**CHAPTER 1**

**INTRODUCTION**

1.0.0 INTRODUCTION:

Stress in twenty first century is not something new, not anything unknown. Stress has been experienced since time immemorial but its toll is higher than ever before. Among the hardest parts of living in modern world is stress. With the worries about work, the environment, the economy, natural disasters, terrorism and general state of the world, it seems that there is no end to the number of things to worry about. Though we cannot control many of these things, they still weigh on our minds and cause us stress. However, despite these concerns, we should try to avoid stress.

There is a talk of trauma at the workplace. We are all aware of scores of stress busting strategies yet their application does little to mitigate stress. Today we know much more about the stress than ever before. Internet search related 25, 68,931 documents under stress on a single site (www.alltheweb.com) yet we seem to be making little headway in solving our stress related problems. When we analyze visits to doctors, 75.90% are for stress related problems (Pareek1999). Claims for stress are twice as high as those paid for non stress physical injury at the work place, incurring an annual cost of about $200 billion (Agrawal 2001). A New Delhi based NGO Vikas School of Development reported that in 1996 a total of 4,100 persons contacted its helpline for people on the verge of committing suicide (Agrawal 2001). This figure definitely requires some serious thinking. Stress in India can take many forms- for example, stress among the youth, adults, unemployment stress, Job stress , marital stress, health stress etc.

What does 21st century portend for Indian youth? It is becoming increasingly clear that youth of India face tremendous pressures regarding career, parental expectations and personal identity crisis. So much so that in recent years, numerous voluntary organizations have come forward to help youth cope with stresses in life. The modern world, which is said to be a work of achievements, is also a world of stress. One finds stress everywhere, whether it be within the family, business organization-enterprise or any other social or economic activity. Right from the time
of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. Indian society is undergoing rapid social changes, such as breakup of the joint family system and caste system, urbanization and rapid industrialization. These social changes have brought in their wake a number of stresses for the community at large. Thus it is not surprising that stress has been rising with the advancement of the present century which has been called the “Age of anxiety and stress”.

Stress is a subject which is hard to avoid. The term is discussed not only in our everyday conversation but has become enough of a public issue to attract widespread media attention, whether it is radio, TV, newspapers, or magazines, issue of stress figures, everywhere. Different people have different views about it as stress can be experienced from a variety of sources. With increasing concern about quality of life, concern in stress has also increased. One has to give attention to role stress and extreme negative effect of stress- the burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of that is facing these problems (Joshi1999).

Teacher Educators have to be responsive to the challenges faced by educational system Education is essentially a context–sensitive activity. It has to respond to various changes in its social, political, economic as well as cultural contexts. Developments in science and technology during the last two decades have transformed human life and the world. New technologies related to storage and communications of information have impacted the instructional process, given rise to e-learning. Teacher educators that do not review and rethink their content mastery and processes soon lose their effectiveness. These concerns give rise to educational challenges i.e. challenges from within the educational system.

The various experts committees etc. which are appointed from time to time to formulate the plan of educational reconstruction in India have recognized the crucial place of teacher and his role. NPE (1986) recognized the importance of teachers in the educational program and stated that “The status of a teacher has a direct bearing on the quality of education”. Major components of any system of education are teachers, curriculum, methods of teaching, evaluation etc. But the teacher, who is the major human factor affecting the end products can be the dynamic factor in
achieving the goals of education. So teacher educators essentially need to be addressed to meet the challenges of the teacher education.

Children perform poorly at the school, prices of the essential commodities increase disproportionately to income etc. We feel frustrated and then stressed. There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas.

The soldier who sustains wounds in battle, the mother who worries about her soldier son, the gambler who watches the races, they are all under stress. The beggar who suffers from hunger and glutton who overeats little shopkeeper with his constant fears of bankruptcy and rich merchant struggling for yet another million, they are also in stress. Housewife who tries to keep her children out of trouble, child who scalds himself and especially particular cells of the skin over which he spilled boiling coffee they too are under stress. What is this one mysterious condition that the most different kinds of people have in common with individual cells, at times when much of anything happens to them?

### 1.1.0 MEANING OF STRESS:

The concept of stress was first introduced in the life sciences by Hans Selye in 1936. It is the concept borrowed from the natural sciences derived from the Latin word stringer. The conceptualization of stress by Selye is basically a physiological one, in which the stress response is seen as a necessary adjunct to the organism’s fight for survival. It implies strain, which can be caused by prolonged exposure to the stressor. Coronary heart disease, psychosomatic symptoms and premature aging may be some of the repercussions.

### 1.2.0 TYPE OF STRESS:

Stress can be short term (acute) or longer term (chronic). Acute stress is the reaction to an immediate threat commonly known as the fight/flight response. The threat can be real or imaginary. Common acute stressor includes noise, crowding, isolation, hunger, danger, and imaginary threat.

Chronic stress is caused by some ongoing stressful situations that are not short lived. Common chronic stressors include continuous job strain, long term strained, relationship with one or more family, persistent financial problems and loneliness etc.
Degree of stress and performance can be well understood by following figure 1.2.0

Stress ranges from low to high along horizontal axis, while performance ranges from low to high on the vertical axis. The association between stress and performance results in three zones of faculty performance: under, optimum and over (Walter1993). The first zone exemplifies what happens when faculty are under challenged or under stimulated and productivity is low. The faculties who have been going too hard for too long feel burnout. Stress in itself and in proper amount is not bad. It can be compared to your body temperature you must have it to exist but it must remain at the proper level. Increase your stress intake when you are under stimulated and decrease stress intake when you are over stimulated.

Researchers are not always sure what makes certain occupations such as labour, secretary, or professor, stressful. Researchers have generally concluded that jobs are particularly tense when employees do not have clear objectives, have little control over decisions affecting them, have too much or too little to do or are responsible for
other people’s professional development and careers. Faculty suffered from the stressors of having unclear reward and recognition, feeling constrained by time trying to influence decisions affecting them, dealing with their own professional identity and working with students (Pareek 1994).

Another conclusion about occupational stress comes from NASA. Study reveals that people responsible for managing others have higher stress (measured by higher B.P. nervous). Keeping this broad generalization in mind as we look at what research has identified as stressful dispositions, answer lies in interaction between individual and occupation. No one can do two or more mental things simultaneously and do them well, as it is rightly said that never chase two rabbits at once. Stress is the general term applied to pressures people feel in life.

The presence of stress at work is almost inevitable in many jobs. The institutions and the people who run them are under constant pressure to increase the output while keeping costs in check. To do things fast and better but with fewer people is the goal of many institutions today. An unfortunate effect of this trend is to put too much pressure on teachers and develop emotional and physical problems. No one is immune to stress for it can affect teachers at all levels of the institution. In the modern day-life stress is unavoidable. The sources of such stress may be due to the nature of the individual, the group, the institution in which the individual is working and factors outside the institution.

