahmed Kadry; Esam M. Hamed (2014) conducted a study entitled "An investigation into the use of the education Management Information System (EMIS) in Iraq: Case study". Education Management Information System (EMIS) provide comprehensive, integrated, relevant, reliable, unambiguous and timely data to education leaders, decisions makers, planners and managers to perform their responsibilities efficiently to achieve the set goals. Computer technology provides technical support to the education management information systems by providing right people with right information at the right time to make best decisions, planning and monitoring in the best interest of organization. However, there is lack on adoption of information systems in the education sector as found in relevant literature. This paper proposes a model which attempts to address this issue. Moreover, identification of which factors affect on acceptance and adoption of the EMIS. This paper employed mixed research methods to achieve research aims. Results indicated that perceived attitude towards technologies include ease of use, usefulness, interface and interaction, ability and skill, culture, management, policies, understanding and security issues which have an impact on intention to usage and adoption of EMIS.

Das, M., & Agrawal, A. (2018) investigated the role of EMIS in informing educational policy in India. Their study explored how data on student enrollment, learning outcomes, and teacher qualifications has been used to design and monitor flagship programs like Sarva Shiksha Abhiyan (SSA) aimed at achieving universal elementary education. The research highlighted successful policy adjustments based on EMIS data, such as increased allocation of resources to districts with high illiteracy rates. However, Das and Agrawal (2018) also identified limitations. The focus on quantitative data in EMIS can sometimes overshadow qualitative aspects of education. The authors emphasize the need for a more holistic approach that incorporates factors like classroom environment and student engagement alongside enrollment numbers and test scores. Additionally, policy changes based on EMIS

data might not translate effectively at the ground level due to implementation challenges.

Cuartero, Odinah L. and Mylene Samuel (2018) conducted a study entitled on Educational Management Information System (EMIS) in Public Elementary School. The study was conducted to determine the extent of effectiveness on the implementation of Education Management Information System (EMIS) as part of educational management functions in public elementary schools of Surigao Del Sur Philippines. Descriptive survey method using a researcher-made questionnaire was used. The respondents of the study were nine selected public elementary schools from the three clusters of Surigao Del Sur Division. Findings revealed that from the eight (8) modules of EMIS, Pupil MIS received the highest mean while Finance MIS obtained the least as to the implementation of EMIS Modules. Planning and monitoring were found to be high as to the level of effectiveness of EMIS in public elementary schools. The study concludes that most of the public schools in Surigao Del Sur Division, regardless with its type, effectively implements EMIS Modules. However, Finance MIS requires further enrichment on planning, implementation, and evaluation. Hence, the study recommends strengthening of EMIS modules particularly on Finance MIS and establishment of sustainable EMIS by sharing the best practices in implementing the EMIS of the different schools.

Mohd Abdelgadir, Mohd Khairi, Mohamed Hussain (2018) conducted a study entitled "An Educational Management Information System (EMIS) to Enhance Decision Making Process at Managerial Level in Najarn University". K.S.A. Management Information System (MIS) plays a major role in taking management decisions in today's organizational system. MIS is used for correct, timely and effective decision making and Education Management Information System (EMIS) in particular for education management in implementing policies and decisions. Basic leadership oblivious process is reliant of data. Each course of

action has mickle of information yet they need from applicable data required for settling on the choice. This paper will suggest enhancement in decision making process at managerial level in education sector with the help of EMIS. Case studies of different countries and other literature related to EMIS will be discussed in order to achieve the aim of this paper and suggestions to improve the decision making at Najran University.

Gupta, S., & Singh, R. (2019) examined user adoption and capacity building strategies for EMIS in India. Their research identified a positive correlation between user training and effective utilization of the system. Studies by Patel (2017) and Khan et al. (2018) showcased how targeted training programs for teachers and administrators equipped them with data analysis skills and improved their ability to generate reports for school improvement. However, Gupta and Singh (2019) also highlighted the need for ongoing support and user engagement strategies. Technical glitches and lack of user-friendly interfaces can hinder adoption. The authors suggest regular feedback mechanisms and user-centric interface upgrades to ensure continued engagement with EMIS.

José Martins, et.al (2019) conducted a study entitled “Higher Education Students Perspective on Education Management Information Systems: An Initial Success Model Proposal”. As higher education evolves into a multifaceted and complex activity, the incorporation of education management information systems (EMIS) that allows for the production of relevant, organized and structured information, becomes a necessity for both institutions and students. Despite the recognition of this requirement, existing literature does not focus on how EMIS might trigger students' success. With this in mind, an initial proposal of a multi-perspective EMIS success model is presented and a validation on the possible existence of linear correlations between the model contexts is described. Moderate correlations have been detected between the majority of the model contexts and a

very strong correlation has been detected between students' satisfaction and the arise of net benefits associated with the use of EMIS.

M. V. Lesnikova (2019) conducted a study on Analysis of International Experiences in Constructing the Information System of Education Management in the Field of Technical and Vocational Education and Training. Education Management Information System (EMIS) is an organized group of information and documentation services that collects, stores, processes, analyzes and disseminates information on the planning and management of the education system. Each country tend to have own EMIS because of the differences in local systems of education and training. EMIS in the field of Technical and Vocational Education and Training (TVET), or TVET-MIS, is a consolidated EMIS for timely access to high quality information. The analysis showed that in all the countries under study the owner of EMIS in the field of vocational education is the Ministry of Education. Data is collected in the vast majority of countries, with exception of Brazil and Pakistan, from public vocational education institutions, and cover the formal education sector. Indicators contained in EMIS for professional (vocational) education provide the possibility of international comparisons, methodological soundness and simplicity of making statistical reports; they provide the user with the opportunity to generate the necessary information independently (an example is Open EMIS Core – TVET-MIS), form the extended database of registers with wide possibilities for searching the necessary information, tracing the trajectory of employment of graduates of professional (vocational) education institutions. These systems are characterized by: the availability of indicators of the effectiveness of the system of professional (vocational) education (examples are MLDS, Maryland and TVET-MIS – Career Tech, Ohio, USA), the coverage of professional (vocational) education institutions in public and private sectors, the successful coordination of the system of professional (vocational) education with the stakeholders (an example is NEMIS system in Pakistan), a comprehensive electronic system for collecting, managing

and analyzing data from the system of professional (vocational) education, despite economic instability in a country (an example is TAALIM system, Afghanistan), coverage of the informal professional (vocational) education sector, self-contained computerized data collection system that uses a centralized procedure for extracting primary data on one date for all institutions (an example is SISTEC system, Brazil).

Olatunbosun Odusanya (2019) conducted a study on Use of Educational Management Information System in University of Lagos Distance Learning Education. This paper examined the use of educational management information system in distance learning education University of Lagos. Descriptive Survey research method was adopted for the purpose of this study. A total of one hundred and twenty students participated and returned questionnaire were found useful for analysis. The test of hypothesis was done using simple percentage. This article revealed that EMIS will help to properly measure and evaluate the performance of distance learning education University of Lagos, that EMIS is useful for effective planning of distance learning education University of Lagos and that there is a significant relationship between EMIS and quality Distance education delivery in University of Lagos. There is need for reengineering and integration of Education management information system with learning management system software in University of Lagos.

Anthony Chudi and Doris Ifeoma (2020) conducted a study on Challenges of education management information systems on primary school administration in Nsukka local government education authority of Enugu State. The purpose of this study was to determine the role of education management information systems on primary school administration in Nsukka Local Government Education Authority of Enugu State. Three research questions guided the study. The study adopted the descriptive survey design. The population consisted of all the 1155 public primary school teachers and134 head teachers from the 134 public primary schools in Nsukka Local Government Education Authority. Simple random sampling

technique by balloting was used to select 10schools each from the three local education authorities. The sample consisted of 120respondents comprising of 90 teachers and 30 head teachers. Data were collected using a 30item questionnaire developed by the researchers and titled: EMIS and Primary School Administration (EMISPSAQ) Questionnaire. The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha. The reliability coefficient obtained from the three clusters are 0.71, 0.87 and 0.89. The overall reliability obtained was 0.82. The data collected was analyzed using mean and standard deviation. The findings of the study revealed that the benefits of Education Management Information System(EMIS) on primary school administration include; EMIS helps in pupils' attendance records and helping in examination management among others. Findings also revealed that lack of technical support, inadequate user-friendly software for analyzing test results at the school level, lack of ICT support center and lack of awareness among others are the challenges of EMIS on primary school administration. Again, the findings of this study showed that administrators seeking help and involving donors, awareness on the benefit of EMIS and organizing seminars and conferences on EMIS for teachers and school administrators are the solutions to the challenges of EMIS on primary school administration. Based on the findings, the researchers recommended among others that government should help in creating awareness to school administrators, teachers and the general public on the importance of EMIS.

Aslina Saad, Ermie Dharly Che Daud,. (2020) conducted a study entitled "The acceptance of an online education management information system (EMIS) among data and information teachers". The aim of this study is to examine the relations of usability, ease of use, and attitude with satisfaction of Data and Information (DI) teachers in using an online EMIS for the management of data and information in school. The study used a quantitative approach based on a survey involving 120 DI teachers recruited from a secondary school in the state of

Pahang, Malaysia. Pearson Correlation and Linear Regression statistical procedures were performed on the survey data. The results showed that all the four variables were highly rated, suggesting that the acceptance of the EMIS by the DI teachers is significantly high. Furthermore, there were significant positive relations of strong magnitudes among usability, ease of use, attitude, and user satisfaction of DI teachers in using the online EMIS. Also, there were significant differences in attitude and user satisfaction based on demographic factors, involving those whose ages were within 31 to 35 years and 36 to 40 years and those who had high frequency of use, respectively. Overall, these findings strongly suggest that usability and ease of use are critical factors in influencing attitude, which in turn influences user satisfaction of DI teachers to accept such an online system.

Ayumi Aya and Chieko Emi (2020) conducted a study on Strategy Based Making Instruction Management Information Framework (EMIS). The Education Management Information System (EMIS) is planned for share genuine data like allies of strategy creators. This examination intends to depict and investigate the execution of EMIS in strategy making in the Mapenda zone of ??the Ministry of Religious Affairs region Gunungkidul. The exploration results show that EMIS is compared to a base learning data for strategy making can't yet be utilized viably ideal. EMIS data is utilized distinctly as right on time as essential data cross-check through face to face gatherings or by means of phone correspondence so it requires some investment. The obstruction was that the EMIS information assortment measure was attempted distinctly at specific occasions so the data was not refreshed consequently, EMIS application issues, EMIS the executives skill, and the cooperation of madrasah chiefs in information assortment.

