CHAPTER - I
INTRODUCTION

Education in any country arises out of the needs to promote the well being of that society, enhance its value structure and set it up in a way that is intended to be permanent and in conformity to those norms. It must seek to redirect and reconstruct the social order to meet the needs of the future.

'Goodness' of an education programme is determined to a large extent by the teachers. Good teachers who are willful in developing understanding of the world in which man lives, insight with respect to the ways and means of stimulating intellectual appetites and capable of patience, understanding and sincere feelings for others may pave the way for an enlightened and productive society. (Ryans, 1969).

No system of education is better than its teachers. The quality of education and the standards of achievement are inseparably inter-related with the quality of teachers. In this context, it is quite befitting to recall the operations of the Indian education commission (1966) "of all the different factors which influence the quality of teachers, competence and character of teachers are undoubtedly the most significant". Nothing is more important than securing a significant supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". The best teacher is one who possesses good mental health and who is fully satisfied with his/her occupation. The modern civilization with all its advancement has made the life of the teachers
more complex and stressful and due to this his physical and psychological well-being have been affected. According to Henry (1956), "If we are to guide children towards emotional health we must ensure that environment is conducive to good emotional adjustment". Since the teacher is an important part of this environment the mental health of teacher is a concern to all. Thus, for the teacher, mental health becomes an important professional as well as an important personal goal.

The National Policy on Education (1986) has rightly observed that no. people can rise above the level of its teachers. So teachers must be encouraged to develop their uniqueness and seek the place in the school where their contribution can be most worth.

According to Secondary Education Commission (1952-57) "We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his professional earnings, his professional training and the place that he occupies in the school as well as in the community invariably depends on the kind of teacher working in it.

In the view of Lulla (1981) "teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching-learning situation viz. (a) healthy interaction in the classroom. (b) an healthy participation by students in lessons. So a mentally healthy teacher creates healthy teaching learning situations.
It was Halbert Dunn who first coined the term “Wellness” in 1961 and defined it as “an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable”. The realization of such potential is considered to be good life that includes loving others, pleasure, or self-insight. Another idea of what constitute a good life, however, is that it is desirable for people themselves to think that they are living good lives. This subjective definition of quality of life is democratic in sense that it grants to each individual the right to decide whether his or her life is worthwhile. It is this approach to defining the good life that has came to be called “subjective well being” (SWB) and in colloquial terms is sometimes labeled “happiness” (Diener, 2000) In defining happiness it is common sense to combine the frequency and intensity of pleasant emotions i.e. the people considered to be the happiest are those who are intensely happy more of the time. Experiencing pleasant emotions most of the time and infrequently experiencing unpleasant emotions even if the pleasant emotions are only mild is sufficient for high report of happiness (Larsen & Diener 1985).

Subjective well being (SWB) is a field of psychology that attempts to understand people's evaluations of their lives; being cognitive e.g. life satisfaction (global judgement of one’s life), satisfaction with important domains (e.g. work and marital satisfaction) and affective e.g. positive affect (consisting of the frequency with people experience pleasant emotions and moods (viz. joy, affection and pride) and negative affect, experiencing few unpleasant emotions and moods (viz. shame, guilt, sadness, anger and anxiety) Thus a person is said to have abundant subjective well
being if she or he experiences satisfaction, frequent pleasant emotions and infrequently experience unpleasant emotions. Contariwise, a person is said to have low subjective well being if he or she experiences dissatisfaction and infrequently feels pleasant situations and frequently feels unpleasant emotions.

Inglehart (1990) proposed that as basic material needs are met, individuals move to a post-materialistic phase in which they are concerned with self-fulfillment, it is likely that SWB becomes an even more valued goal. Thus, although SWB is not sufficient for the good life (e.g. Diener, Sapyta & Suh 1998) it appears to be increasingly necessary for it.

Mental health professionals have become increasingly concerned with psychological well-being and ways to promote it rather than focus on negative affect dimensions like anxiety, depression and insecurity. Some of the most common indications of positive well being are happiness, self esteem, optimism and life satisfaction (Sehgal 1999). Self-esteem has been widely defined as the personal judgement of one's worth. (Flemming and Watts 1980). Happiness has been defined as the balance between positive and negative affect (Bradburn, 1969). Life satisfaction has been defined as a global evaluation by the person of his or her life (Pavot et al., 1991) Optimism refers to a general tendency to expect a favourite outcome in one's life. (Scheier and Carver, 1985). Life satisfaction seems to complement happiness (Andrews 1991).