Stress is derived from the Latin word stringere, meaning to draw light, hardships or affliction. Stress has been defined in many ways, but most of the definitions say the stress caused by the stimulus, that the stimulus can be either physical or psychological and that a individual responds to the stimulus in some way. Stress is a subset of emotion (Lazarus, 1993). Stress is caused by a multitude of demands (stressors) such as an adequate fit between what we are capable of, and what our environment offers and what it demands of us (Lazar 1996) internal pressure.

Selye (1956) who invented the term and whose work has helped entire scientific community to understand and deal with the stress syndrome gave scientific definition of stress. Kahn et.al (1964) regarded stress as environmental characteristics affecting people adversely. Stress is an external force operating on a system, be it an
organisation or a person. Strain is change in state on internal system which results from this external stress and strain; they are not synonymous (Hartmon 1982). Macgrath (1986) prefers to define stress in terms of set of conditions as having stress. Stress involves an interaction of person and environment. Something happens which presents a person with a demand, a constraints or an opportunity for behaviour.

Fiedler, (1986) views stress as a psychological response- state of negative effect characterised by a persistently high level of experienced anxiety or tension. He further views stress as a condition of organic damage resulting from stress. He believes that the confusion in definitions exits because the same term is used differently by scholars of different disciplines. One way of unravelling this confusion is to indentify.

Stress is produced by several happening in life. In general every transition or change produces stress. People in newer state experience a higher stress of transition. Young people between 20 and 30 years of age have found to report twice as much stress when compared to older people. Stress disorders have been found more frequently amongst urban population than rural and are greater in higher educational categories.

1.3.0 SYMPTOMS OF STRESS:

When pressure begins to build up it can cause adverse strain on person’s emotions, thought processes and physical condition. When stress becomes excessive, teachers develop various symptoms of stress that can harm their job performance and health and even threaten their ability to cope with the environment.

Burn out can be experienced with physical, intellectual, social psycho-emotional and spiritual adaptations. Teachers experiencing feelings of burnout show a number of symptoms in their personal and professional life. Physical signs range from fatigue, exhausting, insomnia, headaches, backaches, ulcers to hypertensions. If the syndrome persists and is uncontrolled it may lead to psychosomatic illness, abuses like alcohol and drugs, seeking counselling help for a feeling of personal failure and guilt and increased marital and family conflicts.

Personal symptoms include cynics, negativism rigid thinking, increased absenteeism, illness frequency, boredom, fatigue, closed and irrational thinking, loss of idealism, decline in commitment, alienation and minimal compliance, helplessness and reduced
social contacts, becoming a loner, withdrawn, showing signs of hypersensitivity and showing paranoia about colleagues and administrators. Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work and merging self and life with professional and withdrawing from activities previously rewarding. There is under valuing or over valuing of professional prerogative and capabilities.

Burned out teachers may plan classes less after or less carefully, assign problems instead of teaching the concepts, may show disinterest, decline in punctuality, ignoring the routine work, apathetic attitude, indifference to students and colleagues, may have a powered tolerance and who an aggressive and violent temperament. They may frequently feel emotionally drained and physically exhausted and may plan to quit their profession and seek alternative employment.

1.4.0 INSTITUTION AND ITS FUNCTIONING:

One of the most important issues facing the applied behavioural sciences is that of human, productivity and quality and quantity of work. Productivity concerns both effectiveness i.e. attainment of goals and efficiency i.e. resource costs, including those human resources costs affecting the quality of life. According to Peter Drucker effectiveness is the foundation of success- efficiency is a minimum condition for survival after success has been achieved.

In discussing effectiveness it is important once again to distinguish between management and leadership. Leadership is a broader concept than management. Management is thought of as a special kind of leadership in which the accomplishment of organisational goals is paramount. Leadership is simply to influence, for whatever reason. Influence and leadership may be used interchangeably. It should be noted that not all of our behaviour is directed towards accomplishing institutional goals. In fact many a times when we are trying to influence someone else we are not even part of an institution. Within the institutional setting, managers may attempt to emerge in leadership rather than management.

Since they try to accomplish personal goals and not institutional ones. For instances a supervisor of an institution may have a strong personal goal to become a principal. In
attempting to achieve this goal he may not be concerned with original goals at all, but only with undermining the plans of the principal and others senior teachers who may be contenders for the job. The supervisors may accomplish this personal goal and in a sense be a successful leader.

However this person cannot be considered as effective leader because these actions were probably disruptive to the effective functioning of the school. The following job enrichment principles are to be considered for making your institution effective:

- Remove some control while retaining accountability
- Increase the accountability of staff towards their work.
- Grant additional authority to staff member for his work, i.e. job freedom.
- Discuss things with departmental heads and senior staff members.
- Make periodic reports directly available to staff himself than to supervisor.
- Introduce new and more difficult tasks, not handled previously.
- Assign specific tasks to staff enabling them to become experts.

1.5.0 NATURE OF STRESS IN TEACHING:

There are three major approaches to understand the nature of stress in teaching. The first approach looks at the pressure exerted on teachers of the institution. A parallel is drawn with Hooke’s law of electricity the main elements of which are that of stress- the load or demand which is placed on metal or that of strain. The law states that if the strain produced by a given stress falls within the elastic limit of the material, when the stress is removed the material will simply return to its original condition. If however, the strain passes beyond the elastic limit, then some permanent damage will result. This model suggests that people, too, have their limits. Up to the point, stress can be tolerated, but when it becomes intolerable, damage may result, either psychological or physiological, or both.

From this perspective, stress is a set of causes, not a set of symptoms. This is still a widely held view and is the basis of the argument that only certain groups of teachers, e.g. probationers need programmes of guidance and support. There are wide individual differences among teachers in their reactions to their first year of service, reorganisation, redeployment or other pressures.
**Second** approach to understand stress is concerned with teachers, reactions to these pressures which consist of emotional and bodily manifestations such as headache, muscular tension and stomach ailments. From this perspective stress is defined as unpleasant emotional state (e.g. tension, frustration, anxiety, emotional exhaustion).

The **third** approach to explaining stress is concerned with both pressures and reactions and also the coping resources which teachers use as they attempt to cope with their difficulties. Stress from this perspective means a significant excess of pressures over coping resources. This integrationist approach emphasises the importance of identifying the demands which teachers perceive and experience as stressful and the behaviour they use to tackle these demands. Coping behaviour has been defined by Mancini (1982) as the application of a person’s acquired skills, techniques and knowledge’ and he has argued that in attempting to understand stress more attention should be given to problem solving and coping behaviour.

### 1.6.0 ROLE STRESS:

In any social system, such as the family club, religious community, work organisation etc. Individuals have certain obligations towards the system, which in turn gives each one of them a defined place in the society. For example when one joins a college as a lecturer, one is admitted as a member (that is an office or a position). One’s position as a member is defined in terms of the hierarchical placement and privileges (the power one enjoys). One also agrees to abide by certain rules, carry out certain activities and teaching when required, volunteer for certain work etc. The other members of college expect all this from individual, and one also expects to do needful. All these expectations, together with one’s response to them comprise role.