Kumar, A. & Sharma, S. (2020) conducted a review of research papers published between 2015 and 2020 on the implementation of EMIS in India. Their analysis revealed significant positive impacts. EMIS data has been instrumental in

resource allocation, particularly for targeting areas with high student-teacher ratios or infrastructure deficiencies. Additionally, studies showcased improved planning for teacher training programs based on data on teacher qualifications and subject expertise identified through EMIS. However, the review also highlighted recurring challenges. Data quality was a major concern, with studies by Rao (2018) and Singh (2019) pointing towards inconsistencies and inaccuracies in data entry. This undermines the reliability of EMIS for informed decision-making. Another challenge identified was the lack of user training, particularly at the school level. Research by Shah et al. (2017) indicated that many teachers and administrators lacked the skills to effectively utilize EMIS for data analysis and reporting.

Ocak, Mehmet Akif and Abdullah Alper Efe., (2020) conducted a study on Contribution of EMIS Platforms to Education Management and Recent Applications. The purpose of this study is to investigate the effect of educational management information systems (EMIS), which has a great importance in educational organizations. By the development of information technologies, EMIS became very popular in educational management issues. EMIS systems allow students, teachers, administrators, parents, and other stakeholders to analyze, synthesize, and disseminate educational data. This chapter focuses on data process, analysis, synthesis, and design process of educational management information systems. EMIS systems help educators to handle information management. This chapter, in depth, argues data storage, accuracy, planning, scalability, and transparency issues of EMIS systems. The focus is on how using EMIS systems helps educational administrators and decision makers as well as educational systems and economy.

Lily Asiedu Danso, Joseph Kwame Adjei, Winfred Yaokumah (2021) conducted a study on EMIS Success Modeling Using Information Systems Quality Factors. This study validates the DeLone and McLean information systems (IS) success model in the context of education management information system (EMIS).

It develops a model to examine the effect of IS quality factors (system quality, information quality, and service quality) on IS success (use, user satisfaction, and net benefit) of EMIS. The study employs purposive sampling technique to select participants and a validated structural questionnaire to collect data from 100 users of EMIS. Employing three multiple regression models, the results show that there is a statistical significant relationship between system quality, information quality, service quality, use, and user satisfaction. Overall, among the six constructs measured, the impact of system quality, information quality, and use significantly improve the net benefits of EMIS. However, service quality contributes insignificantly to user satisfaction.

Md Shafiqul Alam Helal and Ikbal Ahmed et.al,. (2021) conducted a study on Impact of Education Management Information System (EMIS) on Teaching-Learning Development. This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. Abstract In today's world, EMIS has become a critical component. It was created with the intent of monitoring the institute's educational program performance and managing the distribution and allocation of educational resources. Of course, in education, EMIS plays a particular function in assisting a school's growth. It is concerned with a system for managing a vast amount of data and information that can be quickly accessed, processed, analyzed, and disseminated. The sample was chosen at random using an automated sample calculator that indicated a minimum of 379 people. In the school administration, the questionnaire was sent electronically through email, Facebook, and WhatsApp. The total number of answers received was 115, representing a 40% return rate. To address the study questions, the researchers used descriptive statistical analysis. The researchers were able to conclude from the data analysis procedures that schools successfully utilize EMIS in terms of reported ease

of use and perceived utility, as shown by the mean ratings. It was discovered that EMIS has a substantial effect on teaching and learning growth. Introduction EMIS stands for education management information system, and it is a system for managing educational data. This system is known by a variety of names in various situations. According to EMIS, an EMIS can handle a wide range of data, including demographics, enrollment, discipline, and other functional elements for students; learning data such as assessment and achievement data, teacher evaluations, curriculum effectiveness data, and other factors related to progression through educational institutions. Assessing the status of education in a nation requires knowledge about the educational system's inputs, resources, governance, operations, and results. An education management information system (EMIS) offers systematic, high-quality data in a well-structured enabling environment that makes it easier to use the data in planning and policy discussions. The primary goal of this article is to sketch out the EMIS Tool's structure.

Muhammad Shahiryar (2021) conducted a study on Education Management Information System (EMIS) (History, Analysis & Findings). Successful management of today's education system requires effective policy-making and system monitoring through data and information. Consequently, countries have invested significant resources into collecting, processing, integrating, analysing and reporting data through Education Management Information Systems (EMIS).However, EMIS is important but not enough for overall success, if only its design and development has been limited to information technology enhancements and data storage. The main purpose of this study is to analyse the existing EMIS system of District Muzaffargh and how it can be effective for policy making at District/Provincial Level. Qualitative survey methodology was conducted to examine the quality of data collection, the procedure for collecting the data, the analysis and the eventual outcome. In order to facilitate the survey, a series of interviews were made with Educationists (EDO (E), DDOs (E), AEOs &Head

Teachers of schools) & with Monitoring/ EMIS focal persons (DMO, SDP, DEO). According to the findings, there are several factors which restrain the effectiveness of EMIS; however, the major factors are a need to understand the importance of data integration from different resources, understand the importance of the collaborative work among different layers of Education Management, and build an integrated application for data collection, processing and analysing.

Olayanju K. Taiwo and Charity C. Okwor (2021) conducted a study entitled "The education management information system (EMIS) and the educational information management in Nigeria". This study examined the impact of the education management information system (EMIS) on Nigerias educational information management, emphasizing tertiary institutions. The study aimed to examine the difficulties associated with accessing information in the tertiary institutions based on the absences of EMIS. A total of one hundred and eighteen undergraduates and graduates were randomly selected for the study. A self-developed instrument was used for data collection, and a simple linear regression was conducted on the data. The result implicated the absence of EMIS in the observed difficulties/challenges of information management in the school system. Finding, strengths, weaknesses, and conclusions are discussed.

John Mark R. Asio et.al,. (2022) conducted a study on Education Management Information System (EMIS) and Its Implications to Educational Policy: A Mini-Review. This paper intends to show the importance of the Education Management Information System (EMIS) as well as the trends, challenges, and implications to educational policy. To achieve this, the proponents did a mini-review. The paper searched the internet for relevant and timely research papers and articles mainly focusing on the education management information system. After garnering enough materials for the mini-review, the tedious task of evaluating and analyzing the concepts and contexts of each material took place. Based on the evaluation, this paper found that some studies have shown promising results and

positive experiences with the implementation education management information system (EMIS) in their institution. However, some did not execute well due to several reasons and factors. In addition, some research papers provided essential recommendations and suggestions that will help solve these different problems of EMIS. In the end, the paper concluded and shared some significant implications that school administrators can use for future references for policy and decision-making.

Nazem Shinkat, Dr.Manjunath S., Dr.Nagesha NS (2022) conducted a study on Implications of Education Management Information System: A study across B-Schools in Bengaluru City. An institution's MIS, or Management Information System, is crucial to the success of the institution as a whole because of the role it plays in facilitating effective management. The Education Management System (EMIS) is a critical component of educational administration because it provides timely access to accurate data that can be used to influence strategic decisions. One conclusive motivation behind this research is to examine the impact of MIS on organizational success at private universities with a business school from the academic viewpoint. The objective population of this sample comprised 120 faculties from Business Schools in Bangalore. As based colleges, a simple sample of (10) colleges is browsed and 140 answers are transmitted (14 surveys per college). Statistical Tools are used to evaluate hypotheses, such as ANOVA and SEM . The main results have shown that the MIS, the performance of its employees and the job characteristics (Education, Experience and Designation) of the respondents impact the performance of the faculty members relevant to the MIS, indicating that the higher the administrative data structures, the higher the institutional appearance. In addition, the results indicate that Management information system greatly influenced the Performance of B–schools. In the last segment, the researcher gives several intriguing ideas for B-schools in Bengaluruand their staff.

Danang DwiPrasetyo, et.al (2023) conducted a study entitled “Application of Education Management Information System in the Online Learning Process in

Madrasah". Educational institutions will be more advanced and globally competitive with the ability to adapt to the application of management information systems which in the learning process are currently integrating online and offline learning. Therefore, schools must prepare strategies to deal with the negative impacts or problems that may occur from the application of management information systems in online learning. This study aims to analyze the application of management information systems in the online learning process. This type of research is descriptive qualitative research. Data collection techniques use observation, interviews and documentation. This data collection includes interviews, observations, documentation, and questionnaires. Data analysis techniques through data reduction, data presentation, qualitative data analysis, drawing conclusions and data validity. The results of the study explained that the implementation of the management information system using data processing applications, namely EMIS and information technology in supporting the learning process, providing educational services by facilitating learning practices using technological infrastructure, such as learning facilities by combining applications and computers with wifi. The implementation of learning through three stages, namely first, the planning stage by making an effective day analysis and analyzing the learning program by compiling a syllabus, compiling lesson plans, making learning media and preparing other learning tools. Second, the implementation stage, in the implementation stage there are three activities, namely preliminary activities, this activity, and closing activities. Third, evaluation of learning, at this stage assess student learning outcomes in writing, orally, scientific work, tasks and practice. In addition, the teacher makes direct observations to observe the attitudes of students in terms of spirituality, knowledge and skills. This research focuses on online learning where in its management it still takes various efforts to get the right and measurable formula, so that student learning outcomes can be achieved optimally.

2.4 STUDIES RELATED TO OCCUPATIONAL STRESS:

Chaplain (2006) conducted study to find out the sources of stress and job satisfaction. The sample consisted of 267 teachers selected from primary schools in the North and Eastern regions of England. An analysis of principal components was conducted and three factors identified as most influencing viz. professional concern, pupil behaviour, attitude and professional tasks has strongest relationship with occupational stress. In comparison men reported tohave more stress than women on professional tasks, pupil behaviour and attitude. Women have higher score than men on principal components. Approximate 1/3 of the teachers were satisfied with job. Amongst specific factors, teachers were most satisfied with their professional performance and least satisfied with teaching resources. There was negative relationship between stress and job satisfaction.

Sachdeva (2007) conducted a study to assess the organizational role stress in relation to burnout. The sample of the study comprised of 100 government and private (50 male & 50 female) secondary school teachers. The results revealed that there was no significant difference in the inter-role distance dimension of organizational role stress among government and private school teachers. Female teachers exhibited higher level of stress than male counterparts. Significantly negative correlation was found between age and organizational role stress. The results further revealed that no significant relation was found between teaching experience and organizational role stress. Significant correlation of stress with emotional exhaustion and depersonalization, but no significant correlation of self-role distance with depersonalization was found.