There are, at present, two schools of thought about the meaning of mental health. One, largely represented in the medical profession, finds it fruitful to think about mental health as the absence of mental disease According to Richok (1970), mental health
may simply be defined as absence of disabling mental illness. The second, largely represented by psychologists, the teaching profession and psycho analysts regards mental health in positive term as the presence of certain psychological characteristics.

Mental health is aptly defined as the full and harmonious functioning of total personality, realizing one's full potential in the world of work with satisfaction and contentment to oneself and benefits to the society (Kunhi Krishnan & Stephen, 1992) The dual factor theory of mental health (i.e. negative and positive mental health) postulates that different set of factors that contribute to negative and positive mental health. Positive mental health could be manifested as a general feeling of well being (Sinha, 1990). So subjective well being is only one but important aspect of mental health or psychological health.

Davis (1965) has expressed that extremely bad mental health people may not be equated with mental illness. In his book entitled, "Education for positive mental health, he has concluded as follows:

“In the general population, individual vary within a dimension of generalized subjective distress. Those people who are high in dimension, tend towards multiple complaints in the areas of (a) overall assessment of happiness, morale, spirits, blues etc. (b) feeling of hostility (c) physical tension (d) physical complaints headaches, loss of appetite, insomnia, upset stomach, chronic tiredness... all different sorts of complaints and ailments in different parts of the body."

Whenever an individual finds himself trapped in such situation, he does not have matching coping strategies to deal with it effectively, he gets himself mentally strained. This mental strain is reflected in symptoms like anxiety, tension, restlessness or hoplessness among others. If it is felt for too long and too extensively
by the person, these symptoms may take a definite form or get 'syndromised', representing a given illness. Mental health, therefore, should not be confused with mental illness, it is a study of the pre-illness mental condition of the person. Mental health, as such, represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms both mental and somatic in the person.

The concept of "self actualization" has served as the primary understanding of psychological well being (Kasser & Ryan, 1993, 1996; Ryan et al., 1997). The use of this particular understanding of well being was based on the belief that Maslow's (1954) theory of personality most closely matched a broad definition of well being. Maslow considered the highest level of well being for individuals to be "self-actualization".

Adler believed that an individual's psychological well being cannot be understood without including one's whole being as part of a group namely the family and one's social world (Ansbacher & Ansbacher, 1956) He termed this concept as social interest and believed that it was central to understanding psychological well-being. Specially, this social feeling, as it is often named, takes on a global attitude in the individual's life.

Another concept receiving attention in the psychological literature is that of 'communitarianism' which has came to mean a push toward the 'we' rather than the 'me', that is, the concept represents a reaction against a perceived growing individualism. Communitarians do not suggest a pendulum swing in favour of suppressing individuality or excessively promoting the needs of the
community over the individual, rather there is a notion that equates the well being of a people with a commitment to the common good including both rights and responsibilities (Frost and Frost 2000)

Today the term stress is used in everyday vocabulary to capture a variety of human experiences that are disturbing or disruptive in some manner or the other. Stress involves a perceived discrepancy between the demands of the situation and the resources of the person. The emotional and physical strain that accompanies stress is uncomfortable, Therefore, people can’t remain in a continual state of tension and they are motivated to do things to reduce their stress. These things are what is involved in coping.

Since people engage in coping in an effort to neutralize or reduce stress, coping activities are geared toward decreasing the person’s appraisal of or concern for this discrepancy. Thus, coping is the process by which people try to manage the perceived discrepancy between the demands and resources they appraise in a stressful situation. The word manage in this definition is important. People using coping efforts can be quite varied and do not necessarily lead to a solution of the problem. Although they can and some would argue, should be aimed at correcting or mastering the problem, they may also simply help the person alter his or her perception of discrepancy, tolerate or accept the harm or threat or escape or avoid the situation (Lazarus and Folkman 1984; Moos and Schaefer, 1986).

