1.1 INTRODUCTION

Emotions make up and shape our mind as well as the entire personality structure. If an individual, ever in his life, felt that he was right at the edge of being overwhelmed by negative events in his life or felt so overwhelmed that he just gave up, he is already quite familiar with stress – our responses to events that disrupt, or threaten to disrupt our physical or psychological function.

Stress is a common occurrence among people causing health hazards, laziness, disinterest and lack of physical and mental vitality. Stress in elementary form may not be dangerous but its prolongation causes worry, loss of interest in life and tendency to do no work.

Stress has been defined as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes in a biological system” (Selye, 1974). The causes of stress are many. Stress falls into different groups – physical, environmental, cultural and social expectations. Stress affects both physical and emotional well being of an individual. Managing stress is more than coping. It is learning to cope adaptively and effectively. Coping with stress is the process of developing ways to decrease its effects and to get through difficult tasks; stress coping is an ability to reduce disappointment and anxieties.

Stress is a slippery concept. People sometimes use the word stress to describe threats or challenges (“Karl was under a lot of stress”), other times to describe our
responses (“When Karen saw the rattler she experienced acute stress”). Most psychologists would define Karl’s missed train as a “STRESSOR”, Karen’s physical and emotional responses as a “STRESS REACTION” and the process by which they both are related to their environments as STRESS.

**Thus, Stress is not just a stimulus or a response. It is the process by which we appraise and cope with environmental threats and challenges.**

Figure 1.1: Is Stress a slippery concept?

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**THE STRESS PROCESS**

*How we react to stressors depends on who we are? And How we appraise and cope with that?*

For Example: *An “Optimist” perceives a Criticism as a challenge,*

*That is an easy going,*

*May seem to be a dire threat to a temperamental “Pessimist”.*
When perceived as challenges, stressors can have positive effects by arousing and motivating us to conquer problems. Champion athletes, successful entertainers, and great teachers and leaders all thrive and excel when aroused by a challenge. But more often stressors threaten our resources—our status and security on the job, our loved ones’ health or well-being, our deeply held beliefs, our self-image (Hobfoll, 1989). And when such stress is severe or prolonged, it may also harm.

There are many factors responsible for stress.

a. Disappointment in love, loss of comfort and stability
b. Facing complicated situations
c. Lack of personality traits
d. Feeling of loneliness
e. Rejection by parents, peer groups, etc.
f. Lack of mental health
g. Loss of valuable items
h. Death of parents, close relatives or friends etc.,

School is considered to be a major source of stress in the lives of both students and teachers. Teachers work daily with students; cope with numerous interruptions, student absenteeism, students with special needs, insufficient funding and lack of personal support. Thus, a teacher has to percolate his skills of coping with stress in several aspects.

1.2 ROLE OF THE TEACHER

Herbert Sorenson (1964) in his book “Psychology in Education” says that the teacher can provide a good example himself of good mental health. The teacher who
presents an example to his students, of confidence, kindness and reasonableness will do much to encourage the same qualities in those whom he teaches. The teacher influences his students vastly; he should try his best to make influences that are as good as possible.

No amount of preaching will overcome the bad effects of a student, of a teacher who exhibits irrational dislike and prejudices; conversely, the teacher who provides an opposite example can do much to counteract undesirable pressures from outside the college or school.

The teachers’ shoulder the noble cause of imparting knowledge. Teachers who educate people in various stages are specifically meant for moulding the future citizens. They are the real architects behind the creation of qualitative democratic citizens. Society really expects a lot from them. Their commitment, devotion and perseverance in performing their duty are of great value. So, to save the whole system of creating an educative society, the process of bringing its progress and enrichment depends on the teachers of various strata. The teachers’ competencies, skills and qualities like sincerity and sobriety have a great impact on the behaviour of students. Though teachers are only a part of total educational force of society, they constitute the mighty force to produce competent persons with commitment to our country.

Singh (1974) found that pupils behaviour and achievements are highly and positively correlated with different dimensions of teacher behaviour. Similarly Singh (1978) on using teacher effectiveness rating scale and students’ achievement found a positive relationship between teacher effectiveness and behavioral changes in students. Therefore, teacher plays a pivotal role in imparting knowledge to the
learners and research reveals that the teachers are good at performing their activities in the classroom interactions and there is no doubt that today’s teachers are more qualified and more competent to teach the future citizens. They are also capable to bring in the behavioral changes among the students with their performance in teaching. But pressure of society and parents, underestimation or overestimation of their abilities, students behaviour, intensity of work, lack of professional growth, extrinsic annoyers are some of the causes for stress among the teachers, that may hamper their performance.

Occupational stress is an important concept in the teaching profession because of the health problems and reduction in work performance effectiveness which can be its consequences (Quick and Quick, 1984). Health and psychological outcomes can lead to poorer teaching performance, lowered self-esteem, poor job satisfaction, increased absenteeism, poor decision-making and bad judgment (Eckles, 1987; Quick and Quick, 1984). This often leads to a breakdown in personal work and home relationships and perhaps, finally, to total emotional breakdown (Hendrickson and La Barka, 1979).

1.3 STRESSES AND DEPRESSIONS IN TEACHER TRAINEES

Teacher trainees psychologically belong to “Erickson’s Early Adulthood”. Early adulthood is the period of adjustments to new problems of life and new social expectations. The young adults are expected to play new roles and to develop new attitudes, interests and values in keeping these new roles. This is the age they avoid being considered “immature”. They hesitate to turn to other for advice and help, when they find those adjustments too difficult to cope with successfully alone. It is
the age of “Settling – down”. As teacher trainees, they are able to find a lifestyle that meets their needs then and throughout the life.

Early adulthood is also said to be “a problem age” – because it is the age they confront with many problems they are totally unprepared to cope with. They are in the society with a new found freedom. This “New Found Freedom” creates unforeseen problems for the youthful adults and often for their parents too. The adjustments to the problems of adulthood have been intensified by the shortening of adolescence, which has given individuals less time to make the transition from childhood to adulthood.

At this stage the problems the young teacher trainees must face are difficult as well as time – and energy – consuming. These adjustments will not all be made at the same time, nor will their final forms be accepted simultaneously.

Further the age of the Early Adulthood can be summed up as

- The age of narrowing down of Interests.
- The Period of Emotional Tension
- The Period of Social Isolation
- A time of Commitments
- A period of Dependency
- A time of Value Change
- A time of Adjustment to New Life Styles
- A Creative age – Creative Achievements
- An age of taking Civic Responsibility
- An age of finding Congenial Social Group.
Thus, Student teachers, in their transition period between late adolescence and early adulthood, on one side have typical problems that involve guilt and confusion over the handling of sexual impulses, concerns about the expression of hostile and aggressive feelings, and worry about personal inadequacy and lack of status. On the other side they must contend with various aspects of pedagogy like the Methodology of teaching, academic achievement, preparation of teaching aids, attending internship, exams, grades, etc., Moreover pressure from parents also creates high levels of stress thus interfering with personality adjustment.

Following are some of the most common depressive feelings of the early adulthood especially with reference to College life (Teacher Trainees life).

a) Stresses from college work and pressures to choose a career can leave students feelings that they are missing out on fun or that all their hard work is meaningless.

b) Isolation and loneliness are common when students leave their support groups behind in the past, family, a circle of high school friends and often a boy friend or a girl friend could be counted on for support and encouragement.

c) Problems with studying and grades frequently trigger depression. Many students start college with high aspirations and little prior experience with failure. After some time many lack basic skills necessary for academic success.

d) Another common problem is the breakup of intimate relationship either with a former boy friend or girl friend or with a newly formed college romance.

e) Students who find it difficult to live up to their idealized images of themselves are especially prone to depression (Scott and O’Hara, 1993).
f) An added danger is that depressed students are more likely to abuse alcohol, with a depressant (Camatta and Nogoshi, 1995).