Briefly an individual occupies a hierarchical position in a system, along with ensuring powers, privileges and performs certain functions in response to his and members’ expectations. In this case the former is the office or position and later is the role. Role is the position one occupies in a social system and is defined by the functions one performs in response to the expectations of the significant members of a social system, and one’s own expectations from that position or office. Role and position (office) are separate concepts, though two sides of the same coin. According to Katz and Khan “office is essentially a relational concept, defining each
position in terms of its relationships to others and to the system as a whole.” While office is relational and power related concept, role is an obligational concept.

The concept of role is vital for the integration of the individual with an institution. Institution has its own structure and goals. Similarly, the individual has his personality and needs (motivation). All these aspects interact with each other and to some extent get integrated into a role. Role is also a central concept in work motivation as it is only through this that the individual and organisation interact with each other.

Each individual occupies and plays several roles. A person can be a daughter, a mother, a sales person and so on. All these roles constitute role space of that person. At the centre of the role space is the self. As the concept of role is central to that of an organization, so also the concept of self is central to the several roles of a person.

An institution can be defined as a system of roles. However, role itself is a system. From the individual's point of view, there are two role systems: the system of various roles that the individual carries and performs, and the system of various roles of which his role is a part. The first, we will call role space and the second, a role set.

Each individual occupies and plays several roles. A person can be a daughter, a mother, a salesperson, a member of a club, a member of a voluntary organisation, and so on. All these roles constitute the role space of that person. At the centre of the role space is the self. As the concept of role is central to that of an organisation, so also the concept of self is central to the several roles of a person. The term self refers to the interpretations person makes about the referent me. It is a cognitive structure that evolves from past experience with other persons and objects. Self can be defined as experience of an identity arising from a person’s interaction with external reality-things, persons and systems.

A person performs various roles that are centred around the self and are at varying distances from the self. These relationships the role space, which then is a dynamic interrelationship between the self and the various roles and individual occupies. Similarly, role set is a pattern of interrelationships between one role (called the focal role) among many others. In a role set map, the focal role is in the centre. The concept
of role widens the meaning of work and the relationship of the worker with other significant persons in the system.

The concept of job is more prescriptive in nature, while role includes more discretionary part of work. A job assumes the relationship of the worker with his supervisor, whereas the role emphasises his relationship with all those who have expectations from him (as he has from them). Recently, much emphasis has been given to the development of roles and making them more effective in an institution.

To sum up, the concept of role goes beyond the individual job holder, and indicates a need to involve other significant persons in defining role requirements. The focus on roles can be useful in planning organisational effectiveness. Herzberg (1968) drew attention to the need for humanising jobs and giving more dignity to them. The work redesigning movement highlighted the need for involving job holders in work-related decisions and giving them more autonomy in work-related matters.

1.7.0 HOW ONE TAKES UP ROLES:

The concept of role is vital for the integration of the individual with the institution. Individual (staff) and institution come together through roles. Every institution has its own philosophy, structure, functioning and goals. Similarly each individual has his own personality and needs. It is through a role that the individual and the institution interact with each other. When a person becomes a member of a social system he/she receives certain expectations from other members and he or she responds to these at the same time projecting his/her own expectations from roles.

A person performs various roles which are connected around the self. These are at varying distances from the self. The distance between a role and the self indicates the extent to which the role is integrated with the self. When we do not enjoy a particular role or do not get involved in it, there is a distance between the self and the role.

The individual role in the institutions is defined by the expectations of other significant roles and hose of the individual himself. It is not that a particular role by itself is helping or hindering to group performance, but that a high performing group member play a role that in a given situation contributes to maximising the productivity of the group. The particular or style of working of principal is not
intrinsically good or bad. The point is whether or not it is appropriate to the given situation and maximises the productivity. If one has to be effective in a group, all that one needs is to be able to adapt our goals to the needs of the individuals.

We have to get rid of an idea that there is certain behaviour that is always good and certain behaviour that is always bad. There are behaviours that tend to be functional; in some situations and dysfunctional in others in an organisation.

1.8.0 ORGANISATIONAL ROLE STRESS:

Modern life is full of stress. As organisations become more complex, the potential for stress increases. Urbanisation, industrialisation and increase in scale of operations are some of the reasons for rising stress. Stress is an inevitable consequence of socioeconomic complexity and, to some extent, its stimulant as well. People experience stress as they can no longer have complete control over what happens in their lives. The telephone goes out of order, power is shut down, water supply is disrupted, an expected promotion disproportionate to income, etc. we feel frustrated and then stressed.

There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas. Several terms that are synonymous with stress, or similar in meaning, have been used. In order to avoid confusion we will use the following terms: stressor for stimuli that induce stress; stress for the effective (emotional) part in the experience of incongruence; symptoms for the physiological, behavioural and conceptual responses or changes: and coping for any behaviour that deals with emotional component in the experience of incongruence, i.e. stress). The term stress will be used here to refer to such terms and concepts as strain, pressure, etc.

1.9.0 ROLE SPACE CONFLICTS:

Role space (the dynamic relationship amongst the various roles an individual occupies and his self) has three main variables: self, the role under question, and the other roles he occupies. Any conflicts amongst these are referred to as role space conflicts or stress. These conflicts may take the forms mentioned below.
1.9.1 **SELF-ROLE DISTANCE:** This stress arises out of the conflict between the self-concept and the expectations from the role, as perceived by the role occupant. If a person occupies a role which he may subsequently find as conflicting with the self concept, he feels stressed. For example, an introvert who is fond of studying and writing may develop a self-role distance if he accepts the role a salesman in an organization, and comes to realize that the expectations from the role would include his meeting people and being social. Such conflicts are fairly common, although they may not be so severe.

1.9.2 **ROLE STAGNATION:** As the individual grows older, he also grows in the role that he occupies in an organization. With the advancement of the individual the role changes, and with this change in role, the need for taking up a new role becomes crucial. This problem of role growth becomes acute especially when an individual who has occupied a role for a long time enters another role in which he may feel less secure. However, the new role demands that an individual outgrow the previous one and take charge of the new role effectively. This is bound to produce some stress. In organizations which are fast expanding, and which do not have any systematic strategy of manpower development, managers are likely to experience this stress of role stagnation when they are promoted.

1.9.3 **INTER-ROLE DISTANCE:** Where an individual occupies more than one role there is bound to be conflicts between the different roles that he occupies. For example, a lady executive often faces the conflict between her organizational role as an executive and her familial role as a wife and a mother. The demands of her husband and children for sharing her time may be incompatible with the organizational demands. Such inter-role conflicts are quite frequent in a modern society, where an individual is increasingly occupying multiple roles in various organizations and groups.

1.10.0: **ROLE SET CONFLICTS:**

The other field which is important vis-à-vis an individual’s role, is the role set which consists of important persons who have varying expectations from the role that he occupies. The conflicts which arise as a result of incompatibility
amongst these expectations by the ‘significant’ others (and by the individual himself) are referred to as role set conflicts. These conflicts take the forms mentioned below.

1.10.1 ROLE AMBIGUITY: When the individual is not clear about the various expectations that people have from his role, the conflict that he faces is called role ambiguity. Role ambiguity may be due to lack of information available to the role occupant, or due to lack of understanding of the ‘clues’ available to him. Role ambiguity may be in relation to the activities, responsibilities, priorities, norms, or general expectations. Generally role ambiguity may be experienced by persons occupying roles which are newly created in the organization, roles in organizations which are undergoing change, or process roles (with less clear and concrete activities).