People cope with stress through their cognitive and behavioural transactions with the environment. The most commonly used definition in this context is that of Lazarus and Folkman (1984) who define coping as "constantly changing cognitive and behavioural
effort to manage specific external or internal demands that are appraised as taxing or exceeding the resources of the person". There are three key features of this definition.

First, it is a process oriented meaning and that it focuses on what a person actually thinks and does in a specific successful encounter and how this changes as the encounter enfolds.

Second, coping is viewed as contextual that is influenced by the person's appraised of the actual demand in the encounter and resources for managing them. The emphasis on context means the particular person and situation variable together shape coping efforts.

Third, we make number of priori assumptions about what constitutes good or bad coping.

This Lazars and Folkman framework is a process oriented, not trait oriented and emphasizes that the approaches people use to cope change with time, experience and the nature of the stressor rather than people being "preprogrammed" to use the same coping behaviour regardless of the stressful experience. In other words, coping is the process that is used to help master a problem but coping does not necessarily mean that one has mastered the problem.

Theoretical antecedents of coping as style or a dispositional variable can be traced back to psychoanalytic and ego psychology. According to Frued (1940) coping is a defense mechanism that enables one to deal with conscious sexual and aggressive conflicts. The noted psychodynamic writer Hann (1977) has suggested important distinction between coping and defense mechanism:
Defense mechanisms have more negative properties in comparison to the actual working of coping mechanisms. Defense mechanisms are rigid in their operations, unconscious and distorting of reality. On the other hand, coping supposedly is more forward looking, flexible, largely conscious and attentive to reality.

But Synder (1997) opines that one compromise between these two positions is that defense can be categorized between being adaptive or maladaptive, with the implication that the more adaptive defenses are similar to the coping that is characteristic of positive illusions.

In general coping behaviour reflects a person’s mode of responding actively or passively to environmental demands. It is not the presence or absence of stress that makes a person effective or ineffective but it is the way this stress is managed which is a crucial factor. Individuals vary greatly in their capacity to endure stressful situations and there is, undoubtedly, self selection in the kinds of jobs and stresses that individuals choose. The effective coping strategies like identifying and appraising the stressful situations effectively responding and managing one’s emotions lead to the development of balanced personality (Cobb 1992).

When considering the process by which individuals select coping strategies it is tempting to conclude that individuals under stress consciously generate a comprehensive set of coping alternatives, evaluate the potential consequences of each alternative and select the strategy which minimizes stress and maximizes well being. It is a well known fact that individuals seldom adopt such a thorough rational approach. Instead it is seen that people systematically violate the principles of rational decision making.
when generating, evaluating and selecting alternative courses of action to solve a problem. This is true in every life situation may be home social life or work life in any organization.

Organizational climate is the human environment within which the organization's employees perform their jobs. It is the shared and summated perception of employees who work and live in the organization, about the policies, procedures and practices of that organization which would influence their work and satisfaction. Climate perceptions become important because they act upon dominant individual predispositions and behaviour of the employee towards the organization. In effect, they attempt to moderate the outcome behaviours and the manners in which employees negotiate the organizational realities as perceived by them. These perceptions have further bearings upon the employee-organization linkages.

Organizational climate is a molar concept and illustrates a common dilemma in efforts to describe and understand human behaviour in organizations. A substantial amount of organizational behaviour research has been concerned with the subject of organizational climate which means (i) a global impressions of the organizations which members form as a consequence of interacting with other member policies, structure and processes (ii) these climate perceptions are descriptions of environmental events and conditions rather than evaluations of them. (iii) the climate construct is multidimensional (Hellreigel & Slocum 1974; Schneider & Synder, 1975).

Organizational climate may be conceived of as the aggregate perception of the characteristics of work place by the respondents. The organization is an entity with varied features. These features will
be perceived and reacted upon by the respondents. The role of features of the organization as influencing agents of people's behaviour has been of inherent interest to the industrial and organizational psychologists. At times the concept of organizational climate is used as an intervening variable, mediating between organizational factors and motivation tendencies. Organizational factors such as structure, leadership, managerial practices and the decision processes are realities and these realities are perceived by members of the organization, allowing climate to be viewed as a filter through which objective phenomenon must pass. This perceived organizational environment or climate is seen as arousing motivation which, in turn, causes emergent behaviour resulting in various consequences for the organization such as satisfaction, productivity or performances and retention of turnover (Srivastava, 1987).