1.4 TITLE OF THE STUDY

Joshi (1984) opined that the quality of education is largely dependent upon the quality of teachers. If the teacher is effective in his classrooms, competent, has good behavior (socially and culturally acceptable behavior), has abilities to cope with the stress and good adjustment mechanisms, he will bring the students up to expected levels in the educational area.

“Teacher Training Institutes” conduct several programmes of education for its teacher trainees and equip them to play a vital role in preparing the future citizens of a country. In the course of training they also have to cope with stressing situations. The coping abilities of a student teacher are dependent on several social, familial, physiological as well as psychological aspects.

The researcher’s interaction with the student teachers in a D.I.E.T, during a guest lecture, had manifested that some of the student teachers doubted their own adequacy, were dissatisfied with their grades, and were despondent over their general academic aptitude. It is also further observed that they exhibited low levels of home adjustment, low teaching competence and poor academic achievement. Hence, it is felt; whether a stress relieving intervention would facilitate them with better coping skills and performance. Thus, stating the problem as follows: Effect of Stress Management Intervention on Teacher Competence and Academic Achievement – An Experimental Study on D.I.E.T. Students.
1.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To know the effectiveness of stress management intervention on teaching competence, academic achievement, teacher adjustment and home environment.

2. To compare the effectiveness of stress management intervention on teacher competence, academic achievement, teacher adjustment and home environment with reference to
   - Sex
   - Age
   - Locale
   - Qualification
   - Parents background (occupation, income and education)

3. To study the linear relationship between stress levels and academic achievement after the intervention.

4. To study the linear relationship between teaching competence and stress levels after the intervention.

5. To study the linear relationship between teacher adjustment and stress levels after the intervention.

6. To study the linear relationship between home environment and students stress levels after the intervention.

1.6 OPERATIONAL DEFINITION OF TERMS USED

DIET students

District Institute of Education and Training students.
**Teacher stress**

Teacher stress in this study has been defined as, stress caused from occupational hazards, student behaviour, work load, opportunities for professional growth, family and societal situations.

**Teacher Adjustment**

Teacher adjustment, in this study has been defined as a satisfactory relationship between the individual teacher and his environment in respect of four dimensions home, emotional, school and social. So, teacher adjustment is his adjustment with family members and climate in the home, his feelings, aspirations, stress, emotional balance, etc. his relations with head of the institute, colleagues and students in the school, and his activities, related and participation in the society.

**Teaching Competence**

The definition of teaching competence in this study is, competency in planning the lesson, presentation of the lesson, ending or closing the teaching, evaluation of his students capacities, managing the class and maintenance of discipline.

**Yoga**

“Yoga is a means of compressing one’s evolution into a single life of a few months or even a few hours of one’s bodily existence”

– Swami Vivekananda.

Yoga is a state of great steadiness at emotional level; balance of concentration and detachment of mental level and homoeostasis at body level. It integrates the personality by bringing body-mind coordination in a well balanced way.
Meditation

A modern phenomenon with a long history “sit down alone and in silence. Lower your head, shut your eyes, breathe out gently, and imagine yourself looking into your own heart”. As you breathe out, say, “Lord Jesus Christ, have mercy on me. Try to put all other thoughts aside. Be calm, be patient and repeat the process very frequently” – Gregory of Sinai, died 1346.

1.7 MAJOR HYPOTHESES OF THE STUDY

The following major hypotheses are stated for testing their significance.

1.7.1 Stress Levels

1. There is no significant difference in the Stress levels of students teachers control and experimental groups after the intervention.

2. There is no significant difference in the Stress levels of male and female student teachers of experimental group after the intervention.

3. The Stress levels are significantly high among male student teachers before the intervention than that after the intervention.

4. There is no significant difference in the Stress levels female student teachers of experimental group of with reference to before and after the intervention.

1.7.2 Teaching Competence

5. The Teaching competence of experimental group is significantly higher than that of the control group after the intervention.

1.7.3 Academic Achievement

6. The Academic achievement of experimental group is significantly higher than that of the control group after the intervention.
7. There is no significant difference among the students belonging to various parental occupation groups in their Academic achievement after the intervention.

1.7.4 Adjustment

1.7.4.1 Home Adjustment

8. The experimental group student teachers is significantly well adjusted than the control group in terms of Home adjustment after the intervention.

9. There is no significant difference in the male student teachers of the experimental group with reference to Home adjustment before and after the intervention.

10. There is no significant difference in the female student teachers of the experimental group with reference to Home adjustment before and after the intervention.

1.7.4.2 Health Adjustment

11. There is no significant difference in the male student teachers of the experimental group with reference to Health adjustment before and after the intervention.

12. There is no significant difference in the female student teachers of experimental group with reference to Health adjustment before and after the intervention.

13. There is no significant difference among the students belonging to various parental occupational in Health adjustment after the intervention.

1.7.4.3 Submissiveness Self-Assertion Adjustment

14. There is no significant difference in the student teachers of Submissiveness and self-assertion adjustment of experimental and control groups after the intervention.
15. There is no significant difference in the male student teachers of the experimental group with reference to Submissiveness and self-assertion adjustment before and after intervention.

16. There is no significant difference in the female student teachers of the experimental group with reference to Submissiveness and self-assertion adjustment before and after the intervention.

1.7.4.4 Emotional Adjustment

17. There is no significant difference between experimental and control groups with reference to Emotional adjustment after the intervention.

18. There is no significant difference in the male student teachers of the experimental group with reference to Emotional adjustment before and after the intervention.

19. There is no significant difference in the female student teachers of the experimental group with reference to Emotional adjustment before and after the intervention.

1.7.4.5 Hostility and Friendliness Adjustment

20. There is no significant difference in the male student teachers of the experimental group with reference to Hostility and Friendliness adjustment before and after the intervention.

21. There is no significant difference in the female student teachers of experimental group with reference to Hostility and Friendliness adjustment before and after the intervention.
1.7.4.6 Masculinity and Femininity Adjustment

22. There is no significant difference between student teachers of the experimental and control groups with reference to Masculinity and Femininity adjustment after the intervention.

1.7.5 Home Environment

23. There is no significant difference in the student teachers of control and experimental groups with reference to their Home environment after the intervention.

1.7.6 Regression Analysis

24. The Academic achievement of student teachers is not a significant predictor for the stress levels of student teachers after the intervention.

25. The Home environment is not a significant predictor on stress levels of the student teachers after the intervention.

26. The Teaching competence is not a significant predictor on stress levels of the student teachers after the intervention.

27. The Home Adjustment is not a significant predictor on stress levels of the student teachers after the intervention.

28. The Health Adjustment is not a significant predictor on stress levels of the student teachers after the intervention.

29. The Submissiveness and self-assertion adjustment is not a significant predictor on stress levels of the student teachers after the intervention.

30. The Emotional Adjustment is not a significant predictor on stress levels of the student teachers after the intervention.
31. The Hostility and Friendliness Adjustment is not a significant predictor on stress levels of the student teachers after the intervention.

32. The Masculinity and Femininity Adjustment is not a significant predictor on stress levels of the student teachers after the intervention.

1.8 DELIMITATIONS OF THE STUDY

- This study was conducted by restricting to a sample of only one DIET of Telugu medium students of Andhra Pradesh.