1.10.2 ROLE EXPECTATION CONFLICT: When there are conflicting expectations or demands by different role senders (persons having expectations from the role), role occupant may experience this stress. There may be conflicting expectations from the boss, subordinates, peers or clients.

1.10.3 ROLE OVERLOAD: When the role occupant feels that there are too many expectations from the ‘significant’ others in his role set, he experiences role overload. Role overload has been measured by asking questions about people’s feelings on whether they could possibly finish work given to them during a modified work day and whether they felt that the amount of work they do might interfere with how well it was done. Most of the executive role occupants experience role overload. Role overload is more likely to occur where role occupants lack power, where there are large variations in the expected output, and when delegation or assistance cannot procure more time.

1.10.4 ROLE EROSION: A role occupant may feel that the functions which he would like to perform are being performed by some other role. The stress felt may be called role erosion. Role erosion is the subjective feeling of an individual that some important role expectations he has from the role are shared by other roles within the role set. Role erosion is likely to be experienced in an organization which is redefining its role and creating new
roles. Studies indicate that in several organizations which were redefining their structure, the stress of role erosion was abolished and in its place two roles were created to cater to the executive and planning needs. This led to great erosion, and a feeling that the new roles were less important as compared to the previous role.

1.10.5 RESOURCE INADEQUACY: Resource inadequacy stress is experienced when the resources required by the role occupant for performing the role effectively are not available; these may be information, people, material, finance, or facilities.

1.10.6 PERSONAL INADEQUACY: When a role occupant feels that he is not prepared to undertake the role effectively, he may experience this stress. Role occupant may feel that he does not have enough knowledge, skills or training, or he/she not had time to prepare for the assigned role. Persons who are assigned new roles without enough preparation or orientation are likely to experience this type of stress.

1.10.7 ROLE ISOLATION: In a role set, the role occupant may feel that certain roles are psychologically closer to him, while others are at a much greater distance. The main criterion of distance is the frequency and ease of interaction. When linkages are strong, the role isolation will be low and in the absence of strong linkages, the role isolation will be high. Role isolation can therefore be terms of the existing and the desired linkages. The gap between the desired and the existing linkages will indicate the amount of role isolation.

To sum up, in relation to organizational roles, the following, ten stresses are worth considering:

1. Self-Role distance (SRD)
2. Inter-Role Distance (IRD)
3. Role Stagnation (RS)
4. Role Isolation (RI)
5. Role Ambiguity (RA)
6. Role Expectation Conflict (REC)
7. Role Overload (RO)
8. Role Erosion (RE)
9. Resource Inadequacy (RIn)
10. Personal Inadequacy (PIn)

Organizational Role Stress Scale (ORS Scale) can be used to measure these role stresses. ORS Scale contains five items for each role stress (a total of 50 statements) it uses a 5-point scale (from 0 to 4). Thus the total scores on each role stress range from 0 to 20. To get the total scores for each role stress, the ratings given should be totalled horizontally (for five items) and entered on the space given for this purpose.

The ORS Scale has high reliability and validity, and detailed norms have been worked out for different types of organization. This instrument can give data about the amount of different role stresses experienced by a respondent. Role stress is reportedly related to mental ill-health, although the relationship is not simple one. The negative effect of stress is 'burnout' which is a result of unmediated stress i.e. not being able to cope with stress, having no outlet for it, no support system or compensation. The concept of burnout has been explained in the following paragraph.

1.11.0 BURNOUT:

Over the last decades few psychological concepts have developed in as much controversy as the concept of burnout. In recent years increasing attention has been paid to the phenomenon of burnout.

Burn out as a concept was born in mid 1970s in USA and within a small period of time it become almost a catchword which conveyed a variety of social and personal of American workers. However the phenomenon of burnout was not confined to only American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, teaching, psychology, psychiatry, medicine, law, technology, etc all over the world.

It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them. It is defined as a syndrome of emotional exhaustion, depersonalisation and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslach Jackson 1984)
When a pressure is exerted on a source of energy for its mobilisation as in the case of burning of light there is the fear of the energy getting exhausted and this may result in burnout. It occurs if the energy is limited, or there is much strain on the source of energy. Similar processes operate in organisations. Executive burnout can be defined as end result of stress experienced but not properly coped by executive, resulting in symptoms of exhaustion, irritation, ineffectiveness, inaction and problems of health.

On the other hand stress experienced and properly coped can lead to opposite effects namely feeling of challenge, high job satisfaction, creativity, effectiveness, and better adjustment to work life improved efficiency, career growth and the feeling of job. This can be called the glow up of the executive. It may be useful to look at the processes and factors that contribute to the glow up or burnout of the executives.

Stress is like electricity. It can make a bulb light up and provide brilliant illumination. However, if the voltage is higher than what the bulb takes, it can burn out the bulb. The phenomenon of burnout is the harmful effect of stress resulting in a loss of effectiveness. Burnout can be defined as the end result of stress experienced, but not properly coped with resulting in exhaustion, irritation, ineffectiveness, inaction, discounting of self and others and problem of health. The opposite phenomenon of grow up occurs when stress is properly channelized, resulting in a feeling of challenge, job satisfaction, creativity, effectiveness and a better adjustment to work

Bishop (1982) indicated that burnout is not synonymous with the term stress. He pointed out that instead, burnout is a condition which is a side effect of stress, as well as other internal and external personal conflicts.

Paine (1982) has observed burnout stress syndrome, the consequences of a high level of job stress, personal frustration and adequate coping skills have major personal, organisational and social costs and these costs are probably increasing. Four types of consequences can arise from it.
Depletion of energy reserves,
Lowered resistance to illness
Increased dissatisfaction and pessimism and
Increased absenteeism and efficiency at work
1.12.0 STRESS AND HUMAN SERVICE PROFESSION:

Over the last few decades the psychological construct “stress” has become as inevitable fact of life and is seen associated with almost all occupations, particularly human service professions. With dramatic changes taking place in this dynamic and technological world, life stress has become an immediate focal point of interest.

Stress can be defined as a psychological/physiological response to a threatening or overly demanding situation. Stress is not only a necessary part of organizational life, but it is also essential for the effectiveness of any person, for sometimes some of the best performances are shown by a person under stress. Stress is a reality of teaching which can be beneficial or harmful depending on how a person responds. Stress is therefore not necessarily negative, for if it is able properly coped it can be lead to a feeling of challenge, high job satisfaction, creativity, improved efficiency, career growth, better adjustment to work and life, etc.

The term burnout is not synonymous with the stress but it is the end result of stress experienced but not properly coped up. Excessive, prolonged and uncoped stress can have serious effects on the normal physiological as well as psychological functions of the body and if adequate copying mechanisms are not instituted this extreme state can lead to more serious state of burnedoutness.

1.13.0 STAGES OF BURNOUT:

Burnout does not happen suddenly but occurs as gradual deterioration. It has different stages that occur in Burnout progression, these stages vary for each individual.