Kaur et al. (2008) conducted a study to construct a stress scale for assessing the level of stress among university and college female teachers. The scale was developed consisting of items keeping in mind the characteristics and dimensions of stress, mentioned by Pestonjee (1992). The final scale contained only 26 items. On the basis of data obtained from all 200 teachers, the scores were divided into high

group and low group. The item wise score ranged from 1 to 4, one score for no stress and 4 for expressing presence of stress. Overall, total of raw scores ranged from 26 to 104 to showthe level of stress as high, average and low stress.

Sangeeta (2008) conducted a study to assess occupational stress, job satisfaction and quality of life among private and government school teachers.It was found that private and government teachers differ significantly on the measures of occupational stress. Both the groups do not differ significantly on job satisfaction and quality of life. The correlation between occupational stress and job satisfaction rages from .01 to .19. Out of 48 correlations, 7 are significant. The correlation between occupational stress and quality of life ranges from between .00 to .19, out of 48 correlates 6 are found significant. The correlation between job satisfaction and quality of life is significant. Factor analysis extracted eight factors which are: occupational stress, participatory stress, job satisfaction, role stress, quality of work life, distressful occupationalstatus, conflictual role stress, social relationship. These factors explained 64.17 of total variance.

Shashirekha & Chengti (2008) designed a study to assess the occupational stress of employees. A sample of 200 (both male and female) employees was selected randomly from different sectors of occupations from different occupational status groups of employees. The female employees exhibited higher occupational stress than the male employees. Manager has higher occupational stress than the engineers, supervisors and clerks.

Schwarzer & Hallum (2008) evaluated the relationship between self-efficacy, job stress and burnout. Teacher's self-efficacy was assumed as a personal resource factor protecting from the experience of job stress. The study also focussed on mediation and its dependency on the levels of other variables. A sample of 1203 teachers was studied using putative mechanism cross sectional and found an effect in particular for younger teachers and teachers with low self-efficacy. Sample II with 458 teachers, was studies over a period of one year under longitudinal study. In

cross lagged panel design, low self-efficacy preceded burnout.

Durani (2009) designed a study to examine the stress of women working in different job areas. The sample comprises 450 working women.Out of which 150 were teachers, 150 were nurses and 150 working in the bank. The result revealed that there is no real difference between the social and environmental stressors of three groups of teachers. There was no real difference among the stress management techniques of three groups viz.; teachers, nurses and bankers.

Khaleque (2009) conducted this study to identify the components of burnout of in relation to self-concept and introversion-extroversion. As burnout results in chronic work stress and job dissatisfaction which ultimately affects teaching effectiveness. The sample of the study consisted of 600 teachers both male & and female, from elementary schools of Assam. The results revealed that high self-concept group is higher than the low self-concept with to respect of burnout dimensions i.e. emotional exhaustion, depersonalisation and personal accomplishment. The self-concept of the elementary school teachers has a significant effect on the burnout dimensions. Male teachersare found to possess more depersonalisation than female teachers. Self- concept is negatively and significantly correlated with burnout subscales. The aspect of personal accomplishment is positively correlated with self-concept and emotional exhaustion is correlated negatively and significantly with extroversion-introversion.

Abel & Sewell (2010) examined the sources of stress and symptoms of burnout of secondary school teachers. The sample consisted of 51 rural & 46 urban school teachers from 11 school systems in Georgia & North Carolina. Itwas found that urban school teachers exhibited significantly higher level of stress from poor working conditions and poor staff relations than rural teachers. Both urban & rural teachers experienced significantly greater stress from pupil misbehaviour and time pressures than the stress from poor working conditions & poor staff relation. Poor working condition and time pressure were predictors of burnout of urban school

teachers. Pupil misbehaviour & poor working conditions predicted the burnout of rural school teachers. Discussion of results was made to suggest effective programs to prevent negative effect of stress & burnout.

Dasgupta & Das (2010) conducted a study intended to measure the organizational role stress (ORS) among married and unmarried working women involved in masculine (police), feminine (nurse) and neutral (teacher) type jobs. The sample consisted of 120 working women (60 married and 60 unmarried women); 20 of each group were involved in occupation of police;40 were (20 married and 20 unmarried) included from teaching profession and 40 (20 married and 20 unmarried) taken from nursing profession. Results revealed that irrespective of their marital status teachers suffered from organizational role stress much more than any other group. Furthermore, the results revealed that married working women suffered much more from organizational role stress than unmarried working women, irrespective of their sex-typing of job.

Eres & Atanasoka (2011) conducted a study to determine the stress level of teachers. The sample of the study consisted of 416 Turkish and 213 Macedonian teachers living in different socio-cultural and economic situation. The results revealed that Turkish teachers have mild stress level and Macedonian teachers have moderate stress level. There was a meaningful difference in the level points of Turkish and Macedonian teachers.

Kaur (2011) intended to compare role stress in a sample of 200 government and private school teachers. The result of the study revealed that private school teachers experience more role stress than government school teachers. Further, female school teachers were found to have significantly greater inter-role distance than their male counterparts. Younger and more experienced school teachers possessed high inter-role distance, role erosion, self-role distance and role stress than the older and less experienced ones. The study has implications for improvement of work environment and it is emphasized stress reduction.

Anbuchelva (2012) designed a study to assess the relationship between occupational stress and job satisfaction of high school teachers. Sample comprised of 60 high school teachers (36 male and 24 female teachers) from Salem, Tamilnadu. The result indicated that there was positive correlation between occupational stress and job satisfaction. There was no significant difference between male and female high school teachers with regard to occupational stress. And there was no significant difference between male and female high school teachers with regard to their job satisfaction was found. It was also revealed that reduction in occupational stress leads to higher job satisfaction.

Grewal & Malths (2012) conducted a study to examine the mental health and job stress of elementary school teachers. The sample comprised of 680 teachers randomly selected from different schools of Punjab. The data was collected using the Occupational Stress Index developed by Srivastava, A.K. and Singh, A.P. (1984) and Teacher Mental Health Scale by Kaman, C. W. and Gupta A. (1994). The results show that the teachers who were more stressed were less concerned about their personal well-being, were chronically anxious, have more disabling symptoms, lack of capacity to establish constructive relationships, have less capacity to cope up with ordinary demands & stress of life and have a low level of mental health.

Gupta (2012) attempted to compare the job-stress of primary school teachers of both government and public schools in the various districts of Aligarh. The sample comprised of 200 teachers. The findings of the study revealed that Public school teachers experience more job-stress than Government school teachers and the possible reasons for the higher stress may be because of certain factors like workload, job insecurity, limited leaves and a lower salary package. The stress of male teachers was assessed to be higher than female teacher in public primary school. Female teacher's performance was better than that of male teachers. The stress of teachers of low age group was higher than teachers of higher age group (as

teachers of higher age group have different strategies to cope up stress and handle work load). The teachers with higher qualification possess more stress than those who are not highly qualified. It was also found that the teachers with lower teaching experience have higher stress than teachers with higher teaching experience.

Mehra & Kaur (2012) compared the government and private secondary school teachers of different academic streams viz. Languages, Maths. &Science and Social-Science of Chandigarh w.r.t. occupational stress and interaction effect between school type and faculties of secondary school teachers with respect to occupational stress. The sample of study comprised of 600 secondary school teachers. The findings revealed that Government school teachers exhibited higher scores on various dimensions of occupational stress such as role overload, role ambiguity, role-conflict, unreasonable group and political pressure under participation, poor peer relations, low status and unprofitability than Private school teachers. Government and Private school teachers exhibited comparable perceptions with respect to powerlessness, responsibility for persons, intrinsic impoverishment and strenuous working conditions.

Ranu & Goel (2012) studied to assess and compare the stress among teacher trainees in relation to their home environment. The sample of the study consists of 600 teacher trainees selected randomly from four districts to Punjab viz. Moga, Ludhiana, Sangrur and Bhatinda. The results revealed that there was no significant difference among rural and urban teacher trainees with regard to stress. Gender difference among teacher- trainees with regard to stress was not significant. There was significant difference among urban & rural and male & female teachers with regard to home environment.

Reddy & Sridhar (2012) examined the occupational stress in Headmasters of secondary schools in Andhra Pradesh. The sample consisted of 120 headmasters randomly selected from the total population of 600 headmasters of Government and Private secondary schools hailing from Rangareddy District of Andhra Pradesh. The

result revealed that there was significant difference between government and private secondary school headmasters on few dimensions of occupational stress viz. Role Inefficiency, Role Ambiguity, Role Boundary and Physical Environment. There was no significant difference between government and private secondary school headmasters on few dimensions of occupational stress viz. role overload and responsibility component.

Saikia & Devi (2012) designed a study to identify the sources and extent of experienced occupational stress of secondary school teachers. Sample consisted of 655 secondary school teachers from lower Assam. Findings revealed that sources of occupational stress are different viz. little work, unpleasant environment, lack of job security, transfer of job, less social support, role ambiguity and involvement. The study proved that family conflict is the strong source of occupational stress. All the teachers experience stress but some are significantly affected by this.

Bhadoria (2013) conducted a study to investigate the effect of location (urban & rural), gender (male & female) on the perception of job-satisfaction, occupational stress and school climate of school teachers. The sample comprised of 60 male & female secondary school teachers from urban & rural schools of Jhansi district. The result revealed a non-significant impact of the nature of job on the job satisfaction. The urban school teachers have shown higher level of occupational stress than rural school teachers as urban school teachers have more responsibility and suffer from high anxiety level. Gender effect was significant as female teachers obtained higher score on the scale of occupational stress than male teachers. Results also indicated that there is no significant impact of nature of job on the climate dimension.

Borkar (2013) conducted a study to examine the relationship between teacher effectiveness and teacher stress. The sample comprised of 1000 teachers of secondary schools of Mumbai, Thane and Raigad areas of Maharashtra. The results revealed that less effective teachers were under higher level of stress than highly

effective teachers. The results also revealed that teacher stress is negatively correlated with teacher effectiveness. Stress level differed in male and female teachers though both male and female teachers were placed equally in terms of salary and workload.

Kakkar & Ahuja (2013) conducted a study to assessing the level of stress and making a comparison between women lecturers working in different government and private colleges. The study also focused to find out the remedies to live a stress less life. The sample comprised of 150 college teachers (75 Government & 75 Private). The results revealed that there was no significant difference in the level of stress of women lectures working in government colleges and private colleges.