- Out of many techniques of stress management, in this study interventioned only Yoga and Meditation techniques only have been tried out.

- Stress management may have an effect on many teacher related variables, but this study is confined to only teacher competence and academic achievement.

- The study was confined to selected topics related June to October period of second year DIET student syllabus for academic achievement.

- The study was delimited to the intervention of one month duration for stress management.

1.9 SIGNIFICANCE OF THE STUDY

Education Commissions on Teacher Education view that Qualitative improvement of the system of education of a nation presupposes personal dignity, self-confidence, progression, pride, and commitment and job satisfaction of teachers. Through pre-service education, prospective teachers are exposed to certain pedagogical issues and skills required for effective classroom interactions prior to their entrance into teaching profession. The Education Commission (1964-66) categorically advocated for allocation of more funds for the development of Teacher
Education in the country. The Commission observed: “Investment in teacher education can yield very rich dividends to national development”. Need for teachers involvement in all educational processes including policy formulation, self curriculum development, methodology and evaluation have been emphasized by the National Policy on Education, 1986 (NPE) and Programme of Action (POA), 1992.

The Education Commission (1964-66) observed “of all the factors that influence the quality of education, the quality, competence and character of teachers are undoubtedly the most significant”. But, these in turn depend substantially on the quality of training and other support provided to them. The academic and resource support can hardly be over-emphasized. Until the adoption of the NPE, this support in the area of elementary education was being provided largely at the national and state levels only by institutions like SCERT, NUEPA and SCERTs. The NPE and POA accordingly envisaged addition of a district level support system in the shape of District Institutes of Education and Training (DIETs). With this, expectation would be of wider qualitative coverage as well as qualitatively better support as these institutes would be closer to the field, and therefore more alive to its problems and needs. Thus, the products of DIETs should be a multi talented one and with a better emotional stability. A better emotional stability is the prime requisite of a primary teacher as he deals with tender minds and hearts. A teacher with stress free mind alone can deliver stress free education.

There is a widespread belief that work related stress among teachers is serious, with implications to teacher’s health status and performance. The difficulty with interpreting data on teacher stress is that the measuring instruments used are often
neither standardized nor sometimes focused on stressors pertinent to the occupational roles of teachers.

A review of related literature reveals that, in India teacher trainee’s stress is a neglected area of study when compared to other areas. Also a lot of work has been carried out on D.I.E.T students perhaps the most stressed group. Considering the factors of stress, college climate seems to be very significant in D.I.E.T’s two year duration of the course. Keeping these points in mind and the fact that teacher trainee’s stress reflects very badly on their teaching performance and as such demands grave concern. There has been a number of relaxation techniques like – aerobic exercises, bio-feedback, social support, interpersonal relations, heal touch, yoga and meditation.

Stress according to Yoga is ‘imbalance’. Imbalance is misery. At the psychological level imbalances lead to conflicts and often manifests as petty and narrow ego centric behavior. Thus, an intervention that helps the teacher trainees to bring balance among the vital aspects of their behaviors is the felt need of the hour.

The investigator adopts the intervention of “Yoga and Meditation”. Yoga is an exact science. It aims at the harmonious development of the body, the mind and the soul. Yoga is the turning away of the senses away from the objective universe and the concentration of the mind within. Yoga aims at controlling the mind and its modifications. The path of Yoga is an inner path whose gateway is ones heart. Yoga is the harmony between the individual and the cosmos, between thought and action, between soul and God, between organism and respiration. The practice of Yoga will help the people to control their emotions and passions, increase resistance power and
removes the disturbing elements from mind. It will enable them to keep a balanced mind, remove fatigue and get concentration and self sufficiency.

Meditation is prolonged concentration. The process of meditation is often compared to the pouring of oils from one vessel to another, in a steady unbroken stream. Meditation, though it appears to be simple, requires many prerequisites like pure heart and mind away from lust, greed etc., alone with regular practices. Through meditation one reaches from pain to bliss, from restless to abiding peace, and from ignorance to knowledge. Thus, a balance of mind, thought and action can be attained. The study attains significant importance because the positive out comes of the study would benefit the teacher trainees at the “Early Adulthood stage” and facilitates them to act with “mature” facets of an action.

1.10 STRESS

Stress has been described as a response to a challenging demand or event (Seyle, 1976) although the concept of occupational stress is not easy to define as there is a lack of agreement among researchers on the definition of stress itself (Beehr and Franz, 1987). Environmental or work stressors are examined by various methods in terms of their quantity or qualitative strength as perceived by an individual.

For instance, *Kyriacou (1989) as a negative feeling or unpleasant emotional state resulting from work as a teacher.*

The hypothetical concept of stress can be illuminated for any individual not only by reference to stressors but also by measurement of the strain of the actual responses or consequences exhibited (physiologically and psychologically). Thus, the concept can be tied at both ends to antecedents and responses, leading some
investigators to state that the investigation of stressors and strains is the study of stress (e.g., Beehr and Franz, 1987).

1.10.1 Defining Stress

Hans Selye, the father of stress theory, defined stress as “the non-specific response of the body to any demand made upon it”. The “demand” can be a threat, a challenge or any kind of change which requires the body to adapt. The response is automatic, immediate. Stress can be good (called “eustress”) when it helps us perform better, or it can be bad (“distress”) when it causes upset or makes us sick.

Human life becomes happy and comfortable when needs are satisfied. But, there are many impediments interfere with need gratification, some of those obstacles can easily be relinquished, others disturb our modes of behaviour and adjustive capacities. Normally if anything blocks our drive towards a goal, we experience stress. In the light of the above facts, Coleman (1970), defined stress as an “Adjustive demand placed on the organism. The condition or force or object giving raise to this demand may be internal or external and is designated as the stressor”.

From the above definition it may be understood that stress threatens the well being of the organism. The intensity of stress depends not only on the nature of adjustive demand but also on the individuals availability of resources in coping with it. In this age of anxiety, stress is considered as an inevitable aspect of human life, forcing him to cope up with it for successful and happy life. Decompensation and maladaptive behaviour results when the individuals coping behaviour fails.

The main factors of creating stress in individual are biological, psychological and socio-cultural. Biological factors influence all aspects of our behaviour including
our intellectual capabilities, basic temperament, primary reaction tendencies and stress tolerance. Psycho social factors of stress also influence the well being of the individual in contemporary life. Stress due to failure, losses, personal limitations, guilt and loneliness leads to self devaluation. Modern living is a bundle load of pressures acting on individuals. Each individual experiences his own unique pattern of pressures, such as competing with others, meeting educational, occupational and marital demands and coping with the complexity and in rapid pace of modern life. There are other socio-cultural factors creating stress on modern man, such as problems of war and violence, group prejudice and discrimination, economic and unemployment problems, rapid social change and existential anxiety.

As a result of circumstances, many people are forced to adopt the fast paced life style in the last decade of 20th century and are unable to cope up with stress. This proposition is highly significant when people are at work. A rational and logical inference one can make, at this juncture, basing on the above premises, is that, working styles are also subjected to change in accordance to the fast changing life styles, may be a presupposition for work stress or job stress. So, job stress has received an increasing concern to the researchers in the areas of organisational behaviour and social psychology, who have been undertaking a commandable endeavour to show empirical evidences about the effects of stress on the organisation, worker output, and the physical and emotional well-being of the worker.