1.13.1 STAGE I: LOSS OF ENTHUSIASM

Most teachers enter the profession with good intentions and a sincere desire to be committed to their profession and bring a positive change in the students. Energy levels are high, sense of motivation, a desire o be needed and have an inner hope that through their interventions, they can prove to be worthy role model for the students. Many of the teachers seek an over whelming component of their self identity from their work and when their expectations fail to get fulfilled, their enthusiasm slowly falters.
1.13.2 STAGE II: CONFUSION

Teacher begins to feel that something in not quite right with either themselves or the work environment. There is a feeling of anxiety as they are unable to identify what went wrong. Low level health complaints start to appear. These include headaches, tension, sleeplessness, lack of energy, ulcers etc.

1.13.3 STAGE III: FRUSTRATION

In this stage, confusion turns into frustration and anger. Individual begins to feel somehow that he/she is helpless and may show his frustration through hostility and anger. Actions become influenced by anger. There is feeling of deception and negative ness. Physical symptoms become more distinct. Tension related illness such as backaches on migraine headaches occur.

1.13.4 STAGE IV: DESPAIR

At this stage the individuals fails to find any meaning in life. The role loses its meaning and consequences. At this juncture, burnout is at its extreme and individual feels powerless, cynical and becomes apathetic and withdrawn.

1.13.5 DIAGRAMMATIC REPRESENTATION OF STAGES OF BURNOUT:

First Stage: Loss of Enthusiasm

Second Stage: Confusion

Third Stage: Frustration and Anger

Fourth Stage: Apathy

Despair → Burnout
Withdrawal

1.14.0 SYMPTOMS OF TEACHER BURNOUT:

Burn out can be experienced with physical, intellectual, social psycho-emotional and spiritual adaptations. Teachers experiencing feelings of burnout show a number of symptoms in their personal and professional life.
Physical signs range from fatigue, exhausting, insomnia, headaches, backaches, ulcers to hypertensions. If the syndrome persists and is uncontrolled it may lead to psychosomatic illness, abuses like alcohol and drugs, seeking counselling help for a feeling of personal failure and guilt and increased marital and family conflicts.

Personal symptoms include cynics, negativism rigid thinking, increased absenteeism, illness frequency, boredom, fatigue, closed and irrational thinking, loss of idealism, decline in commitment, alienation and minimal compliance, helplessness and reduced social contacts, becoming a loner, withdrawn, showing signs of hypersensitivity and showing paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work and merging self and life with professional and withdrawing from activities previously rewarding. There is under valuing or over valuing of professional prerogative and capabilities.

Burned out teachers may plan classes less after or less carefully, assign problems instead of teaching the concepts, may show disinterest, decline in punctuality, ignoring the routine work, apathetic attitude, indifference to students and colleagues, may have a powered tolerance and who an aggressive and violent temperament. They may frequently feel emotionally drained and physically exhausted and may plan to quit their profession and seek alternative employment.

1.15.0 PREVALENCE OF TEACHER BURNOUT

It is difficult to estimate the percentage of the teaching population that is burned out or is at the risk of being burned out. The figure is likely to vary in relation to variables like organizational climate age sex, marital status qualification, experience, personality of teacher etc. The teaching profession of concerned with certain stress related conditions peculiar to it and the severity of these conditions is considered to be more so in secondary school stage: Since burnout is an end product of stress, one might imagine that the burnout rate is fairly high among teachers, and particularly so in case of secondary or higher secondary teachers. Few reasons being that at the secondary and higher education levels, the teacher has to deal with adolescents and youth who are brimming with energy, resourceful and challenging.
Teacher has to act as a role model and meet the ever increasing challenges successfully. This invariably subjects the teacher to at times stressful conditions with which they have to successfully cop and if this stress is uncoupled, in the long run it may lead to burnout.

However this requires some extrapolation, since not all who are stressed ultimately burnout. Yet with the alarming increase in the stress levels in all human service professions including teaching profession, it becomes necessary to conduct a systematic study to find out the magnitudes of stress and burnouses.

1.6.0 STRATEGIES TO REDUCE BURNOUT:

A final set of variables that are important in understanding the burnout are coping strategies that reduce stress and its consequences. Again it is important to ask what is being studied as in the case of burnout, definitional problems abound. But researcher believes a more crucial problem is that much discussion of coping burnout centres on the individual coping when other levels of coping, namely strategies undertaken by groups of workers and by agencies may be more effective.

Research on coping has a long history but surprisingly little of it assesses the effect of coping on outcomes outside the laboratory. An important exception to coping is in four domains: marriage, parenting, household economics and jobs. They found that coping in the sense of reducing strain works in first three realms but has little impact on strain associated with jobs. Other studies have shown that individual coping explains relatively little variance in burnout and inactive strategies, like drinking may actually be harmful (Pines et.al 1981).

To sum up, to evaluate information on burnout one must pay careful attention to what is being discussed. Burnout itself has been variously defined and measured and related outcomes, on which there must be much research, have been sighted. Stressors are better defined but tend to be interdependent, so that it is difficult to untangle their effects. Discussion of coping is too often confined to the individual level, where its effectiveness in dealing with burnout is questionable, and the demonstrated and potential effects of social support and agency coping are too often ignored. Throughout, there is a tendency to rely too heavily on self report measures.
1.17.0 ROLE PICS:

Role Pics is the semi projective instrument for assessing a respondent’s style or strategy to cope with role stress. Pics is an acronym (short form) of projective instrument for coping styles. Role Pics is used to assess coping styles in relation to organisational roles. In this instrument some situations are given in which a role occupant is involved in conversation with another person and either of them makes a statement about a role stress situation. These situations can also be made into cartoon like pictures. Respondent is required to write down how person to whom a statement has been made, would respond. It is presumed that the responses will be projective expression of the way the respondent himself would cope with a particular stress.

Role Pics can be administered individually or in groups. It takes about twenty minutes. For an in depth study, individually administration has some advantages as it may provide an opportunity for inquiring about less clear responses and thus make scoring and interpretation more reliable. However in all cases the respondents himself should write down his responses.

1.18.0 COPING WITH THE ROLE STRESS:

When administering the instrument in groups, the instructions should be read out after distribution of Role Pics forms and respondents should then read the instructions given on their forms. The main purpose is to orient respondents away from any self-critical attitude and towards a more objective identification with the person under role stress (here after called stressed person).

In this way the respondent tends to project and perhaps reveal his own underlying modes of responses in the given situation. To facilitate these responses should be given fast, otherwise censorship may influence them. The respondents should be told to write down the first response that comes to their minds. Responses to the situations should be written in the same sequences in which they appear on the form. When individuals experience stress, they try to adopt ways of dealing or coping, with it as they cannot remain in a continual state of tension.

The word coping has been used mainly with 2 meanings ways of dealing with stress and the efforts to master harmful conditions, threat or challenge. We will use term
coping in first sense (ways of dealing with stress) and distinguished between effective and ineffective coping. Generally, effective coping strategies are approach strategies, which confront problem of stress as a challenge and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies which reduce the feeling of stress. For example: denying the reality of stress, or through the use of alcohol, drugs or other aids to escapism.