Reddy & Anuradha (2013) examined the relationship between occupational stress and job performance of teachers working at higher secondary level. Sample of the study consisted of higher secondary school teachers from Vellor district in Tamil Nadu. The result revealed that, out of 327 teachers working in higher secondary schools, 72.8% teachers are showing moderate stress, while 14.4% and 12.8% teachers are under high and low stress due to organizational structure and climate. When job performance is considered, 52.6% teachers are in moderate level and 24.5% and 22.6% teachers are in the extreme ends of high and low levels of performance. The result further revealed that there was significant difference in occupational stress in relation to type of school (government & private) and gender among higher secondary school teachers. There was no significant difference in occupational stress in relation to location of school, community, marital status and years of experience.

Rakhi (2014) conducted a study the occupational stress of secondary school teachers in relation that their working conditions, motivation and adjustment. The sample of study consisted of 800 teachers from six districtsof Punjab. The results revealed total group of teachers experienced average level of stress. 36.3% teachers experienced higher level of stress, 35% average and 29% low level stress. It was

found further that there was a significant difference in occupational stress of male & female teachers. Female teachers were under higher level of stress as compared to male teachers. A significant difference was found among rural and urban school teachers. Rural teachers were more stressful than urban school teachers.

Yadav (2014) aimed to analyze the relationship between personality and occupational stress of high school teachers was carried out in the Rewari, Haryana with 200 teachers as sample (94 Govt. and 106 Private school teachers). The correlation coefficient and regression analysis revealed the relationship and impact between personality and occupational stress. There was positive correlation between psychoticism and neuroticism with occupational stress of Govt. and Private high school teachers.

Taher Mohamed (2018) explores the stressors faced by Libyan teachers working in Turkish schools. The research employed a survey design to identify the main sources of stress. The findings revealed that workload and student behavior were the top stressors, followed by factors like administrative support and salary. This study highlights the universality of certain stressors (workload) while also showcasing how context (being a foreign teacher) can contribute to occupational stress.

Bhattacharjee (2021) investigates job-related stress among teachers in West Bengal, India. The study utilizes a survey approach to assess stress levels. Results indicate a significant presence of occupational stress among teachers, with workload, student behavior, and lack of resources being the leading contributors. This research supports the notion that common stressors exist for teachers across various locations.

Pandey and Mukherjee (2023) examine the relationship between occupational stress and teaching effectiveness in India. Their study employs a correlational design to analyze data collected from secondary school teachers. The findings suggest a negative correlation between stress and effectiveness, indicating

that stressed teachers may struggle with performance. This research underlines the potential impact of teacher stress on student learning outcomes.

2.5 CONCLUSION

In this present study, the researcher has attempted to find out, the Attitude towards Educational Management Information System (EMIS) and Occupational stress among school teachers. So, for a wide range of factors have been investigated by many in relation to Attitude towards Educational Management Information System (EMIS) and Occupational stress of teachers.

CHAPTER – III

METHODOLOGY

3.1 INTRODUCTION

Methodology is a process, which reveals all those methods and techniques used by the researcher during the course of studying his research problem. The role of methodology is to carry on the research work in a scientific and valid manner. Adaptation of a suitable methodology can raise the efficiency and dignity of the research work the success of any research mainly depends on the tools and techniques and the proper methods adopted in the research process.

The present investigation is to study Attitude towards Educational Management Information System (EMIS) and Occupational stress of School teacher. This chapter deals with the sample, tools, statistical technique employed and the procedures followed in the different stages of the study.

3.2 METHOD OF THE STUDY

For the present investigation the investigator adopted normative survey method. It involves describing, recording, analysing and interpreting the data which are all directed towards a better understanding of the present i.e. Attitude towards Educational Management Information System (EMIS) and Occupational stress

3.3 LOCATION OF THE STUDY

The present investigation is conducted in Ramanathapuram district of Tamil Nadu. For this study as many as ten schools were randomly selected and the research tools were administered.

1. Government Higher Secondary School, Melaikudi
2. Government High School, Perumalkovil
3. Government Higher Secondary School, Nainarkovil
4. Government Higher Secondary School, Karadanthakudi
5. Government High School, Vilangulathoor
6. Government Higher Secondary School, Sathirakudi.
7. Government High School, S.Kodikulam
8. Government Higher Secondary School, Mudukulathur
9. Municipal girls higher secondary school, Ramanathapuram
10. Government Boys Higher Secondary School, R.S.Mangalam

3.4 VARIABLES OF THE STUDY

Variables are the conditions or characteristics that the researcher manipulates, controls or observes. The variables selected by the investigator are given below.

a. Dependent variable

The dependent variables are the conditions or characteristics that appear, disappear, or change as the researcher introduces, removes, or change independent variables. For the present study the investigator selected **Attitude towards Educational Management Information System (EMIS)**as a dependent variable.

b. Independent variable

The independent variables are the conditions or characteristics that the researcher manipulates, or controls in his/her attempt to ascertain their relationship

to observed phenomena. For this study, the investigator took **Occupational stress** as the independent variable.

c. Bio-institutional variables

It is used for meaningful interpretation of the dependent and in dependent variables. For the present investigation, there are four, they are;

1.	Gender	-	Male/Female
2.	Locality	-	Rural/Urban
3.	Marital status	-	Single/Married
4.	Teaching Experience	-	Below 10 years/Above 10 years
5.	Designation :	-	Graduate /Post graduate teacher

3.5 SAMPLE OF THE STUDY

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. (John. N. Best, 2001)

The present study consists of 200 teachers working in the higher secondary schools of Ramanathapuram District of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due Proportionate weightage was given to various sub-samples. The distribution of sample was given in the Table 3.1.

Table – 3.1

Table showing the distribution of sample and its

Sub-samples selected for the present study

Variables	Sub sample	N
Entire		200
Gender	Male	77
	Female	123
Locality	Rural	80
	Urban	120
Marital status	Single	89
	Married	111
Teaching Experience	Below 10 years	99
	Above 10 years	101
Designation	Graduate teacher	101
	Post graduate teacher	99

Figure – 3.1

Pie Diagram Showing the Distribution of Sample based on their gender

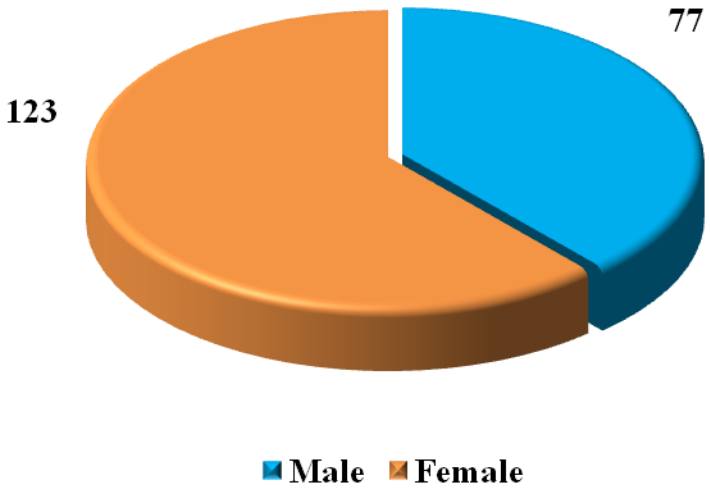


Figure – 3.2

Pie Diagram Showing the Distribution of Sample based on their locality

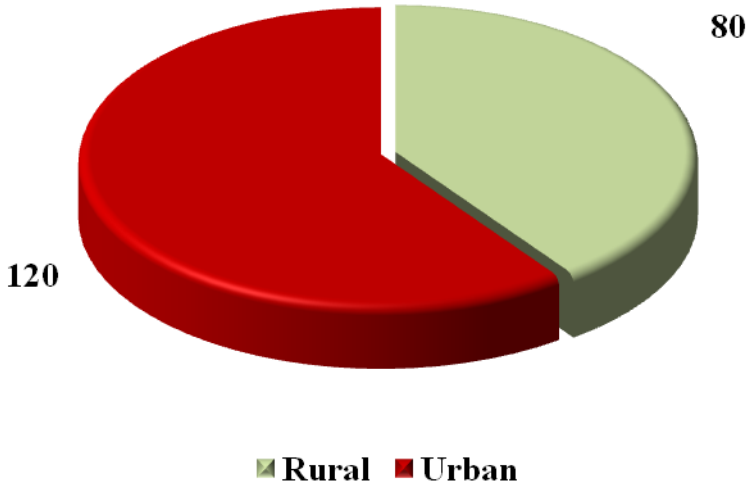


Figure – 3.3

Pie Diagram Showing the Distribution of Sample based on their Marital status

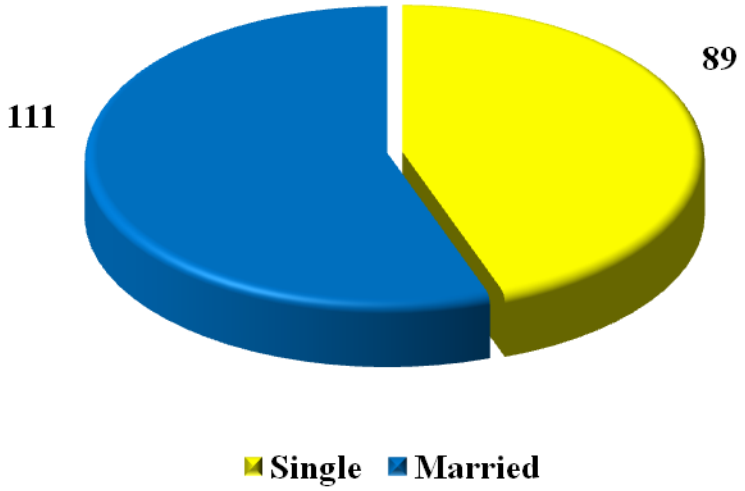


Figure – 3.4

Pie Diagram Showing the Distribution of Sample based on their Teaching Experience