**Causes and sources of stress:** Stress acts as the state of psychological upset, According to Colemn frustration, conflicts and pressures are the three important sources of stress. A wide range of environmental obstacles, both physical and social
and the internal factors in the form of personal limitations, biological conditions, and psychological barriers may lead to frustration of our needs, motives and efforts. Such frustrations place a great deal of stress upon many of us. Similarly, conflict of motives and desires may also cause frustrating and stress situations. In choosing of either alternative from the contradictory needs, a person may be forced to postpone a decision for days, weeks or perhaps months before he decides what to do. An approach avoidance conflict is likely to cause more severe stress. This is essentially true where a considerable feeling of guilt is involved.

Apart from frustrations and conflicts, internal as well as environmental pressures also prove a major source of causing stress. Internal pressures are caused by our own self for maintaining the picture of ourselves as we think we could and should be. We strive hard to reach the top, to achieve success, and in doing so put an unreasonable pressure on ourselves. On the other hand, the environmental demands, social obligations, family responsibilities, aspirations and demands of the person who concern for us and the problems of the complexities of life exert a good deal of pressure. Such pressures force us to strive and struggle resulting in severe stress.

**Stress as a class of stimuli:** Let us now consider the sources of stress in the case where stress is considered as a class of stimuli that affect the individual and bring about stress situations. Stress situations may be biological or psychological in nature. At the biological level, physical injury and other stresses like physical illness, diseases, fatigues, pains result in the organic adjusting reactions. The human body is placed on a “war footing” contributing to the adaptive potential providing biological defenses against stress.
Psychological stress, especially severe ones, upset the psychological balance or equilibrium of an organism. His reactions to such stresses are both physiological and psychological in nature. The physiological stresses may be reflected in the form of changes in nervous and endocrine systems like increased muscle tones, pumping of stored sugar into the bloodstream, change in breathing perspiration and secretion of glands. This fact is utilised in the interrogation of criminals who, being under more than ordinary stress, exhibit definite physical reactions in the form of faster beating of heart, rapid and irregular breathing, rising blood pressure, and change in the electrical conduction of the skin. Such changes may be recorded by the lie detector or polygraph for the identification of the physiological reactions to stress situations.

On the psychological front, the reaction to severe stresses, as Coleman observe, may be classified as task-oriented reactions, and ego defense oriented reactions. In the task-oriented reactions to a stress situation, one feels competent to handle it by bringing changes in oneself or one’s environment or both, whatever the situations warrant. This reaction behaviour takes the following forms 1) Attacking behaviour, 2) Withdrawal behaviour and 3) Compromising behaviour.

The subject of work-related stress has received increasing attention on several fronts. Policy makers’ are recognising the negative aspects of work stress on human resource. Researchers in the areas of organisational behaviours and social psychology are amassing a credible body of empirical evidence about the effects of stress on the organisation, worker output, and the physical and emotional well-being of the worker and his/her family. Counsellors and therapists are receiving an increasing clientele who report negative effects from work stress. Majority of these studies have been
confined to industrial organisations. There is, however, increasing speculation that stress may be particularly prevalent among the human service professions (Cherniss, 1980; Cooper Marshall, 1980). Representative of this concern is the mounting speculation that stress within the teaching profession is considerable and may have far reaching consequences for the entire education system.

Although the term job stress or occupational stress has been widely used, there appears to be little consensus as to how the term should be defined. Cox (1975) distinguishes three common usages of the term ‘stress’ itself. The Engineering model conceptualises ‘stress’ as negative pressure exerted by the environment on the individual. This model defining occupational stress as negative environmental stressors like work overload, role conflict/ambiguity, poor working conditions associated with a particular job has been widely employed (Khan et. al, 1964; Cooper and Marshall, 1976). The physiological model conceptualises stress as something that happens within the individual.

**Stress and Health**

No one needs to be told that psychological states cause physical reactions. Nervous about an important exam, we feel stomach butterflies. Anxious over a public speaking assignment, we frequent the bathroom. Smoldering over a conflict with a family member, we develop a splitting headache. If such stress endures, it may also bring on (in those physiologically predisposed) skin rashes, asthma attacks, or ulcers.

Many people are less aware of how behavior kills. Our behaviors influence whether we will become victims of one of today’s four leading causes of serious illness and death: heart disease, cancer, stroke, and chronic lung disease. The National
Academy of Sciences’ Institute of Medicine (1982) has traced half the mortality from 10 leading causes of death to people’s behavior—to cigarette smoking, alcohol abuse, unprotected sex, ignoring doctors’ orders, insufficient exercise, use of illicit drugs and poor nutrition. If we could understand and modify these behavioral sources of illness, we might lessen people’s suffering and increase their life expectancy and quality of life. To pursue these goals, psychologists and physicians created the interdisciplinary field of behavioral medicine, integrating behavioral and medical knowledge.

Health psychology provides psychology’s contribution to behavioral medicine. Its numbers include many of the 3500 psychologists now on the faculties of Canadian and U.S. medical schools (Michaelson, 1993). Health psychologists ask: How do our perceptions of a situation determine the stress we feel? How do our emotions and personality influence our risk of disease? How do people decide they are sick, and when do they seek treatment? What attitudes and behaviors help prevent illness and promote health and well-being? How can we reduce or control stress?

**Multiple Coping Strategies**

An important idea to keep in mind when coping with stress is that multiple strategies often work better than a single strategy alone. As we have already seen, individuals who face stressful circumstances have many different strategies to choose from. For example, people who have experienced a stressful life event or a cluster of life events (such as the death of a parent, a divorce, and a significant reduction in income) might adopt the following multiple-strategy plan for coping:

- Engage in problem-focused coping
- Use positive self-talk
Seek social support

Practice relaxation

In addition, the individual also might engage in a regular exercise program. As you will soon see in our discussion of promoting health, exercise has not only substantial physical health benefits, but mental health ones as well.

At this point we have discussed a number of ideas about coping. An overview of these ideas is presented in summary.

Figure 1.2: Multiple Coping Strategies
STRESS MANAGEMENT — THE MODERN AND YOGA WAYS

Stress hazards decrease the quality of life and could lead to many ailments.

Four distinct stages are recognized:

(1) Psychic phase

(2) Psychosomatic phase

(3) Somatic phase and

(4) Organic phase

Table 1.1: Koshas and Stress Relationships

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Kosha (or Sheath)</th>
<th>Body</th>
<th>Stress</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annamaya</td>
<td>Physical</td>
<td>Imbalance of Neuro-Endocrine system</td>
<td>Stress Reaction (VYAADHI) causing diseases</td>
</tr>
<tr>
<td>2.</td>
<td>Pranamaya</td>
<td>Vital</td>
<td>Ida-Pingala Imbalances</td>
<td>Breathing haphazardness</td>
</tr>
<tr>
<td>3.</td>
<td>Manomaya</td>
<td>Astral</td>
<td>Emotional imbalances</td>
<td>Dominance of likes and dislikes in action ‘AADHI’(Mental-Disease)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mental disturbances</td>
<td>Restlessness and confusion (Decreased quality of life)</td>
</tr>
<tr>
<td>4.</td>
<td>Vijnanamaya</td>
<td>Wisdom</td>
<td>Activity in tune with cosmic laws</td>
<td>Slight decrease in bliss, almost minimum stress</td>
</tr>
<tr>
<td>5.</td>
<td>Anandamaya</td>
<td>Bliss</td>
<td>Non-thinking; No activity; silence phase</td>
<td>NO STRESS ABSOLUTE BLISS</td>
</tr>
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Modern medical system offers many drugs to effectively reduce the sufferings at, the somatic and organic phases. Yoga tackles the problem at phases (1) and (2) itself. A special course captioned SMET (Self Management of Excessive Tension) has been developed by the Vivekananda Kendra to effectively handle the stress problems.
Its Special Features

The course teaches you three different methods to overcome stress:

Instant Relaxation Technique (IRT)

Quick Relaxation Technique (QRT)

Deep Relaxation Technique (DRT)

Both IRT and QRT can be practised anywhere and at any time while SMET and DRT should be performed every day (20-30 minutes), preferably in the evening or before supper in order to release the stresses accumulated during the day.