Research has shown that social and emotional support helps a person to effectively cope with stress. Persons maintaining close interpersonal relationships with friends and family are able to use more approach strategies. Social support includes material support, emotional support (listening to the person and encouraging him). However studies have also shown that unsolicited support may have negative consequences.

Approach or effective strategies of coping include efforts to increase physical and mental readiness to cope (through physical exercises, yoga and meditation diet management), creative diversions for emotional enrichment strategies of dealing with the basic problems causing stress and collaborative work to solve such problems. It is useful for both individuals, organisations to examine the strategies that they are using to cope with stress. The absence of coping strategies may lead to ineffectiveness. Coping is also related to quality and intensity of emotional reactions.

There is impressive anecdotal and research evidence pointing to the fact that we are constantly self-regulating out emotional reactions by for instance, escaping or postponing unpleasant situations, actively changing threatening conditions, deceiving ourselves about the implications of certain facts or simply learning to detach ourselves from unpleasant situations.

The emphasis should be on the individual (i.e. the self) actively appraising the situation and what he can do, rather than on environmental contingencies presumably manipulating an individual’s behaviour. The style or strategy of coping seems to require some physical efforts. The macho model in which aggressive coping by an individual is emphasised, may lead to serious health problems.
1.19.0 COPING STRATEGIES:

Coping styles or strategies can either be seen as a general trait (a disposition applicable to most situations), or a disposition applicable to specific stress situations. A distinction has been made between strategies that bring about a change in stress situation and those that relieve the symptoms of stress. There have not been very many studies on how a person deals with the stress he experiences.

People can be classified into two types on the basis of strategies employed to deal with stress. The first category consists of persons who decide to suffer, deny experienced or avoidance strategies are termed dysfunctional styles of coping with stress. The second category consists of persons who face realities of stress consciously and take some action to solve problems either by themselves or with the help of other people. These active approaches are termed functional styles of dealing with stressful situations. These find favour with social scientists as they are supposed to be more effective and healthy than dysfunctional styles.

The above classification in no way suggests that people use one kind of coping process or another exclusively. Rather it is common knowledge that different persons employ complex and varied combinations of different strategies to deal with the same kind of stress. An issue that can be raised while discussing the effectiveness of various coping styles is whether some ways of coping with stress are more effective than others. Any answer to this problem would depend upon the particular situation, the point of time and levels at which stress is being felt. What may be considered an optimal or a beneficial response in one situation at a particular time may be damaging or ineffective in some other situation or at a different time.

In general dysfunctional modes of coping may be damaging when they prevent essential direct action, but may be extremely useful in helping a person maintain a sense of well being, integration or hope under conditions otherwise likely to lend to psychological disintegration.

Marshall and Cooper (1969) asked managers how they coped with work pressure. The most common technique reported was to work with work pressure. Also most common technique reported was to work with longer hours. Follkman et al (1986) have proposed eight coping strategies based on factor analysis of an instrument:
confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, painful problem solving and positive reappraisal.

Different approaches to the study of coping have been used in various investigations. Some have emphasised general coping traits, styles or dispositions, while others have preferred to study active ongoing coping strategies in particular stress situations. The former approach assumes that an individual will cope the same way in most stressful situations. A person’s coping styles is typically assessed by personality tests. Whether the person actually behaves under stress as predicted by the tests depends largely on the adequacy of the personality assessed and many other internal and external factors that affect the person’s actions and reactions in any given situation.

As against this, those concentrating on the active coping strategies prefer to observe an individual’s behaviour as it occurs in a stressful situation. And then proceed to infer the particular coping processes implied by the behaviour. This approach has largely been neglected by the study of coping.

An instrument that measures coping strategies, and one that deserves special attention, is the Ways of Coping Checklist (WCCL) by Folkman and Lazarus (1985). It identifies stressful events and then the extent of use of the 8 coping strategies. Coping strategies can be conceptualised as a product of a combination of externality, internality and mode of coping. Externality is feeling that external factors are responsible for role stress, resulting in aggression towards these external factors. It may also indicate the tendency to expect and get a solution for stress from external sources. Externality may be high or low.

Internality is quite opposite. Respondent may perceive himself as responsible for stress and therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low.

Coping may take the form of avoiding the situation (reactive strategies) or confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, we have eight possible strategies for coping with stress.
Avoidance mode is characterised by any one of the following: a) aggression and blame, b) helplessness and resignation c) minimising the significance of the stressful situation by accepting it with resignation d) denying the presence of stress or finding an explanation for it. Such behaviour helps a person in not doing anything in relation to the stress. We have used the expression punitive (borrowed from Rosenweig), and have used capital letters to denote avoidance response.

On the other hand approach mode is characterised by:

- Hope that things will improve
- Efforts made by the subject will help to solve the situation
- Expectation that others will help, or asking for help in relation to stress and
- Jointly doing something about the problem.

Eight styles are briefly described below.

1.20: CATEGORIES OF COPING STYLES:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Internality</th>
<th>Externality</th>
<th>Coping Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance</td>
<td>Low</td>
<td>Low</td>
<td>Impunitive (M)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>High</td>
<td>Low</td>
<td>Intrapunitive (I)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>Low</td>
<td>High</td>
<td>Extrapunitive (E)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>High</td>
<td>High</td>
<td>Defencive (D)</td>
</tr>
<tr>
<td>Approach</td>
<td>Low</td>
<td>Low</td>
<td>Impersistive (m)</td>
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<tr>
<td>Approach</td>
<td>High</td>
<td>Low</td>
<td>Intropersistive (i)</td>
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<tr>
<td>Approach</td>
<td>Low</td>
<td>High</td>
<td>Extrapersistive (e)</td>
</tr>
<tr>
<td>Approach</td>
<td>High</td>
<td>High</td>
<td>Interpersistive (n)</td>
</tr>
</tbody>
</table>

1.20.1 Impunitive (M) has a combination of low internality, low externality and avoidance. This is a fatalistic attitude and is similar to what Rosenzweig has called impunitive (blame for the frustration is evaded altogether the situation
being regarded as unavoidable) some elements of Rosenzweig’s impeditive category are also included (accepting stress without any reaction).

1.20.2 **Intropunitive (I)** characterised by high internality, low externality and avoidance. Blame and aggression are directed by respondent against himself.

1.20.3 **Extrapunitive (E)** is characterised by low internality, high externality and avoidance. Rosenzweig’s extrapeditive styles are included here. The former occurs when the presence of the frustrating obstacle is insistently pointed out and the latter when blame, hostility etc. are turned against some person or object in the environment.

1.20.4 **Defensive (D)** is characterised by high internality high externality and avoidance. By involving the self and others but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanism. Rosenzweig used defensive Responses as variants of the intrapunitive category. The assumption here is that with high involvement of the self and others in the stress, the superego becomes more active and therefore defensive behaviour is stimulated.

1.20.5 **Impersistive (m)** is characterised by low internality, low externality and approach. Rosenzweig’s impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."