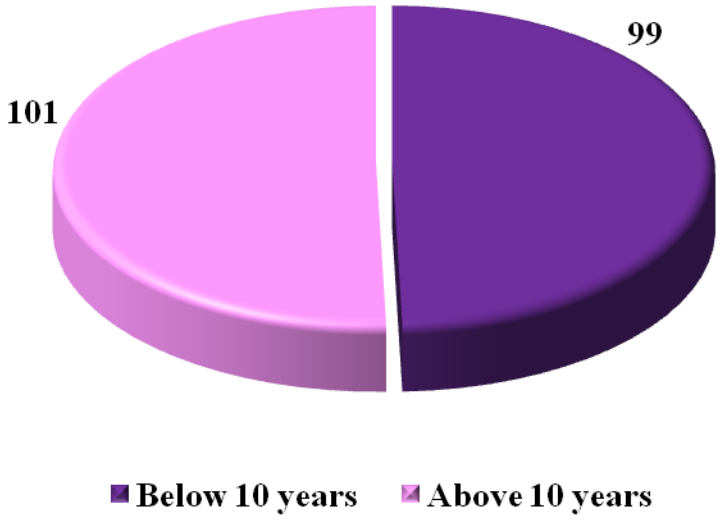
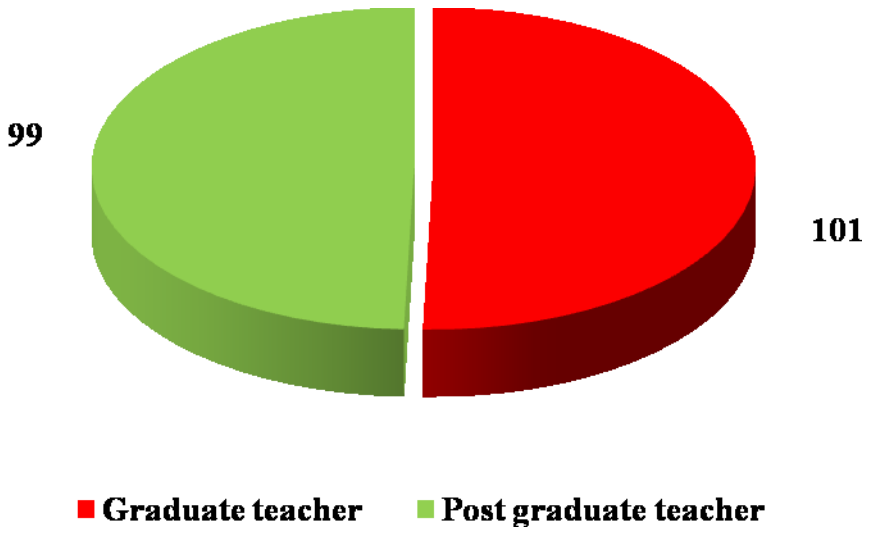


Figure – 3.5

Pie Diagram Showing the Distribution of Sample based on their Designation



3.6 TOOLS USED

The data are necessary for carrying out research study. It must be collected with the help of special instrument or devices. The successful outcome of research mainly depends upon the proper selection of research tool. So the investigator used the following tools.

1. Teacher's Attitude towards Educational Management Information System (EMIS) scale by the investigator.
2. Occupational stress Scale for teachers by Selvakumar (2010).

3.6.1 DESCRIPTION OF THE TOOL – TEACHER'S ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCALE

The researcher identified a gap in measuring teachers' attitudes towards Educational Management Information Systems (EMIS). There are no existing tools, so they decided to develop a new inventory. This involved defining the aspects of EMIS attitudes to be measured. To ensure comprehensiveness, the researcher reviewed educational technology literature, journals, and books.

Construction of Attitude towards Educational Management Information System (EMIS) Scale

There are general principles and procedures which one has to follow while construction of the tools, were described under different heads such as,

i. Planning
ii. Item writing
iii. Pilot study
iv. Item analysis
v. Establishing the reliability
vi. Establishing the validity
vii. Final version

i. Planning

The construction of the tools was started by the consideration of the limitations under which the tools have to be developed. It included detailed set of specifications

as to the purpose of the tools and the time cost and sources at the disposal of the researcher. The nature of the population, the length of the tools, type and nature of the tools, items and method of scoring the test were some basic consideration which were taken into account in advance.

ii. Item Writing

After a thorough and careful study of books, articles, e-journals, magazines, old tools, research publications and newspapers related to Attitude towards Educational Management Information System (EMIS) the investigator prepared a number of items. In the initial stage 22 items were pooled covering Attitude towards Educational Management Information System (EMIS) Scale. These items were given to the experts. They scrutinized the items and gave many suggestions. Based on their suggestions, some items were modified. A preliminary draft of Attitude towards Educational Management Information System (EMIS) Scale is given in the *Appendix*

iii. Pilot study

The preliminary draft was neatly typed and administered on the selected students. The 50 School teachers were selected as Sample for the pilot study and the study was conducted. They took around 20 minutes to complete a Scale. The 22 items were selected for the present study.

The respondent has to choose any one from the given five responses namely, five alternatives namely Strongly Agree, Agree, Undecided, Disagree, and Strongly disagree. For items, a maximum score of 5 was give to Strongly agree, 4 for Agree,

3 for Undecided, 2 for Disagree and 1 for Strongly disagree. For validating the preliminary draft of Attitude towards Educational Management Information System (EMIS) was given to the school teachers.

TABLE – 3.2

SAMPLE DISTRIBUTION FOR PILOT STUDY

Sl. No.	Name of the School	Number of Sample
1	GHSS Manjur	13
2	GHSS Kamankottai	11
3	GHSS Parthibanur	14
4	GHSS Pambur	12
	Total	50

iv. Item analysis

The co-efficient of correlation between each item by all the scores of 22 items each scores was calculated using the following Pearson product moment formula. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. In order to find the item validity for each item in the tool, the item total correlation was found. The items, which were having value above 0.195 (for df 98, table value of correlation 0.195) were retained. The co-efficient of correlation between each item by all the

scorers and the sum of scores of all items for the each scorer was calculated using the Pearson Product Moment Correlation.

TABLE-3.3

'r' value for items in the draft tool

Items	Correlation value	Selected items	Items	Correlation value	Selected items
1	0.269	Selected	12	0.334	Selected
2	0.422	Selected	13	0.418	Selected
3	0.538	Selected	14	0.246	Selected
4	0.492	Selected	15	0.446	Selected
5	0.512	Selected	16	0.612	Selected
6	0.293	Selected	17	0.387	Selected
7	0.398	Selected	18	0.293	Selected
8	0.556	Selected	19	0.644	Selected
9	0.641	Selected	20	0.333	Selected
10	0.584	Selected	21	**0.117***	**Deleted**
11	0.496	Selected	22	0.384	Selected

v. Establishing the Reliability

The items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated. By this split-half correlation method was calculated. Then the reliability of the tool was estimated by the following spearmen brown prophecy formula,

$$r = \frac{2r}{1+r}$$

r -- Correlation co-efficient

r -- Reliability co-efficient of the tool

Thus the, reliability correlation co-efficient were found to be 0.78.

vi. Establishing the validity

The validity of a test has been found different methods. For the present study the investigator established content validity.

Content Validity

To establish content validity, the tool was given to experts in this field of education. The tool was given to a panel of experts. The suggestions, corrections and opinions of the experts were implemented in the tool. Thus, the content validity of the tool was established.

vii. Final version

The final draft had 21 items. The items were neatly printed and opinions of Attitude towards Educational Management Information System (EMIS) of School teachers were recorded by the investigator. Thus one can get a maximum score of 105 and minimum scoring of 21. A copy of the final draft scale is given in the *Appendix*.

3.6.2 DESCRIPTION OF THE TOOL – OCCUPATIONAL STRESS SCALE

In order to measure the Teacher's occupational stress of the School teachers; the investigator used occupational stress Scale for teachers by Selvakumar (2010) This scale consists of 33 statements with five alternatives. The alternatives are No Stress, Mild Stress, Moderate Stress, Much Stress, and Extreme Stress. A score of 0,1,2,3 and 4 are given respectively. The Maximum score for this tool is 132 and a

minimum score is 0. Hence, one who secures a score above 66 indicates high occupational stress and a score below 66 indicates low occupational stress. There is no time limit to complete this research tool but an average person can complete in 30-45 minutes.

Reliability and Validity

The author of the tool found out the reliability value by using split-half method. It was found to be 0.91. Investigator of the present investigation also found the reliability of the scale by split half method which was found to be 0.83. To ensuring the validity of the tool, the author used content validity by getting judgment about the statements from the experts in the field of education, and psychology..

3.7 ADMINISTRATION OF THE TOOLS

After giving proper instruction to the teachers, the research tools along with the personal details of the respondents was supplied to the teachers. The survey was administered individually. The maximum time to complete the tools is 30-45 minutes. The completed tools were collected from the teachers after the stipulated time period. Later, the collected tools were subjected to scoring based on the scoring key.

3.8 STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques have been used.

a. Descriptive analysis (Mean & S.D)

b. Differential analysis ('t' test) and

c. Correlation analysis ('r' Coefficient of correlation)

3.9 CONCLUSION

This chapter provides methods, procedure of sample selection, tools used, statistical techniques employed, and administration of the tools in an elaborate manner. The following chapter discusses the data analysed with suitable interpretation in sequential manner.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Any research work could be meaningful when the data were analysed and interpreted properly. Therefore, the researcher has given much importance to this part. The data collected from the sample analysed and interpreted in the following heads.

a. Descriptive analysis

b. Differential analysis and

c. Correlation analysis

4.2 DESCRIPTIVE ANALYSIS

It includes comparison of measures of central tendency such as the mean and the measures of variability such as standard deviation. The calculated values are used to describe the properties of the different sub-samples.

4.3 DIFFERENTIAL ANALYSIS

It contains the determinations of the statistical significance of the difference between groups with reference to selected variables. It contains ‘t’ test. A ‘t’ test is a numerical procedure that takes into account the difference between the means of the two sub-groups the size of the sample in each group and amount of variation of spread present in the scores. Thus the ‘t’ test is a technique to find out whether the difference the mean performance of the two groups is significant or not.

4.4 CORRELATION ANALYSIS

In correlation analysis, the relationship between two variables i.e. Attitude towards Educational Management Information System (EMIS) and Occupational stress predicted and it also gives the direction of the relationship between two.

4.5 LEVEL OF SIGNIFICANCE

Investigator has chosen several arbitrary standards for the convenience fixing significance level. These arbitrary standards are called level of significance. Most commonly used level of significance are 0.01 and 0.05 levels. For the present investigation, the researcher has used 0.05 level as the significance to analyze the existence of various hypotheses.

4.6 DESCRIPTIVE ANALYSIS

ANALYSIS OF ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF SCHOOL TEACHER

One of the important objectives of the present study is to find out the Attitude towards Educational Management Information System (EMIS) of School teacher. For this, the investigator used the Attitude towards Educational Management Information System (EMIS) Scale. A maximum score of the inventory is 105 and a minimum score is 21. Hence, a score of 52 and below indicates unfavorable Attitude towards Educational Management Information System (EMIS) and a score above 52 indicates high Attitude towards Educational Management Information System (EMIS).