SMET contains several yogic practices like Yogaasanas, breathing and Praanaayaama, Nadanusandhana, sensing, meditation, etc.

It uses stimulation and relaxation alternatively. A stimulation breaks open a stagnation and relaxation leads the system to subtler levels.

<table>
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<tr>
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<tbody>
<tr>
<td>(Instant Relaxation Technique)</td>
<td>(Deep Relaxation Technique)</td>
<td>(Quick Relaxation Technique)</td>
</tr>
<tr>
<td>Consists of stress and relax by Shavasana</td>
<td>Consists of Shavasana by Part by part Relaxation</td>
<td>Consists of 3 phases 1. Observation of movement of Abdominal Muscles. 2. Association of breathing 3. With feeling of lightness and relaxation</td>
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<tr>
<td>Takes about 1 minute to perform</td>
<td>Needs about 10 minutes</td>
<td>Takes about 3 minutes to perform</td>
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<tr>
<td>Can be done in the work spot also</td>
<td>Decrease of as much as 15% in Basal Metabolic Rate</td>
<td>Can be practiced in the work spot itself.</td>
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</table>
It develops an internal awareness, expansive feeling and deep relaxation.

**Time Management**

What rest you get by 5 hours deep sleep is only 9% but SMET in 40 minutes, induces rest as much as 26% (‘Management of tension by Yoga Techniques’), presented in the International/IEEE/EMBS Conference held in New Orleans, U.S.A., on November 4 and published in Conference proceedings). You need much less sleep and you save on your sleep hours (from 5 to 7 hours).

All the executives have reported improvement in efficiency at work. In addition, they have experienced other benefits like:

- Reduction in Blood Pressure,
- Clarity in Thinking,
- Steep decrease in the consumption of tranquillizers,
- Relaxed feeling in action.

Today, the course has been standardised and it can be conducted for you with prior planning.

**Yoga – Limitations?**

Yoga practices could often be dangerous. Continuing the practices, if a person turns tense, moody, selfish, with no desire for growth, demanding and seeking sense pleasures and wealth, if not name and fame, egoistic and fanatic to the core. Can we reckon such a person to be on the path of real progress? Persons can be practicing many complicated *Asanas*, *Kriyaas*, *Praanaayaama* or Meditation. Some may be going to temples, doing *pooja* and observing austerities meticulously. Some could be great scholars, thinkers and well versed in the *Vedas*. Yet, they could be petty and
selfish; they may have inner unrest and external outbursts. They danger; probably, greater than some Yogic practitioners, who even wreck themselves and turn lunatics.

Why does that happen? Improper practices may well be a reason, which may lead to such perversions. Indiscriminate and excessive practices could be another cause which may make one, even a lunatic. Scientific researchers in their critical examinations of the dangers of meditations, have found that Yoga practices open up the deep-seated imprints of the subconscious and one may not be able to sustain and diffuse, if they become sudden outbursts at the conscious realm. They may, then, cause aberrations and it is not rate to see sadhakas acting violently and neurotically often. Or they may find themselves stuck with heir selfishness, pettiness, attractions, towards sense pleasures, etc.

What is the way out? Not to practice Yoga? Or, get the benefits of Yoga and not its dangers? Practising Yoga commensurate with our external growth is what is needed. As we continue our practices, we should find ourselves more relaxed, calmer, more peaceful and loving, less selfish, with decreasing sense-pulls and more efficiency in work. That is called Citta Suddhi by our Yogic seers. These external manifestations, they prescribed as the litmus test for growth. Only then can ailing humanity find an answer in YOGA. Else, Yoga may become a destroyer (as in the hands of Rakshasas) or one may become a wreck. ‘Hasten slowly’, is the formula. Softly, gently, tactfully, clean up the subconscious by allowing the imprints to bubble up to the conscious surface and smoothly diffuse. Soften the ego by surrender and transform the same to self-confidence. Develop the sense of universal brotherhood.
Manifest the same in service. That is the trick of cleansing in Yoga. And that is the answer.

1.10.2 Meditation and Relaxation

At one time, meditation was believed to have more in common with mysticism than science. While meditation has become popular in the United States only in recent years, it has been an important part of life in Asia for centuries.

Meditation is the practice and system of thought that incorporates exercises to attain bodily or mental control and well-being, as well as enlightenment. The strategies of meditation vary but usually take one of two forms: either cleansing the mind to have new experiences or increasing concentration. Transcendental meditation (TM) is the most popular form of meditation in the United States; it is derived from an ancient Indian technique and involves a mantra, which is a resonant sound or phrase that is repeated mentally or aloud to focus attention. One widely used TM mantra is the phrase Om mani padme hum. By concentrating on this phrase, the individual replaces other thoughts with the syllables Om mani padme hum. In transcendental meditation the individual learns to associate a mantra with a special meaning, such as beauty, peace, or tranquility. Meditation groups that practice TM or other techniques meet on many campuses.

As a physiological state, meditation shows qualities of both sleep and wakefulness, yet it is distinct from them. It resembles the hypnologic state, which is the transition from wakefulness to sleep, but at the very least it is prolongation of that state (Friedman, Myers, and Benson, 1998).
In early research on meditations effects on the body, oxygen consumption was lowered, heart rate slowed down, blood flow increased in the arms and forehead, and EEG patterns were predominantly of the alpha variety — regular and rhythmic (Wallace and Benson, 1972). Other researchers have found support for the positive physiological changes that result from meditation and believe that meditation is superior to relaxation in reducing body arousal and anxiety (Eppley, Abrams, and Shear, 1989). Yet other researchers acknowledge meditation’s positive physiological effects but believe relaxation is just as effective (Holmes, 1988).

Would you like to feel more tranquil and peaceful? If so, you can probably reach that feeling state by following some simple instructions. First, you need to find a quiet place to sit. Get a comfortable chair and sit quietly and upright in it. Let your chin rest comfortably on your chest, your arms in your lap. Close your eyes. Then, pay attention to your breathing. Every time you inhale and every time you exhale, notice it and pay attention to the sensations of air flowing through your body, the feeling of your lungs filling and emptying. After you have done this for several breaths, begin to repeat silently to yourself a single word every time you breathe out. The word you choose does not have to mean anything. You can make the word up, you could use the word one, or you could try a word that is associated with the emotion you want to produce, such as trust, love, patience, or happy. Try several different words to see which one works for you. At first, you will find that thoughts intrude and you are no longer attending to your breathing. Just return to your breathing and say the word each time you exhale. After you have practiced this exercise for 10 to 15 minutes, twice a day, every day for 2 weeks, you will be ready for
a shortened version. If you notice stressful thoughts or circumstances appearing, simply engage in the relaxation response on the spot for several minutes. If you are in public, you don’t have to close your eyes, just fix your gaze on some nearby object, attend to your breathing and say your word silently every time you exhale.

Audiotapes that induce the’ relaxation response are available in most bookstores. They usually include soothing background music along with instructions for how to do the relaxation response. These audiotapes can especially help induce a more relaxed state before you go to bed at night.