1.20.6 **Intropersistive (i)** is characterised by high internality, low externality and approach.

1.20.7 **Extrapersistive (e)** is characterised by low internality, high externality and approach.

1.20.8 **Interpersistive (n)** is characterised by high internality, high externality and approach. It is the opposite of the Defensive (D) style.
1.21.0: SIGNIFICANCE OF THE STUDY:

Teacher training institutions prepare trainees for the various effective roles to be performed by them by utilising the available resources in the optimum order. The human resources make the whole differences in the institution. In this regard the teacher educators have got the vital roles to play. Whatever the objectives are being set up has to be achieved by the joint efforts of the institutions and their human resources.

Teacher training institutions undergo changes and the teacher educator has to cope with this situation. In the light of above statement it is very important to see how it works in real set up. Teacher educators perform wide range of functions which includes academic as well as administrative. Apart from the class room teaching they have to maintain the liaison with community, policy makers, parents etc. This multiplicity role also leads to heavy work load on the part of teacher educators. Therefore their times gets extended beyond the institution hours. They have to respond to the need of the institution which leads to increase in total work load or sometimes carrying out that work which does not suit to their interest or abilities.

All these in long term lead to role stress and burnout. Whenever such situations arise it is harmful to person and institution as well. The reason is that the interest level among individuals goes down which affects their productivity adversely. And this in turn affects the effective functioning of the entire institution.

Investigator felt that scientific study of role stress, burnout, coping styles of teacher educators are needed. Identification of the sources of stress the extent of stress experienced by teacher educators and to what extent leads to burnout should be made. At the same time it was also necessary to indentify the rewarding factors in teacher’s professional life which makes stress free life. People spend a significant amount of time working on their jobs and work occupies a central function in their lives.

Teacher educators as a community appear to be dissatisfied and with the recent attention on teacher stress and teacher burnout, it is a matter of importance to determine the factors which are related and possibly contribute removing role stress, burnout and strengthening coping styles. Therefore institution and the teacher educators must learn and adapt strategies to cope with the stress. No teacher training institution can have a
situation where the teacher educators will be totally free of stress and strategies need to be there to cope with it.

Looking into the quantum of the studies in this line researcher found the dearth of this type of studies. A study in this regard has been undertaken which not only throw light on why role stress arises in teacher training institution but also to cope with it. Therefore, this study has been undertaken at Ahmedabad and Gandhinagar.

1.22.0 RATIONALE:

In a present day scenario of educational training institutes of graduation and Post graduates levels, the stress and strains of teachers have become so rampant and pronounced that they need to be looked at correct perspective to contain growing stress and burnout situation amongst the teachers. The aspect of teachers’ stress has become a world phenomenon. Intellectuals as well as torch bearers of society are alarmed to remove the circumstances that lead to emanation of stress among a large chunk of teachers population in India and world at large.

Recent studies conducted by researchers have revealed startling results which show that the teachers’ roles are being undermined and scant regards are being given to teachers, contribution in training the aspirants for becoming trained individuals to assume the role of teachers in times to come (Joshi 2002). In the present day society critics have become so harsh as to suggest teachers as mercenary, lukewarm towards education and lacking dedication and firm commitment for imparting knowledge for training graduates (TOI May 2006) Such attitude in respect of teachers by the modern and young generation has eroded the respect and dignity of teachers.

The results in stress, strains, hopelessness, frustration and burnout in a significant number of teachers. All said and done, it is now the need of the hour for our thinkers, researchers and social reformers is to find out the genesis of the malady of stress amongst the revered teachers who should be the rudder of our student community to take across the river of darkness prevailing in the directionless seekers of knowledge through the training institutions (Singh 2005). While on the subject it would be worthwhile to mention that the scourge of stress is spreading the European countries as well.
Various steps are being taken in those countries USA in particular to address the problem by appointing research groups to seriously evolve and suggest the measures to control the unspeakable damages being done to teachers’ community arising out of stress in the course of discharging their professional responsibilities. With a view to avoid burnout amongst the teachers, eminent scholars have been drafted for suggesting remedial ways and means to mitigate the stresses of teachers. So far, stress problem has been seen in teachers due to unfavourable conditions existing in the institutions. But it is not entirely correct to malign the stress problem alone for the disease.

It is important to mention that stress without meaningful purpose is injurious to the health of training personnel. Therefore steps should be taken to inculcate awareness amongst teachers to cope with the day today stress by creating congenial atmosphere in the campuses. Through print and electronic media attention needs to be drawn of authorities and general public to give proper thinking and broad outlook to wipe out the problem of stress. Research teams have suggested a number of methods inter alia to control indiscipline to create harmonious relations creation of necessary infrastructures smooth environment and rewarding working conditions to stop stress and ultimate burnout problems amongst sincere teachers who are architects of our society for building a strong nation. One has to give attention to role stress and extreme negative effect of stress-burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of such profession facing such problems (Joshi1999).

To cope with the situation of stress and resultant burnout steps are needed to ameliorate the general conditions of teacher community vis-à-vis service condition which are awfully inadequate. The stress and burnout problems confronting the teachers can be countered by active participation of teachers through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

Pestonjee (1992) has said that if stress and burnout becomes increasingly the case that professionals experience a widening discrepancy in work between expectations and satisfactions, the negative consequences for their lives will have ramifications for beyond the spheres of their individual existence. In the face of growing public criticism we should try to understand why young enthusiastic teachers turn into bored and aloof
professionals in a few years of time? Why many of our teachers are apathetic and uninvolved and make no efforts to improve their scholarship and skill? While some others placed in the same working milieu are enthusiastic, committed and show contrast desire to grow (Misra 1986).

Much has been made out of the concept of stress in the modern English speaking world. Psychologists and management theorists have unanimously upheld stress as a major issue of modern times. Indians have addressed themselves to the problem of stress, several thousand years ago. They have analyzed the phenomenon from various perspectives and prescribed procedures to overcome stress (different Yoga technique).

Taken as a whole, it is evident that institutions and their teachers suffer, when level of stress is high. Researches (Monika 1986, Mohanty 1991, Hotia 1994) have been conducted to study stresses taking various psycho-social parameters into considerations like social support, role stress, job satisfaction etc. most of studies have been concentrated on industrial workers. However, very few studies have been conducted at college level on teachers particularly role stress, burned out and coping style.

Therefore, in the present study an attempt has been made to analyze the dominant stresses prevalent in the teachers in different institutions. In this connection certain questions arise in the mind of the researcher. They are:

1.23.0 RESEARCH QUESTIONS:

In this connection certain questions arise in the mind of the researcher. They are:

1. What is the perception of the teacher educators about their institution?
2. What is the status of role stress among teacher educators?
3. How many teachers are burned out and at what level?
4. What are the various causes behind the acute stress level of the burned-out teacher educators?
5. What are the coping styles projected by the teacher educators to reduce the stress?
6. What are the various relationships among the institutional perceptions, organisational role stresses and coping styles of teacher educators?
1.24.0 STATEMENT OF THE PROBLEM

A Study of Role Stress, Burnout and Coping Style of Teacher Educators

1.25.0 OBJECTIVES OF THE STUDY

1. To study the institutional perception of teacher educators
2. To study the role stress among teacher educators
3. To study the intensity of burnout among teacher educators
4. To study the reasons behind burned-out, among the highly burned-out teacher educators.
5. To study the coping styles projected by teacher educators to meet institutional functioning
6. To Study the relationship between institutional perception and organisational role stress and coping styles, and institutional perception, coping styles of teacher educators.