In order to find out the Attitude towards Educational Management Information System (EMIS) of School teacher, the mean and S.D have been calculated. They were found to be 70.96 and 8.52. It is presented in Table 4.1. So the calculated mean value indicates that School teachers have high Attitude towards Educational Management Information System (EMIS). Hence, it is concluded that the Attitude towards Educational Management Information System (EMIS) of School teachers is favorable. Thus the hypothesis no.1 was ***accepted***.

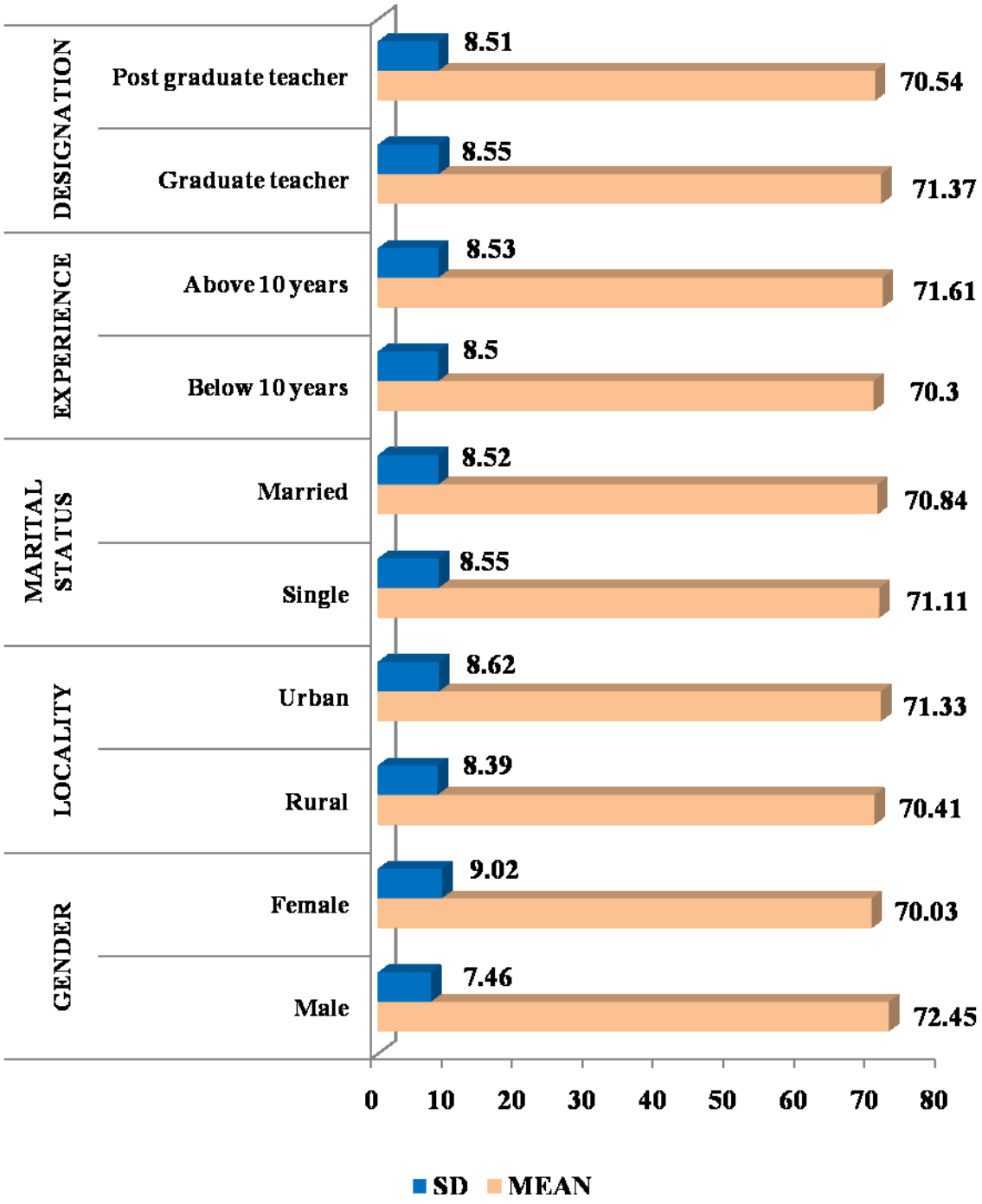
Table 4.1

The mean and standard deviation of Attitude towards Educational Management Information System (EMIS) scores of School teachers

Variables	Sub sample	N	Mean	S.D
Entire		200	70.96	8.52
Gender	Male	77	72.45	7.46
	Female	123	70.03	9.02
Locality	Rural	80	70.41	8.39
	Urban	120	71.33	8.62
Marital Status	Single	89	71.11	8.55
	Married	111	70.84	8.52
Teaching experience	Below 10 years	99	70.3	8.5
	Above 10 years	101	71.61	8.53
Designation	Graduate teacher	101	71.37	8.55
	Post graduate teacher	99	70.54	8.51

Figure 4.1

Showing the mean and S.D of Attitude towards Educational Management Information System (EMIS)scores of School teachers



ANALYSIS OF OCCUPATIONAL STRESS SCORES OF SCHOOL TEACHER

One of the important objectives of the present study is to find out the Occupational stress of School teacher. For this, the investigator used the Occupational stress scale. A maximum score of the scale is 132 and a minimum score is 0. Hence, a score of 66 and below indicates low Occupational stress and a score above 66 indicates high Occupational stress.

In order to find out the Occupational stress of 72.08 and 7.78. It is presented in Table 4.2. So the calculated mean value indicates that School teachers have high Occupational stress. Hence, it is concluded that the Occupational stress of School teachers is high. Thus the hypothesis no.2 i.e. the Occupational stress of School teachers is high was accepted.

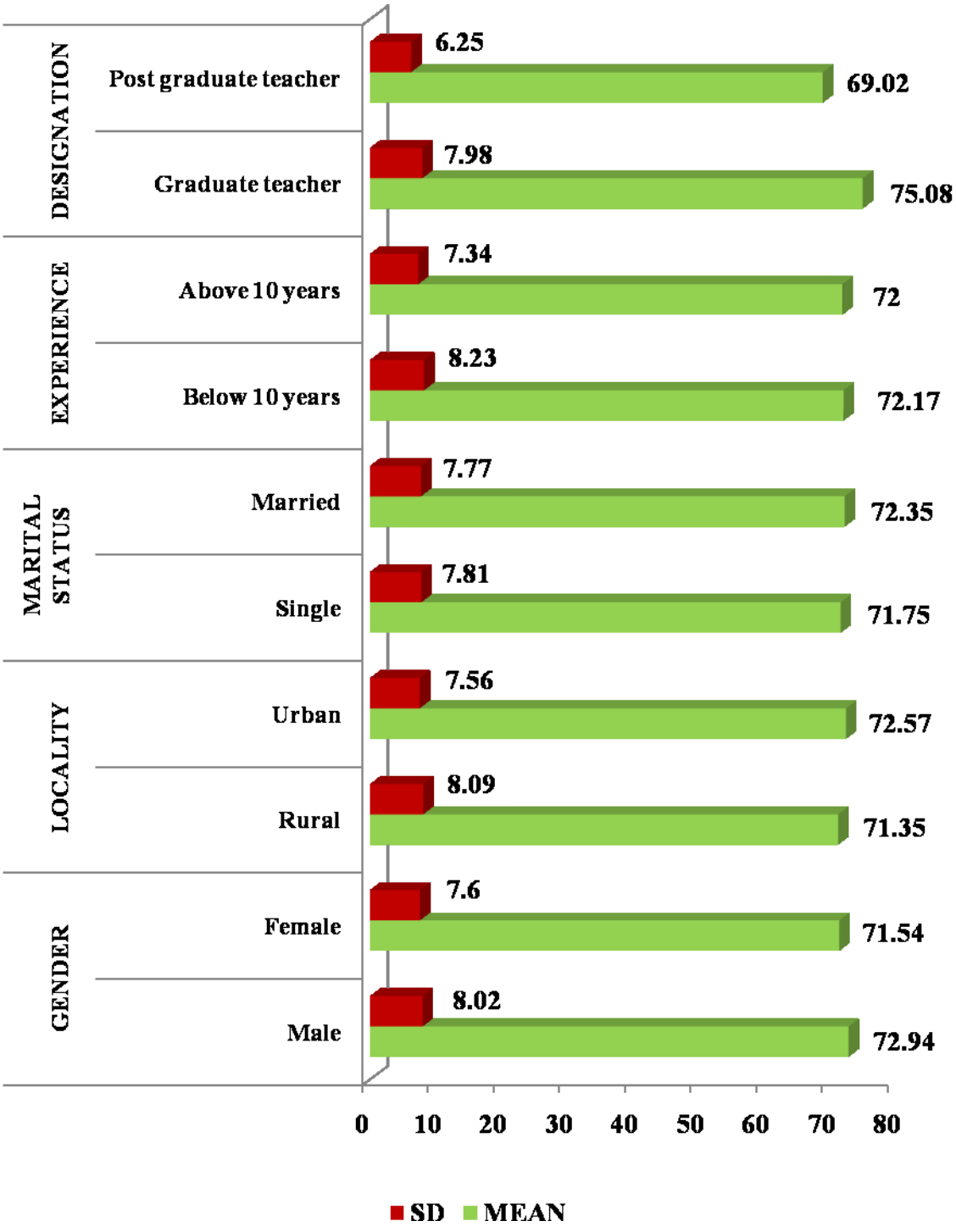
Table 4.2

The mean and standard deviation of Occupational stress scores of School teachers

Variables	Sub sample	N	Mean	S.D
Entire		200	72.08	7.78
Gender	Male	77	72.94	8.02
	Female	123	71.54	7.6
Locality	Rural	80	71.35	8.09
	Urban	120	72.57	7.56
Marital Status	Single	89	71.75	7.81
	Married	111	72.35	7.77
Teaching experience	Below 10 years	99	72.17	8.23
	Above 10 years	101	72	7.34
Designation	Graduate teacher	101	75.08	7.98
	Post graduate teacher	99	69.02	6.25

Figure 4.2

Showing the mean and S.D of Occupational stress scores of School teacher



4.7 DIFFERENTIAL ANALYSIS –ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF MALE AND FEMALE TEACHERS

In order to find out whether there is any significant difference between male and female teachers with respect to their Attitude towards Educational Management Information System (EMIS) 't' value is calculated. The critical ratio is found to be 2.06 at 0.05 level and it is represented in Table 4.3. The calculated 't' value is higher than the critical value. Hence it is concluded that, there is significant difference between male and female teachers in their Attitude towards Educational Management Information System (EMIS).