Organizational climate has a major influence on human performance through its impact on individual motivation and job satisfaction. It does this by creating certain kinds of expectancies about what consequences will follow from different actions. Individuals in the organization have certain expectations and fulfillment of these expectations depends upon their perception as to how the organizational climate provides a type of work environment in which individual feels satisfied or otherwise. Since satisfaction of individual goes a long way in determining his efficiency, organizational
climate can be said to be directly related with his performance in the organization.

1.1 Conceptual Framework of Variables:

1.1.1 Well Being

The concept of well being has its rootings in mental health and with plethora of researches, it is being used synonymously with adjustment, mental health and wellness.

The White House Conference (1930) in its preliminary report stated – “Mental health may be defined as the adjustment of the individual to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behaviour and the ability of facing and accepting the realities of life”.

The International Preparatory Commission (1948) of the International Congress on Mental Health proposed a definition that stated, “Mental health is a condition which permits the optimal development - physical, intellectual, emotional - of the individual so far this is compatible with that of other individual.”

English (1958) states that mental health is “a relatively enduring state where in the person is well adjusted, has a zest for living and in attaining self-actualization or self realization”. It is a positive state and not mere absence of mental disorder.

According to Random House Dictionary (Stein, 1966): Well-being is a good or satisfactory condition of existence a state characterized by health, happiness prosperity and welfare.” Dunn (1964) suggested that mental health or well being must involve a balance among several components of the individual and the society in which he lives.
The Oxford English Dictionary (Simpson and Weiner 1989) states well being as, "a state of being or doing well in life, happy, healthy or prosperous condition, moral or physical welfare".

According to Bradburn (1969), the psychological well being is somewhat malleable concept which is to do with people's feelings about their everyday life activities.

Travis (1978) described 'wellness' as "an attitude about one's own process of self care involving understanding of basic emotional and physical needs and the kind of habits and life-style necessary to meet these needs".

According to Jasnoski and Schwartz (1985), wellness may be emergent property of the individual experiencing optimal health. Wellness emerges from state of living, human system in optimal health.

Archer, Probert and Gage (1987) defined wellness as "the process of a state of quest for maximum human functioning that involves the body, mind and spirit."

According to Scherman (1989) the wellness typically includes the provision of nutritional information services designed to improve value classification and self understanding, stress management, physical fitness and self care.

General well being may be defined as subjective feeling of contentment, happiness, satisfaction with life experiences and one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. These things are difficult to evaluate objectively. Hence, the emphasis is on the term "subjective well-being. It may be maintained in adverse circumstances and conversely may be lost in favourable situation. It is related to
but not dependent upon the physical/psychological conditions. (Verma & Verma, 1989)

Wellness is characterized by Lyon (1990), “as the experience of somatic comfort (emotional and physical) and a functional ability level at or near the person’s perceived capability level.” In this definition, a person’s subjective evaluation of functional ability is a comparison between what the person believes is his or her capability level and what he or she is actually able to do. Eddin and Golanty (1992) summed up positive wellness into three categories.

1. Being free from symptoms of disease and pain as much as possible.
2. Being able to be active, able to do what you want and what you must at appropriate time.
3. Being in good spirits in most of the time.

Hatfield and Hatfield (1992) defined wellness as the conscious and deliberate process by which people are actively involved in enhancing their overall well being-intellectual, physical, social, emotional, occupational and spiritual.

Orem (1995) defined ‘wellness’ as a “state characterized by experiences of contentment, pleasure and movement toward maturation and achievement of the human potential i.e. personalization. Engagement in self care facilitates this process of personalization.

Messeret and Gupta (1998) conceptualized well being as capacity to establish positive aspects of life, general satisfaction, sense of achievement, having appropriate place or position, dissatisfaction with life.

Well being, it seems, is synonymously understood with mental health, subjective well being and wellness. In broad sense, it is
viewed in terms of physical, emotional intellectual, social, occupational and spiritual health encompassing an individual's life span. It is a continuously developing state of affairs, may be positive or negative, that affects an individual's capacity to deal with life situations.