**SILENCE AND SCIENCE**

Certainly anything that helps us fight stress is a welcome tool. But, what else might meditation be doing for us? Since researchers like Herbert Benson began amassing data, many studies have shown that indeed meditation has not only a mental but a profound physiological effect on the body. Studies have shown that, among other benefits, meditation can help reverse heart disease, the number-one killer in the US. It can reduce pain and enhance the body’s immune system, enabling it to better fight disease.

More new research offers additional encouragement. In a study published last year in the journal Stroke, 60 African-Americans with atherosclerosis, or hardening of the arteries, practised meditation for six to nine months. The meditators showed a marked decrease in the thickness of their artery walls, while the non-meditators actually showed an increase. The change for the meditation group could potentially bring about an 11 per cent decrease in the risk of heart attack and an eight to 15 per cent decrease in the risk of stroke.
A second study, published last year in ‘Psychosomatic Medicine’, taught a randomised group of 90 cancer patients mindful meditation (another type of practice). After seven weeks, those who had meditated reported that they were significantly less depressed, anxious, angry and confused than the control group, which hadn’t practised meditation. The meditators also had more energy and fewer heart and gastrointestinal problems than did the other group.

Other recent research has looked at precisely what happens during meditation that allows it to cause these positive physical changes. Researchers at the Maharishi School of Management in Fairfield, Iowa, found that meditation has a pervasive effect on stress. They looked at a group of people who had meditated for four months and found that they produced less of the stress hormone cortisol. They were therefore better able to adapt to stress in their lives, no matter what their circumstances were.

Diana Adile Kirschner, a Philadelphia-area clinical psychologist refers her clients to learn meditation—an absolutely marvelous destressor. “It helps people to relate better with one another,” she says. “I can tell when clients are following through with meditation. For instance, I had a couple who bickered. After they started meditating, they came in less angry, more self-reflective and more loving.”

So, why aren’t more people taking up the practice? “Because it puts us in the middle of ourselves, which is not always where we want to be,” suggests Thomson. “Often, we want to fix things rather than accept them the way they are. Many of us feel as though we can’t afford the time and energy to meditate, when in fact, we can’t afford not to.” Epstein and several other experts feel that meditation’s effectiveness has to do with putting aside attachment to one’s ego. As he says, “When you look
directly at a star at night, it’s difficult to see. But, when you look away slightly, it comes into focus. I find it to be the same way with the ego and meditating. When one zeroes in on a sense of self through a practice of meditation, the self-important ego paradoxically becomes elusive. You become more aware that you are interconnected with other beings, and you can better put your own worries into their proper perspective.”

A group of elderly Chinese maintain their connection by meeting every daybreak in the village common in Monterey Park, California. They swoop their arms and stretch their torsos in graceful harmony, and then stand absolutely still, simply meditating. Only puffs of warm air flow from their nostrils. All of them look vibrant and young. While Western scientists are still exploring exactly how and why meditation works, we already know that it has both, physiological and psychological benefits. And many therapists consider it a valid complement to more traditional therapies. So, perhaps we should simply take Thomson’s advice and the Tibetans’ lead and do what makes us feel better in the end.

1.10.3 Occupational Stress

Job stress is the most common psychological phenomena that is prevalent among people who are in different jobs and professions. “The stress studies are initially directed towards industrial organizations within the private sector. Researchers have come to believe that stress may be especially prevalent among human service professions, particularly the teaching profession” (Kyriacou and Sutcliffe, 1977-78; Pettegrew and Wolf, 1982; Cherniss, 1980; and Cooper and Marshall, 1980). As teaching is a human service profession, stress within the teaching
profession is considerable and may have far reaching consequences on the entire education system. The causes of job stress are from both outside or inside the organisation, and from within himself. Luthans (1992), proposed a paradigm to represent the antecedents of stress, or the so called stressors affecting today’s employees.

Any organization is greatly influenced by external environment, so the stressors from outside the organization or extra organizational stressors have a tremendous impact on job stress. “Extra organisiational stressors include things such as social/technological change, the family, economic and financial conditions, race and class, and residential or community conditions” (Ivancevich and Matteron, 1980).

In any organizational set up, workers work in groups. So, interpersonal relationships between the members of the group may be a potential factor for job stress. Group stressors can be categorized into (1) Lack of group cohesiveness, (2) Lack of social support and (3) Intra individual, interpersonal and inter group conflict. Job stress may not be always due to extra organizational, organizational and group stressors, but also due to individual himself/herself. The individual stressors are role conflict, ambiguity, individual dispositions, personal control, learned helplessness, etc.

1.10.4 Teacher Stress

Teaching is a complex process wherein teacher is expected to exhibit many skills. This makes a teacher to experience stress in the profession.

Werner (1980) views that “Employee stress and burnout are also frequently perceived to be symptoms of dissatisfaction and low morale. Psychological stress is
believed to be manifested by feelings of frustration, great pressure and a lack of control over one’s emotions and environment”.

A teacher in his attempt to execute complex teaching skills is subjected to stress and he faces an ambiguous and conflicting demands from others, further when work is too difficult and heavy. Teacher stress generate dissatisfaction, which in turn affect teacher competence.

Pettergrew and Wolf (1982), opined that “Teacher stress has a nation wide concern, and relatively new area of empirical research”. Concerns regarding stress among school teachers have been raised for over 40 years (Turk, Meeks and Turk, 1982). From this it is evident that eventhough teacher stress is considered to be very significant in any educative process, much attention is not drawn towards this. Teacher behaviour and his performance, student behaviour and his performance, classroom interactions, school and classroom climate may be considered as the important components of any educative process.

It is not easy to ascertain sources of teacher stress, as its ambit is unlimited. However, several attempts are made to identify the sources that possibly create stress among teachers. “Factors reported by teachers as being troublesome or stressful have included student discipline, negative student attitude towards school, physical violence, inadequate preparation time, lack of clear role definition and heavy work loads”. (Bearly, Myette, and Serna, 1983; Chickon and Koff, 1978; Golladay and Noel, 1978; Olander and Ferrell, 1970).

Kaiser and Polczynsky (1982), identified factors within educators themselves as a potential source of excess stress. Quick and Quick (1979), proposed four groups
of factors creating work stress. They are: 1. Role factors, 2. Job factors, 3. Physical factors and 4. Interpersonal factors. A heap of literature available on job stress identified main sources; such as job setting, organisational, situational, lack of control over work, coworkers, etc.

The antecedents of job stress and macro level organizational stressors proposed by Brief (1981), are found to be more apt and appropriate and applicable to teacher stress. Out of many sources of teacher stress societal, family (extra organizational stressors) work load, occupational hazards (organization stressors), student behaviour (group stressors) and hindrance to professional growth (individual stressors) are considered to be more prevalent.

Teacher is subjected to stress due to incoherent social life, widening social distance, segregation, lack of societal support, corruption, nepotism, unnecessary societal involvement in day-to-day activities, high degree of societal indiscipline, deterioration of values, lack of social security, etc.

Family being the basic institution in the society is also a major agency which influences the teacher behaviour, the lack of proper understanding between members of the family, controlling and directing the children, satisfying the family needs, irresponsibility of certain members of the family, shouldering of entire responsibility of the family, etc. are some of the stressors creating stress among teachers. Teacher stress is not confined to things that happens inside the school during working hours, every teacher is expected to interact properly with external environment other than school. Thus, extra organisational stressors, including things such as societal and technological changes and the family. Rapid social change demands a teacher to
change his working style. A family situation can also act as a significant stressor for teacher, as he is expected to cater the needs of the family.