Thus, the hypothesis 3: there is no significant difference between male and female teachers in respect of their Attitude towards Educational Management Information System (EMIS) was *rejected*.

Table no. 4.3

The significant difference between male and female teachers in their Attitude towards Educational Management Information System (EMIS) scores

Gender	N	Mean	S.D	't' value	Significance at 0.05 level
Male	77	72.45	7.46	2.06	Significant
Female	123	70.03	9.02		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF RURAL AND URBAN AREA TEACHERS

In order to find out whether there is any significant difference between rural and urban area teachers with respect to their Attitude towards Educational Management Information System (EMIS) 't' value is calculated. The critical ratio is found to be 0.75 at 0.05 level and it is represented in Table 4.4. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between rural and urban area teachers in their Attitude towards Educational Management Information System (EMIS)

Thus, the hypothesis 4: there is no significant difference between rural and urban area teachers in respect of their Attitude towards Educational Management Information System (EMIS) was accepted.

Table no. 4.4

The significant difference between rural and urban area teachers in their Attitude towards Educational Management Information System (EMIS) scores

Locality	N	Mean	S.D	't' value	Significance at 0.05 level
Rural	80	70.41	8.39	0.75	Not significant
Urban	120	71.33	8.62		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF SINGLE AND MARRIED

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be 0.22 at 0.05 level and it is represented in Table 4.5. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS).

Thus, the hypothesis 5: there is no significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS) was accepted.

Table 4.5

The Significant of the difference among the sub-samples of Marital status with respect to their Attitude towards Educational Management Information System (EMIS)

Marital Status	N	Mean	S.D	't' value	Significance at 0.05 level
Single	89	71.11	8.55	0.22	Not significant
Married	111	70.84	8.52		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF BELOW 10 YEARS AND ABOVE 10 YEARS EXPERIENCED TEACHERS

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be -1.09 at 0.05 level and it is represented in Table 4.6. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS).

Thus, the hypothesis 6: there is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS) was accepted.

Table 4.6

The Significant of the difference among the sub-samples of teaching experience with respect to their Attitude towards Educational Management Information System (EMIS)

Teaching Experience	N	Mean	S.D	't' value	Significance at 0.05 level
Below 10 years	99	70.3	8.5	-1.09	Not significant
Above 10 years	101	71.61	8.53		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) SCORES OF GRADUATE TEACHER AND POST GRADUATE TEACHERS

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be 0.69 at 0.05 level and it is represented in Table 4.7. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS).

Thus, the hypothesis 7: there is no significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS) was accepted.

Table 4.7

The Significant of the difference among the sub-samples of Designation with respect to their Attitude towards Educational Management Information System (EMIS)

Designation	N	Mean	S.D	't' value	Significance at 0.05 level
Graduate teacher	101	71.37	8.55	0.69	Not significant
Post graduate teacher	99	70.54	8.51		

(Table value of 't' is 1.968 at 0.05 level of significance)

DIFFERENTIAL ANALYSIS –OCCUPATIONAL STRESS SCORE

ANALYSIS OF OCCUPATIONAL STRESS SCORES OF MALE AND FEMALE TEACHERS

In order to find out whether there is any significant difference between male and female teachers with respect to their Occupational stress 't' value is calculated. The critical ratio is found to be 1.24 at 0.05 level and it is represented in Table 4.8. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between male and female teachers in their Occupational stress.

Thus, the hypothesis 8: there is no significant difference between male and female teachers in respect of their Occupational stress was accepted.

Table no. 4.8

The significant difference between male and female teachers in their Occupational stress scores

Gender	N	Mean	S.D	't' value	Significance at 0.05 level
Male	77	72.94	8.02	1.24	Not significant
Female	123	71.54	7.6		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF OCCUPATIONAL STRESS SCORES OF RURAL AND URBAN AREA TEACHERS

In order to find out whether there is any significant difference between rural and urban area teachers with respect to their Occupational stress 't' value is calculated. The critical ratio is found to be -1,09 at 0.05 level and it is represented in Table 4.9. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between rural and urban area teachers in their Occupational stress.

Thus, the hypothesis 9: there is no significant difference between rural and urban area teachers in respect of their Occupational stress was accepted.

Table no. 4.9

The significant difference between rural and urban area teachers in their Occupational stress scores

Locality	N	Mean	S.D	't' value	Significance at 0.05 level
Rural	80	71.35	8.09	-1.09	Not significant
Urban	120	72.57	7.56		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF OCCUPATIONAL STRESS SCORES OF SINGLE AND MARRIED

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be -0.54 at 0.05 level and it is represented in Table 4.10. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between Single and married teachers with respect to their Occupational stress.

Thus, the hypothesis 10: there is no significant difference between Single and married teachers with respect to their Occupational stress was accepted.

Table 4.10

The Significant of the difference among the sub-samples of Marital status with respect to their Occupational stress

Marital Status	N	Mean	S.D	't' value	Significance at 0.05 level
Single	89	71.75	7.81	-0.54	Not significant
Married	111	72.35	7.77		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF OCCUPATIONAL STRESS SCORES BELOW 10 YEARS AND ABOVE 10 YEARS EXPERIENCED TEACHERS

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be 0.16 at 0.05 level and it is represented in Table 4.11. The calculated 't' value is lesser than the critical value. Hence it is concluded that, there is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress.

Thus, the hypothesis 11: there is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress was accepted.

Table 4.11

The Significant of the difference among the sub-samples of Teaching experience with respect to their Occupational stress

Teaching Experience	N	Mean	S.D	't' value	Significance at 0.05 level
Below 10 years	99	72.17	8.23	0.16	Not significant
Above 10 years	101	72	7.34		

(Table value of 't' is 1.968 at 0.05 level of significance)

ANALYSIS OF OCCUPATIONAL STRESS SCORES OF GRADUATE TEACHER AND POST GRADUATE TEACHERS

In order to find out whether there is any significant difference among samples 't' value is calculated. The 't' is found to be 5.98 at 0.05 level and it is represented in Table 4.12. The calculated 't' value is higher than the critical value. Hence it is concluded that, there is significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress.

Thus, the hypothesis 12: there is no significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress was *rejected*.

Table 4.12

The Significant of the difference among the sub-samples of Designation with respect to their Occupational stress

Designation	N	Mean	S.D	't' value	Significance at 0.05 level
Graduate teacher	101	75.08	7.98	5.98	Significant
Post graduate teacher	99	69.02	6.25		

(Table value of 't' is 1.968 at 0.05 level of significance)

4.8 RELATION BETWEEN ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) AND OCCUPATIONAL STRESS:

The relation between Attitude towards Educational Management Information System (EMIS) and Occupational stress is found by using Pearson's product movement correlation method.

Where,

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[\, n\sum x^2 - (\sum x)^2 \,][\, n\sum y^2 - (\sum y)^2 \,]}}$$

Where,

r =Pearson product moment correlation co-efficient.

N =Number of sample

Σx =Total score of Attitude towards Educational Management Information System (EMIS)

Σy =Total score of Occupational stress

Σxy =the sum of the product of Attitude towards Educational Management Information System (EMIS) and Occupational stress

Σx^2 = Sum of the squares of individual score of Attitude towards Educational Management Information System (EMIS)

Σy^2 = Sum of the squares of individual score of Occupational stress.

The calculated co-efficient correlation ('r') between Attitude towards Educational Management Information System (EMIS) and Occupational stress scores ***is*** 0.068, which is significant at 0.05 level. Hence, it is inferred that there is no significant relationship found out between Attitude towards Educational Management Information System (EMIS) and Occupational stress scores of School teachers. Hence Hypothesis No 13 is accepted.

The finding suggests a statistically no correlation between attitude towards Educational Management Information Systems (EMIS) and occupational stress scores.

4.9 CONCLUSION

This chapter gives the data, its analysis with suitable interpretation in meaningful way. The following chapter contains summary of finding, recommendations and suggestions for further research.

CHAPTER – V

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

In the present investigation an attempt has been made to study the Attitude towards Educational Management Information System (EMIS) and Occupational stress of School teachers. This chapter consists of the consolidated findings of the study, recommendations for future research, suggestion for further research and conclusion.

5.2 STATEMENT OF THE PROBLEM

The problem under taken by the investigator restated as **"TEACHERS' ATTITUDE TOWARDS EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS) IN RELATION TO THE OCCUPATIONAL STRESS".**

5.3 OBJECTIVES OF THE STUDY

1. To find out the Attitude towards Educational Management Information System (EMIS) of Higher Secondary School teacher.
2. To find out the Occupational stress of Higher Secondary School teacher.
3. To find out whether there is any significant difference between male and female teachers with respect to their Attitude towards Educational Management Information System (EMIS).
4. To find out whether there is any significant difference between rural and urban area teachers with respect to their Attitude towards Educational Management Information System (EMIS).

5. To find out whether there is any significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS).
6. To find out whether there is any significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS).
7. To find out whether there is any significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS).
8. To find out whether there is any significant difference between male and female teachers with respect to their Occupational stress.
9. To find out whether there is any significant difference between rural and urban area teachers with respect to their Occupational stress.
10. To find out whether there is any significant difference between Single and married teachers with respect to their Occupational stress.
11. To find out whether there is any significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress.
12. To find out whether there is any significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress.

13. To find out whether there is any significant relationship between Attitude towards Educational Management Information System (EMIS) and Occupational stress of Higher Secondary School teachers

5.4 HYPOTHESES OF THE STUDY

1. The Attitude towards Educational Management Information System (EMIS) of Higher Secondary School teachers is favorable
2. The Occupational stress of Higher Secondary School teachers is high
3. There is no significant difference between male and female teachers in respect of their Attitude towards Educational Management Information System (EMIS)
4. There is no significant difference between rural and urban area teachers in respect of their Attitude towards Educational Management Information System (EMIS)
5. There is no significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS)
6. There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS)

7. There is no significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS).
8. There is no significant difference between male and female teachers in respect of their Occupational stress
9. There is no significant difference between rural and urban area teachers in respect of their Occupational stress
10. There is no significant difference between Single and married teachers with respect to their Occupational stress
11. There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress
12. There is no significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress.
13. There is no significant relationship found out between Attitude towards Educational Management Information System (EMIS) and Occupational stress of Higher Secondary School teachers.

5.5 DELIMITATIONS OF THE STUDY

The present study is confined to the School teachers working in Ramanathapuram district.