1.1.2 Coping strategies

According to Lazarus and Baker (1950) psychological stress occurs when a situation is perceived as thwarting or potentially thwarting to some motive state, thus resulting in affective arousal and in the elicitation of 'regulative process aimed at the management of affect.” The expression “regulative processes” refers to coping.

Coping is defined as the diverse pattern to reaction to threat (Lazarus, 1966) while Pareek (1982) views it as the way of dealing with stress. It has also been considered in terms of problem solving efforts made by an individual when the demands he/she faces are highly relevant to his/her welfare and when these demands tax his/her adaptive resources (Lazarus, 1974). Coping has also been defined as a purposeful effort undertaken by an individual in an attempt to manage or overcome stressful situations and the negative emotions that are associated with them (Lazarus and Folkman 1984), and also as a consequence of emotional state as well (Fillip et al., 1990).

Coping strategies refer to systematic methods or techniques that allow the user to buffer the effects of stress. Coping mechanisms are subsequently activated to reduce the personal threat and mediate the stress – response syndrom (Kyriacou & Sutcliffe 1978).
Coping can be studied in terms of specific strategies used to handle a particular event or crisis. It can also be studied in terms of personal styles which tend to be more stable across situations (Kao & Sinha, 1997).

Coping behaviour is generally influenced by maturation and cognitive development such as increasing attention span, problem solving ability and understanding of peers and adults (Berk, 1994).

Lazarus and Folkman (1984) identified two forms of coping i.e. (i) problem-focused. (ii) Emotion-focused.

(i) Problem focused coping strategies are similar to problem solving tactics. These strategies encompass efforts to define the problem, generate alternative solutions, weigh the costs and benefits of various actions, take direct action to change what is changeable, seeking assistance, screening out other activities, planning and if necessary learn new skills. Problem solving efforts can be directed outward to alter some aspect of the environment or inward to alter some aspect of self. Many of the efforts directed at self fall into the category of reappraisals – for example, changing the meaning of the situation on event, reducing ego involvement or recognizing the existence of personal resources or strengths. In other words, problem focused coping include aggressive interpersonal/efforts to alter the situation as well as cool, rational, deliberate efforts to solve the problem or aimed at reducing the demands of stressful situations or expanding the resources to deal with. People tend to use problem focused approaches when they believe their resources or the demands of the situation are changeable.

(ii) Emotion focused coping strategies are directed towards emotional distress. People can regulate their emotional
responses to a stressful situation through behavioural and cognitive approaches so as to reduce or manage emotional distress. Some examples of behavioural approaches are using alcohol or drugs, seeking emotional social support from friends or relatives, engaging in activities such as sports, watching TV, meditation, venting emotions, blaming, distract one's attention, selective attention, avoiding, escape, minimizing etc. Cognitive approaches involve how people think about the stressful situation e.g. changing the meaning of situation, denying unpleasant facts, controlling, accepting responsibility, wishful thinking and positive reappraisal. Emotion form of coping is used when events are not changeable i.e. they do not change the meaning of situation.

Everyone uses both types of strategies to deal with stressful encounters or troublesome external or internal demands. Although both problem focused and emotion focused coping can occur together to the same context, problem focused coping is generally more likely in situations where people believe that something constructive can be done about the stressor and expect to see positive change.

Billing and Moos (1981) refer to following methods of coping –

(i) Active Cognitive: where the individual attempts to manage his/her appraisal of the stressful situation or event.

(ii) Active behavioural: which refers to overt behaviour attempts to deal directly with the situation or event.

(iii) Avoidance: where the individual avoids confronting the problem altogether.
Pareek (1983) proposed two types of coping strategies or styles which people generally use in order to handle stress:

(i) Functional (approach coping strategy)
(ii) Dysfunctional (avoidance coping strategy)

(i) Functional or Approach coping strategy: When the person faces the realities of stress consciously and takes some action to solve the problem himself or with the help of other people. These are active, confrontative and regenerating approaches and are termed as “functional styles” of dealing with stressful situation.

(ii) Dysfunctional or Avoidance coping: When the person may decide to suffer from accept or deny the experienced stress or put the blame on somebody (self or other) or something for being in that stressful situation. These are passive and degenerating strategies and are termed as dysfunctional styles of coping with stressful situation.