Besides the potential stressors that occur outside the school, there are also those associated with the school itself. Teaching as a profession demands continuous growth, but teachers while discharging their day-to-day responsibilities may not find enough time for further studies, unable to utilize the training and skills they received, unable to cope up with the salaries, lack of opportunity for reading professional journals, lack of opportunity for inservice training, less chance for further promotion, etc., are acting as sources of stress on teachers.

Teaching as an occupation, present certain situations wherein teacher has to adjust to unhealthy school atmosphere. Lack of recognition for effective teaching. Teaching the subjects in which he is not interested, lack of support for innovative approaches, lack of enthusiasm in staff meetings, monotonous working conditions, difference of opinion with the head of the institution, etc. are the situations acting as sources of stress.

Student behaviour is also a major component in the teaching learning process. Continuous misbehaviour of certain students, non-acceptance of teachers authority, indiscipline in the class, lack of interest on studies. Threat from the students, lack of attention in the class, unable to estimate the students. lack of positive response form students, etc. are some of significant sources of stress on teachers. Thus, students as a group can be significant source of teacher stress. Similarly lack of group cohesiveness in school, lack of social support and interpersonal conflicts create teacher stress.
1.10.5 Effects of Stress on Teacher?

As job stress affects organizational performance, teacher stress impedes teaching competence. In fact, it is assumed that mild stress can even enhance performance but high levels of stress can create physical, psychological, and behavioral problems among teachers. There are several research studies which observed that a high level of stress may be accompanied by physical illness such as high BP, ulcers, and even cancer. Similarly, high levels of stress may be accompanied by psychological problems such as anger, anxiety, depression, nervousness, irritability, tension, and boredom. Excessive stress may also result in behavioral problems such as sleeplessness, under-eating or over-eating, increased smoking and drinking, and drug abuse. Many research studies have established some strong correlates of teacher stress. From these researches, it is found that teacher stress is related to job dissatisfaction (Rudd and Wisemon, 1962; Kyriacou and Sutcliffe, 1979), absenteeism (Bridger, 1980; Kaiser and Polezynsky, 1982); greater intention to leave the profession (Kyriacou and Sutcliffe, 1979), physical distress (Coats and Thorensen, 1979) and teacher performance (Kyriacou and Sutcliffe, 1977-78; Pettergrew and Wolf, 1982b; Kaiser and Polezynsky, Solomon, 1960).

1.11 TEACHER ADJUSTMENT

The term ‘adjustment’ has been borrowed from a biological concept of adaptation to emphasize the individuals’ struggle to get along or survive in his or her social and physical environment. It signifies to make one-self fit the demands of external world, but actually, adjustment consists of two kinds of processes: fitting one-self into given circumstances and allowing the circumstances to fit one’s needs.
Adjustment is a continuous process in the human life. In fact, adjustment is the real
essence of education and the most required quality of an educated individual.

In any education system the teacher is considered as the main instrument of
accomplishing the aims of education but the present day teacher is surrounded with
several problems of adjustment. A teacher can work properly and would deliberately
exhibit his teaching competence only when he is able to maintain a balance between
two processes of adjustment mentioned earlier. This is to say that the teacher should
fit himself into given situation and changing the situation to fulfill his needs.

Teacher adjustment is a state in which the needs of a teacher on one hand and
the claims of his environment on the other hand are fully satisfied. It is interesting to
view teacher adjustment as a social system proposed by Getzels (1975), who opines a
social system as involving two classes of phenomena which are at once conceptually
independent and phenomenally interactive. There are, on the other hand, institutions
with certain role and expectations that will fulfill the goals of the system. On the other
hand, there are individuals with certain personalities and dispositions inhabiting the
system, whose interactions comprise what is called social behaviour. Behaviour in the
school can be understood as a function of the major variables: 1. Institution, role and
expectation which together refer to the normative dimension of activity in a social
system; and (2) Individual, personality and disposition which together refer to the
personal dimension of activity in a social system.

Getzels (1975), further states, “... no two individuals are alike even when
they are presumably performing the same role. Each individual stamps the role with
the characteristic style of his own personality. Not all teachers “teach”, not all pupils
“learn” at least not in the same way. Social behaviour is a function not only of normative expectations but also of personal dispositions, and the two may not coincide”.

Further Gates and Jersild (1973), viewed “adjustment as a continual process by which a person has harmonious relationship between his environment and himself”.

According to Shaffer (1961), “adjustment is a process by which living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”.

In the light of the above theoretical framework the adjustment may be conceived as a process of bringing out balance between normative expectations and personal dispositions between his environment and himself, and between his needs and circumstances that influence the satisfaction of these needs. In order to understand the teacher adjustment of a particular teacher, it is necessary to know his role expectations, the individual disposition, his needs and his environment.

Teaching has become increasingly challenging and complex. Under the present changing conditions, the teacher of today has to emphasise the harmonious development of the child, so that they can contribute to the maximum for the national development and social welfare of the country. Teachers should play an important role for the mental health of a nation. For this teacher should have adequate adjustment with pupils and environment. A well adjusted teacher is likely to have a positive influence on his teaching and on his students.

Blair (1962), rightly observed, “It is clear that although samples used, methods and findings differ, there is an agreement that a significant percentage of the teacher
population is so maladjusted that teaching suffer. This observation of Blair is in conformity with the assumption of the present Investigator that a better adjusted teacher is desirable so as to make teaching competent better and better.

1.12 TEACHER COMPETENCE

Teaching competence of a teacher or teacher competence refers to the set of knowledge, abilities and beliefs of teacher possesses and brings to the teaching situation. Each specific type of competence is called competency. Teaching competence is the sum total of all the competencies possessed by the teacher that are used in the teaching situation. The teachers’ performance in the class is thus dependent on the teachers’ competencies. Since the teacher brings about changes in pupils’ learning using the repertoire of teaching competencies, teacher effectiveness can also be inferred from a measure of teaching competence.

Though teaching competency has been recognized as an important component of teaching learning process, relatively little effort is made to define the term A peep-in into the literature of teacher effectiveness as one finds many related terms such as ‘teaching success’, ‘successful teacher’, ‘teaching efficiency’, ‘teacher performance’, ‘teacher competency’, etc.

“As one looks through heap of investigations in this field”. Writes Barr (1961), “One finds various terms used to designate or describe the successful teacher. Frequently the word ‘efficiency’ is used. One will note, too that the terms are sometimes applied to teacher as in the teacher efficiency and some times in the teacher behaviour as in the teaching efficiency”.
Medley (1982), states that the teacher competency as “those of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Teacher competency differs from teacher performance and teacher effectiveness in that it is a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another”.

By this it is evident that the knowledge of subject matter, teaching skills, beliefs and feelings of teachers may be considered as the components of teaching competency that a competent teacher is supposed to possess.

Researchers study teacher effectiveness in three components: presage, process and product. Here the presage component refers to thought processes, training aspects and personality factors of the teachers. The process component refers to the teacher’s actions or classroom practices and the product component refers to the quality of products, i.e. students produced.

Jangira (1979), states “teacher effectiveness has been considered into its three separate components for convenience of presentation. It should not be taken that these components are water tight compartments. It also follows that there are no clear cut lines to distinguish one component from the other”.

Teaching is an important part of the process of education. Its special function is to impart knowledge, develop understanding and skill. It is a relationship which is established among three focal points in education—the teacher, teacher, student and the subject matter. It is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate goals. American Educational Research Association in ‘Handbook of Research on Teaching’ (1962),
says “Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person”.

Teaching is a comprehensive phenomena which constitute thinking, planning and decision making of teachers. Jackson (1968), reported the results of one of the first studies that attempted to describe and understand the mental constructs and process that underlie the teacher behaviour. But his contribution to research on teaching is to understand how and why this process looks and works.