1.26.0 DELIMITATIONS OF THE STUDY:

The study is delimited to teacher training colleges of Ahmedabad and Gandhinagar.

1.27.0 OPERATIONALIZATION OF TERMS:

Institutional perception, Role Stress, Burnout and Coping Styles.

- **Institutional Perception**: Institutional perception of the teacher educators means their understanding regarding the process of recruitment, responsibility, job environment, relationship with the management and work load etc. of the institution in which they are working.

- **Role Stress**: In this study role stress means conflict and tension due to the role of teacher educator being enacted in all roles of life in any given point of time which creates role stress.

- **Burnout**: A personal energy crisis due to exhaustion of one’s adaptation energy. It is defined as a syndrome of Emotional Exhaustion, Depersonalisation and reduced sense of Personal Accomplishment.
- **Emotional Exhaustion**: Emotional Exhaustion (EE) refers to a feeling of being emotionally over extended and drained by one’s contact with other people.

- **Depersonalisation**: Depersonalisation refers to the development of a negative and cynical attitude, an unfeeling and callous response towards those people who are usually the recipient of one’s service.

- **Personal Accomplishment**: Personal Accomplishment refers to the negative evaluation of one’s own contribution.

- **Coping Style**: In this study coping style means ways of dealing with stress, and distinguished between effective and ineffective coping. Effective coping strategies are approach strategies, which confront the problem of stress as a challenge, and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feelings of stress.

**1.28.0 HYPOTHESIS:**

There will be no significant difference in mean scores of institutional perception perceived by teacher educators on the basis of gender about their institution.

1. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience

2. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators based on aided and non aided colleges.

3. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of gender.

4. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
5. There will be no significant difference in the mean scores of the role stress among teacher educators working in the aided & non aided colleges.

6. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.

7. There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.

8. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaidered institutions.

9. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.

10. There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.

11. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.

12. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.

13. There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.

14. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.

15. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.
16. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience

17. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.

18. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender

19. There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience

20. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.

21. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.

22. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.

23. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.

24. There will be no significant difference in the mean scores of the coping styles projected by teacher educators on the basis of their gender.

25. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators on the basis of less than/more than five years of teaching experience

26. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators working in the aided & non aided colleges
27. There will be no significant relationship between the institutional perceptions and, organisational role stress of teacher educators.

28. There will be no significant relationship between the organisational role stress and coping style of teacher educators.

29. There will be no significant relationship between the institutional perceptions and coping style of teacher educators

1.29.0 VARIABLES:

Variables of the study were teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, male and female teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, and teacher educators of teacher training institutions of Ahmedabad and Gandhinagar having five years of teaching experiences and less than five years of teaching experiences.

Therefore the variables under study were:

**Independent Variables:**

The teacher educators of Ahmedabad and Gandhinagar with respect to

- Types of colleges: aided and unaided
- Sex: Male and Female
- Teaching Experience: More than and Less than Five years

**Dependent variables:**

- Institutional Perception of Teacher Educators,
- Role Stress of Teacher Educators,
- Burnout of Teacher Educators, and
- Coping Styles of Teacher Educators.

1.30.0 RESEARCH DESIGN:

The present study is a survey type of research where the researcher had made an attempt to study the institutional perception, role stress, burnout and coping style of teacher educators of teacher training colleges of Ahmedabad and Gandhinagar
1.31.0 POPULATION:

Population of the study comprises of the Teacher Educators of Teacher Training Colleges of Ahmedabad and Gandhinagar. There were all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges 784 Teacher Educators were taken up for the study.

1.32.0 SAMPLE:

Researcher opted for convenient sampling and had approached all ninety eight colleges for the permission to carry out the research study and from those colleges seventy six colleges responded and allowed to carry out the research study. Tools were given to all the teacher educators of teacher training colleges. Researcher could collect the responses from the 608 teacher educators of seventy six colleges. Therefore total 608 teacher educators from seventy six colleges constitute the sample of the study. From the total 608 teacher educators of teacher training collages nine sets of tool were found to be incomplete so all those sets were excluded from the sample.

1.33.0 TOOL AND TECHNIQUE:

The following instruments were used for the present study.

1. Institutional perception Inventory of Teacher Educators

2. Organisational Role Stress

3. Maslach Burnout Inventory

4. Role Pics

5. Interview technique of the Burnout Teachers Educators.

1.34.0 DESCRIPTION OF TOOLS:

For studying objectives of role stress and burnout, researcher has used the standardized tools and for the objectives role perception and coping style, researcher has adapted and modified it. As the available tools were designed for industrial set up, the tool suitable for the teacher educators of teacher training colleges were adapted and modified.
The tools developed, contain a combination of items like yes/no, rating scale items and open ended response. Items mentioned in tools were comprehensive and representative enough to cover all aspects related to objectives of the present study.

1.3.5.0 CHAPTERIZATION:

The research reports are presented in the following sequence:

Chapter 1:
In first chapter an orientation to investigation is explained. Here investigator states and analysed the nature of the problem so as to develop a foundation for her investigation. The information given in the first chapter gives the reader a clear concept of the scope of the investigation and explanation offered for the problem. Here the meaning of role stress, burnout and coping styles, rationale, significance of the study, statement of the problem, objectives and delimitation of the study have been thoroughly discussed.

Chapter 2:
In the second chapter the related literature and studies which have some implications on the present study have been discussed. The sources of the study were the related books, journals, scholarly literature retrieved online. An online search of the world wide yielded several other articles related to the topic. The chapter helped the researcher for integrating various sources and synthesising them for getting a clear picture of the status of the problem. The studies show how they are related and also indicate where gaps or weaknesses exist.

Chapter 3:
In the third chapter the researcher discusses about the methodology of the present study. It mainly relates to mapping to the strategy of the total study to be done. Here the design of the study with sources of data, description of data gathering, tools etc. have been discussed. The chapter shows the work before getting the research underway. This is planning stage of research which is made logically by visualising the future work.
Chapter 4:
In the fourth chapter the collected data are analysed in detail and interpretation is also done at length. The table presents data in detail accompanied by paragraphs of discussion which pointed out important aspects of the data. Researcher has tried to extract the meaning from the data and looked into its important facts and relationships thoroughly.
This chapter is based on the design of the study. It is more of qualitative research. So advance use of statistical treatment does not arise for the analysis of data. Mean, percentage and “t” value have been calculated.

Chapter 5:
In fifth chapter researcher has briefly reviewed procedures, findings and entire evolvement of study. The important points of study are brought together in summary chapter. Major findings, implications, recommendations for further research and conclusion have been discussed and followed by Bibliography and Appendices.