He has identified eight basic coping styles, that determine dominant style of coping:

(i) Impunitive (M) – where person simply admits of the stress or indicates that stress is unavoidable and nothing can be done about it.

(ii) Intropunitive (I) – Blame, aggression, remorse or guilt is directed by the respondent to himself

(iii) Extra-punitive (E) – The person gets irritated with situation and blame, hostility and aggression are turned against outside factors i.e. some person or thing in the environment.

(iv) Defensive (D) – The person has, both, denial of stress and rationalization of stressful situation and benefits for the stress are pointed out.

(v) Impersistive (m) The person hopes that time or normally expected circumstances will bring about the solution of
the problem i.e. patience and conformity are characterized.

(vi) Intropersitve (i) The person himself will take action related to stress.

(vii) Extrapersitve (e) The person makes requests to others to solve the problem or indicates expectations that the solution will come from other people.

(viii) Interpersitve (n) the person will deal with stress with joint efforts i.e. by the persons and some others.

Out of these eight dimensions, the first four show avoidance oriented behaviour. They are considered the dysfunctional styles of coping with stress situations as by using these styles a person either tries to accept or deny the problem or simply blame his or her own self or others for it. The remaining four dimensions are approach oriented and are regarded as functional. By using these styles, a person shows awareness of the problem, solves it and tends to take action to solve it either himself/herself or with others help.

**Skills and strategies of coping:**

People use several skills and strategies in altering the problem or regulating their emotional response when they experience stress. Folkman, Lazarus and their colleagues (1986, 1988) described several commonly used ways of coping identified from their research. The strategies serve as problem or emotion focused function. Each of these strategies is quite broad and can be applied in many ways and situations.

1. Planful problem solving (problem-focused): It analyses the situation to arrive at solutions and then taking direct action to correct the problem.

2. Confrontive coping (problem-focused): Taking assertive action, often involving anger or risk taking, to change the situation.

3. Seeking social support (can be problem or emotion focused): It tries to acquire informational or emotional support.
4. Distancing (emotion focused): It makes cognitive efforts to detach oneself from the situation or create a positive outlook.

5. Escape avoidance (emotion focused): It thinks wishfully about the situation or taking action to escape or avoid it.

6. Self-control (emotion-focused): It attempts to modulate one's own feelings or actions in relation to the problem.

7. Accepting responsibility (emotion-focused): It acknowledges one's own role in the problem while also trying to put things right.

8. Positive reappraisal (emotion-focused): It tries to create a positive meaning from the situation in terms of personal, growth.

Many strategies for helping individuals manage stress have been proposed. Some are strategies for individuals and others are geared toward organizations. (Quick and Quick 1984)

Individual coping strategies are: Exercise, Relaxation, Time management, Role management, Support Groups.

The organizational coping strategies suggested by some researches for adoption by educational administrators and staff for use in an ongoing way could help reduce source organization stress such as work overload, ambiguity and conflict (Smith and Bourke, 1992) The three coping strategies are :-

(a) Rationalize/regular work demands, duty preparation, assessment procedures, resources distribution, clarity instructional goals and share the work load.

(b) Develop support structures e.g. time – management courses, counseling services.

(c) Provide greater consideration of all teacher needs through more flexible management structures, able to provide recognition, rewards and collaboration decision making (Pithers and Fogarty – 1995).

There are many different stress reduction techniques available Kreitnar & Kinicki (1995), but the four most frequently used approaches are: muscle relaxation, biofeedback, meditation and cognitive restructuring. Each method involves somewhat different ways of coping with stress.
The researches on stress management interventions concluded that these four techniques help employees cope with occupational stress (Reynolds et al 1993, Ivancevich, 1990). But some researches advise organizations not to implement these stress reduction programme despite their positive outcomes. They rationalize that these techniques relieve symptoms of stress rather than eliminate stressors themselves (Ganster, 1982). Thus they concluded that organizations are using a 'Band-Aid' approach to stress reduction. A holistic approach has subsequently been offered as a more proactive and enduring solution.