To substantiate how research on teacher thought processes complements the larger body of research on teacher effectiveness, Clark and Peterson (1986), have developed, a model of teacher thought and action of course they make no claims for the empirical validity of this model but rather offer it as a heuristic device.

The model depicts two domains that are importantly involved in the process of teaching. Each domain is represented by a circle. These domains are: (a) Teacher’s thought processes, (b) Teacher’s actions and their observable effects. These two domains differ in at least two important ways. First, the domains differ in the extent to which the processes involved are observable. Teacher’s thought processes occur “inside teacher’ heads” and thus are not observable. In contrast, teacher behaviour, student behaviour and student achievement scores constitute observable phenomena. Thus, the phenomena involved in the teacher action domain are more easily measure and more easily subjected to empirical research method than are the phenomena involved in the teacher’ thought domain. The domain of teachers’ thought processes presents challenging methodological problems for the empirical researchers.
Second, the two Domain represent two paradigmatic approaches to research on teaching prior to 1975, the dominant research paradigm is the process-product approach to the study of teacher effectiveness. Process-product researcher’s have been concerned primary with the relationship between teachers’ classroom behaviour, students’ classroom behaviour and student achievement. In contrast, the domain of research on teachers thought processes constitute a paradigmatic approach to research on teaching which has only recently emerged.

In this model it is assumed that the relationship between the behaviour, student behaviour and achievement, components in the domain of teachers’ actions and their observable effects, are reciprocal.

Three major categories of teachers thought processes are, teacher planning, teachers interactive thoughts and decisions and teachers theories and beliefs. The double headed arrow between the domains of teacher thought and action in this model indicates that there is a reciprocal relationship between these two domains. Teachers’ actions are in a large part caused by teachers’ thought processes, which in turn affect teachers actions. It is viewed that the process of teaching will be fully understood only when the two domains are brought together and examined in relation to one another. In the present study teacher planning in the domain of teachers thought processes and in the domain of teachers action and their observable effects, teachers’ classroom behaviour and students’ classroom behaviour have been taken into consideration.
1.13 ACADEMIC ACHIEVEMENT

Carter (1959) in his study says according to the dictionary of education Academic Achievement means ‘the knowledge attainment or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers or both’.

Dictionary of Psychology (Chaplin, 1965) defines educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both.

The variable that measures the ‘Academic Achievement’ in DIET second year students June to October months syllabus was taken as the dependent variable and the following methodologies were selected for study with objective type questions.

- Methodology of Science
- Methodology of Social Studies
- Methodology of Mathematics
- Methodology of Telugu language and
- Methodology of English language

For the purpose of determining the degree to which item is effective in discriminating between high and low achievement, an item analysis of the items were concluded with data and finalised with expert teams of DIET faculty members.

1.13.1 Stress and Academic Achievement

A mild amount of stress is an inevitable part of life. The intrinsic motivation is aroused with the help of needed stress. This leads to academic achievement in life and prosperity in society. A learning DIET students needs certain degree of stress to learn
all its materials without delay. Moderate stress creates possible motivation to acquire knowledge awareness about the happiness and ultimately leads to problem solving and creativity. Most of the DIET students take the examination very seriously because it is supposed to be one of the academic achievement. It is better to say many achievements are the consequences of the inspiring amount of stress obtained from the environment, society and the person himself. But, if the intensity of stress exceeds beyond the optimum level or affordable level based on the individual it causes harmful drastic changes in the individual as well as the society.

An optimum stress is like honey, which acts like medicine to produce energy and flavour to the endeavour of human physiological and psychic functioning and enhances creative activity. It is a boon for realisation and academic achievement of better things in life. But, the intake of too much of honey makes a man dull, lazy and thirsty. Likewise, stress at an optimum level helps an individual to be successful and adds fragrance of his life.

Sander’s (1984) study suggests that school and classroom conditions brought about to a significant extent by the faculty desegregation policy. The academic achievements of each racial group of students have been affected by ramification of the policy. Academic achievement among black students are negatively related to the extent to which their teachers are racially isolated. The academic achievements of all students are positively associated with teaching experience and negatively related to faculty turnover.

Veldman and Sanford’s (1984) study report significant high correlation between classroom ability and class mean achievement within classes higher ability.
students achievement at higher levels than did lower ability students. Significant interaction effects are noticed indicating that both high and low ability students better in high ability classes and that the impact of the class level is more pronounced with low ability students.

Kulkarni (1986) analyses the relationships of school environment, socio-economic status, educational aspiration, intelligence and academic achievement. Obtained results suggest that schools differ significantly by perceived school environment, socio-economic status, educational aspiration and academic achievements at Xth standard and XIth standard. Significant relationship exists between perceived school environment and academic achievement at Xth and XIth standards.

Hayneman’s (1983) study provides promising evidence to explain the consequences of quality of school. Hayneman’s analysis using data from developed and developing countries including India reveal that the quality of schools, particularly the classroom tools, in low income countries explain three, and even four times, the differences in achievement than it can in high income countries. For Heyneman, the proper the country, the larger the impact on achievement, school quality seems to have.

Lyons (1984) research study attempted to compare the relative efficiency of cooperative competitive and individualistic goal structures on academic achievement of students.
Scott (1982) conducted a study on effects of mixed sex and single sex cooperative grouping and individualisation on academic achievement of early adolescent females.

Readon (1985) analysed effect of cooperative team learning strategy on students academic achievement and related components of classroom climate.

Griffiths (1995) in his study observed that parental encouragement was a potential factor of progress in academic achievement of girls.

David (1952) conducted a study among college underachievers and found that underachievers have no healthy relation with fathers. McCelland (1953) observed that academic achievement to a large the scholastic performance is highly correlated with the attitude of parents towards their children’s education and generally underachievers have poor relationship with fathers.

Weigard (1959) found out that the parental reinforcement is positively correlated with academic achievement performance of their children.

Iverson, Brownlee and Walberg (1918) studied the effect of parent teacher contact on student learning. The study found that the number of contacts have differential effect on academic achievement gains with increasing number of contacts, young students made significant gains in reading.

Burt (1995) revealed in his study that there is relationship between a child’s achievement and his home environment.

A study conducted by the NCERT (1997) indicated that both father’s and mother’s education are positively and significantly related to the students academic achievement.
Girls typically academic achievement at a level slightly below that of boys, but this difference is not found in all states for all subjects. NCERT (Shukla et al., 1994) found this gender difference.

Academic achievement of DIET students also framed above mentioned fond of experts in the field of all methodologies.

1.14 ORGANISATION OF THE REPORT

Chapter I of the present report contains introduction and theoretical overview of the problem, need and significance of the present study, statement of the problem, objectives of the study, definitions of terms used in the investigation, hypotheses, specific questions to be answered and delimitations of the study.

Chapter II presents a summary of related studies conducted abroad and India and reviewed by the Investigator.

Chapter III describes the methodology of the study covering the design of the study, selection of sample and sampling procedure, description of tools used for data collection, scoring procedure and statistical techniques used for analysis.

The details of the analysis of data and interpretations are given in Chapter IV.

Chapter V presents a summary of the study, major findings, tenability of hypotheses, educational implications of the study, discussion and suggestions for further research in this area.

The researcher after a thorough study of the set conceptual framework, has extensively surveyed the literature on the five variables namely, Stress levels, Teacher competence, Academic achievement, Adjustment and Home environment. A systematic treatment of review of related research is reported in Chapter II.