The present study is also confined to some selected demographic variables such as gender, locality, Marital status, Teaching Experience and Designation

5.6 SUMMARY OF FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- The Attitude towards Educational Management Information System (EMIS) of School teachers is favorable.
- The Occupational stress of School teachers is high
- There is significant difference between male and female teachers in respect of their Attitude towards Educational Management Information System (EMIS)
- There is no significant difference between rural and urban area teachers in respect of their Attitude towards Educational Management Information System (EMIS)
- There is no significant difference between Single and married teachers with respect to their Attitude towards Educational Management Information System (EMIS)
- There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Attitude towards Educational Management Information System (EMIS)
- There is no significant difference between graduate teachers and post graduate teachers with respect to their Attitude towards Educational Management Information System (EMIS).

- There is no significant difference between male and female teachers in respect of their Occupational stress
- There is no significant difference between rural and urban area teachers in respect of their Occupational stress
- There is no significant difference between Single and married teachers with respect to their Occupational stress
- There is no significant difference between below 10 years and above 10 years experienced teachers with respect to their Occupational stress
- There is significant difference between graduate teachers and post graduate teachers with respect to their Occupational stress.
- There is no significant relationship found out between Attitude towards Educational Management Information System (EMIS) and Occupational stress scores of School teachers.

5.7 RECOMMENDATIONS

The present study gives a clear-cut view about the present position of Occupational stress level and Attitude towards Educational Management Information System (EMIS) of School teachers. Based on the important findings stated earlier the following recommendations are suggested.

1. School teachers are having favorable Attitude towards Educational Management Information System (EMIS) scores. Since teachers have a favorable attitude towards EMIS, invest in ongoing training and support to

ensure they can effectively utilize the system's functionalities. This will maximize the benefits of EMIS for both teachers and school administration..

2. The finding of high occupational stress among teachers highlights the need for implementing stress reduction programs in schools. These programs could include workshops on time management, mindfulness techniques, and promoting work-life balance..
3. The research identified a significant difference between male and female teachers' attitudes towards the Educational Management Information System (EMIS). The research reveals gender-based stereotypes influencing attitudes. Male teachers being more comfortable with technology. Create targeted training programs to address these biases and promote confident EMIS use for all teachers.
4. The research identified a significant difference in occupational stress between graduate and postgraduate teachers. Further research is needed to understand the specific reasons for this difference. This will help develop targeted interventions to address the stress factors specific to graduate teachers.
5. The study shows that there is no significant relationship between Occupational stress and Attitude towards Educational Management Information System (EMIS) of School teachers. Further research with a larger sample size or different methodologies could explore the connection between EMIS usage and teacher stress in more depth. This could help

identify if specific aspects of EMIS contribute to stress or if other factors are mediating the relationship.

5.8 SUGGESTION FOR FURTHER RESEARCH

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

1. The present study could be undertaken at various states in India.
2. A study could be made on school environment and Attitude towards Educational Management Information System (EMIS) of School teacher.
3. A study could be made on the influence of personality on Occupational stress of School teachers.
4. A study could be made on the influence of government policies on their occupational stress.
5. A study could be conducted on effective communication skill of teachers in relation to their Occupational stress.
6. A study could be conducted on the impact of Attitude towards Educational Management Information System (EMIS) on mental health of School teachers.

5.9 CONCLUSION

This study investigated school teachers' attitudes towards the Educational Management Information System (EMIS) and their occupational stress levels. The findings revealed a positive outlook on EMIS, suggesting teachers are receptive to using the system. However, the prevalence of high occupational stress among

teachers underscores the need for immediate action.The favorable attitude towards EMIS presents a valuable opportunity. By investing in ongoing training and support programs, schools can ensure teachers possess the necessary skills to utilize the system's functionalities effectively. This will not only maximize the benefits of EMIS for data collection and management but also empower teachers to leverage its capabilities to improve their work processes.

The research also highlighted a significant difference in occupational stress levels between graduate and postgraduate teachers. Further investigation is crucial to understand the specific factors contributing to this disparity. Uncovering the unique stressors faced by each group will enable the development of targeted interventions that address their distinct needs. While the current study did not identify a statistically significant correlation between teachers' attitudes towards EMIS and their occupational stress, further research with a larger sample size or utilizing different methodologies is warranted. Exploring the connection between specific aspects of EMIS usage and stress can provide valuable insights. Investigating whether certain features contribute to stress or identifying mediating factors like workload or user experience can guide future system development and implementation strategies.

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அன்புள்ள ஆசிரியர்கள்,

எனது ஆய்வின் ஒரு பகுதியாக, வினாத்தாளின் பின்வரும் பக்கங்களில் தேவையான தகவல்களை அளிப்பதன் மூலம் உங்கள் ஒத்துழைப்பைக் கோருகிறேன். எல்லா கேள்விகளுக்கும் பதில்களை வழங்குங்கள். தகவல் கண்டிப்பாக ரகசியமாக வைக்கப்பட்டு ஆராய்ச்சி நோக்கங்களுக்காக மட்டுமே பயன்படுத்தப்படும் என்று நான் உறுதியளிக்கிறேன். எனது முயற்சியில் உங்களது உற்சாகமான மற்றும் முழு மனதுடன் ஒத்துழைக்குமாறு கேட்டுக்கொள்கிறேன்.

நன்றி

தங்கள் உண்மையுள்ள

S. SENTHIL KUMAR

GENERAL INFORMATION

1.	Gender	:	Male/Female
2.	Locality of school	:	Rural/ Urban
3.	Marital Status	:	Single/ Married
4.	Teaching Experience	:	Below 10 Years / Above 10 Years
5.	Designation	:	Graduate /Post graduate teacher

ATTITUDE TOWARDS EDUCATION MANAGEMENT INFORMATION SYSTEMS SCALE (ATEMISS) – *Rough Draft*

Directions:

In this form, you will find a list of statement about feelings. If a statement describes how you usually feel, put a tick mark (✓) in the column. There are no right or wrong answers. Begin at the top of the page and mark all 21 statements.

S.No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Preparation of any documents became easier by the use of EMIS					
2.	Using EMIS records maintenance became easier					
3.	Using EMIS many more operations can be done compared to the past times					
4.	It is easier to correct the mistakes in EMIS					
5.	The information asked by other institutions can be transmitted in a short time in EMIS					
6.	The frequency of mistakes is nearly zero in EMIS					
7.	Information related to the students can be transmitted to the parents easily					
8.	EMIS is a serious time consumer to update student data all the time.					
9.	Teachers cannot do the necessary work when entering data in EMIS					

10.	I seek help from my colleagues about how to use the EMIS					
11.	Entering students' marks in EMIS makes me nervous.					
12.	EMIS makes it easy for teachers to reach the students' information					
13.	Students marks that are input in the EMIS are effective in making managerial decisions					
14.	EMIS makes use of teachers time more effectively					
15.	Teachers workload has reduced by the use of EMIS					
16.	Teachers responsibilities have reduced by the use of EMIS					
17.	EMIS changed my perspective of the technology					
18.	EMIS improved the quality of my work					
19.	Working with EMIS improves my administrative skills					
20.	EMIS helps the teacher to organize his work					
21.	EMIS contribute in integrate the educational resources effectively					
22.	I expect that - in the future - the use of EMIS has become a necessity for all teachers					

ATTITUDE TOWARDS EDUCATION MANAGEMENT INFORMATION SYSTEMS SCALE (ATEMISS) – *Final Draft*

Directions:

In this form, you will find a list of statement about feelings. If a statement describes how you usually feel, put a tick mark (✓) in the column. There are no right or wrong answers. Begin at the top of the page and mark all 21 statements.

S.No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Preparation of any documents became easier by the use of EMIS					
2.	Using EMIS records maintenance became easier					
3.	Using EMIS many more operations can be done compared to the past times					
4.	It is easier to correct the mistakes in EMIS					
5.	The information asked by other institutions can be transmitted in a short time in EMIS					
6.	The frequency of mistakes is nearly zero in EMIS					
7.	Information related to the students can be transmitted to the parents easily					
8.	EMIS is a serious time consumer to update student data all the time.					

9.	Teachers cannot do the necessary work when entering data in EMIS					
10.	I seek help from my colleagues about how to use the EMIS					
11.	Entering students' marks in EMIS makes me nervous.					
12.	EMIS makes it easy for teachers to reach the students' information					
13.	Students marks that are input in the EMIS are effective in making managerial decisions					
14.	EMIS makes use of teachers time more effectively					
15.	Teachers workload has reduced by the use of EMIS					
16.	Teachers responsibilities have reduced by the use of EMIS					
17.	EMIS changed my perspective of the technology					
18.	EMIS improved the quality of my work					
19.	Working with EMIS improves my administrative skills					
20.	EMIS helps the teacher to organize his work					
21.	I expect that - in the future - the use of EMIS has become a necessity for all teachers					

OCCUPATIONAL STRESS OF TEACHERS SCALE

Direction

The purpose of this scale is to discover to what extent the items listed below are sources of stress to teachers. In your role as a teacher please indicate the extent to which the following items are sources of stress to you.

(1) Please put a tick mark under the column against each item.

(2) Please respond to all the sources of stress listed.

S. No.	Items	**No Stress**	**Mild Stress**	**Moderate Stress**	**Much Stress**	**Extreme Stress**
1.	Inability to do the desired work.					
2.	Students' carelessness in studies					
3.	Not getting good books from the library.					
4.	Strict control by Head of the Institution.					
5.	Not doing one's work honestly.					
6.	Not knowing new methods of teaching.					
7.	Neglected by family members.					
8.	Not earning adequate money to meet needs.					
9.	Indiscipline during student admission.					
10.	Pressure to evaluate more answer books in less time.					

11.	Friction with colleagues.					
12.	Non-availability of good books in library.					
13.	Students Lack of initial/background knowledge in subjects					
14.	Frequent late coming to the class.					
15.	lack of motivation to get good marks					
16.	Students do not work as per instructions.					
17.	Students Over confidence					
18.	Students Doing some other work in the classroom					
19.	Students Disturbing other pupils					
20.	Non-observance of classroom rules and regulations					
21.	Noise made by the pupils					
22.	Mal-practice in tests/examination					
23.	Non acceptance of teachers/authority					
24.	Extra work after school hours					
25.	Lack of encouragement to further studies.					
26.	Inadequate salary					
27.	Large classes					
28.	Heavy syllabus					

29.	Too many extra curricular activities					
30.	Standing throughout the day					
31.	Lack of classrooms and space in the classrooms					
32.	Unable to get time for self-learning.					
33.	Colleagues create hindrance in my work.					

PHOTOGRAPHS