A holistic wellness approach encompasses and goes beyond stress reduction by advocating that individuals strive for a "harmonious and productive balance of physical, mental and social well being brought about by the acceptance of one's personal responsibility for developing and adhering to a health promotion program. (Kreitner, 1982). Five dimensions of a holistic wellness approach are as follows :-

1. Self-responsibility :- Take personal responsibility for your wellness.
2. Nutritional awareness :- Because we are what we eat, try to increase your consumption of food of high in fiber, vitamins and nutrients – such as fresh fruits and vegetables, poultry and fish – while decreasing those high in sugar and fat.
3. Stress reduction by relaxation.
4. Physical fitness – Exercise to maintain strength, flexibility, endurance and a healthy body weight. A recent review of employee fitness programs indicated that they were a cost-effective way to reduce medical costs, absenteeism, turnover and occupational injuries. Fitness programs also were linked now positively with job performance and job satisfaction. (Gebhardt & Crump, 1990, Schott and Wendel, 1992).
5. Environmental sensitivity :- Be aware of your environment and try to identify the stressors that are causing you
stress. A control coping strategy might be useful to eliminate stressors.

In conclusion, advocates say that both personal and professional life can be enriched by adopting a holistic approach to wellness. Broadly speaking coping can be considered as action oriented or positive and avoidance oriented that determines individuals action plans.

1.1.3 School Organizational Climate:

The concept of organizational climate has increasingly become the focus of a wide variety of research studies. However, considerable diversity is present in the definition of this concept.

Halpin and Croft (1963) construed the organizational climate as the "organizational personality" of school. Analogously, "personality is to the individual what organizational climate is to the organization" This individual has been called different names i.e. atmosphere, tone, personality, health and climate.

According to Lonsdale (1964) organizational climate is the "global assessment of the interaction between the task – achievement dimension and the needs satisfaction dimension within the organization or in other words, of the extent of the task – needs integration".

Forehand and Gilmer (1964) defined the concept as a set of characteristics which describe an organization that (i) distinguish the organization from other organizations (ii) are relatively enduring overtime and (iii) influence the behaviour of people in an organization.

Alderfer (1967) defined the concept of managerial or organizational climate as a series of relationship between need satisfaction and organizational variable. The needs are pay, respect
from supervisors and use of skills and abilities while the organizational variables are job complexity and seniority.

Pritchard and Karasick (1973) synthesized the definition of organizational climate as a relative enduring quality of an organization's internal environment distinguishing it from other organizations (a) which result from the behaviour and policies of members of the organization especially top management (b) which is perceived by members of the organization (c) which serves as a basis for interpreting the situation and (d) acts as a source of pressure for directing activity.

Payne and Pugh (1976) defined climate "as a molar concept reflecting the content and strength of the prevalent values, norms attitudes, behaviour and feelings of the members of a social system.

Keefe et al. (1985) defined climate as the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members.

Organizational climate is a multidimensional entity represented by a set of factors viz. pride, authority, fairness, hindrance and administration. (Aggarwal 1986)

O'Neal (1987) defined school climate as the combination of eight variables (i) clear school mission (ii) safe and well ordered learning environment (iii) Expectations for success. (iv) high morale (v) Effective instructional leadership. (vi) quality classroom instruction (vii) monitoring of student progress. (viii) positive home school relations.

According to Sweeny (1988) climate is defined as the prevailing conditions affecting life and activities for effective schools, a humane, healthy school climate affecting life and activities of
students and staff is a necessity. Because school climate influences the affective domain, it is difficult to isolate climate from the skills, knowledge and attitudes that students gain through their academic studies.

Singh (1988) took into consideration 14 dimensions i.e. (1) interpersonal help (2) formalization (3) organizational risk taking (4) autonomy and pressure for performance (5) centralization (6) decentralized liberal decision making (7) lack of people orientation (8) non-participative climate (9) mechiavellian orientation (10) lack of standardization (11) formalized cross checking (12) inadequate welfare concern (13) formalized communication (14) lack of growth orientation.

According to Lindelow (1989), school climate is defined as the feeling individual got from experiences within a school system. More specifically, climate is the compositive of norms, expectations and beliefs characterizing the school, a social system, as perceived by its members.

Nagnur (1992) studied organizational climate as a perception of the management functions of the organization. The management functions included planning, organizing, staffing, directing, coordinating, reporting, budgeting communicating, representing and innovating.

In spite of the fact that school climate is being explained in a variety of socio-psychological characteristics, the earlier work of Halpin and Croft has provided a more convincing logical explanation to access school climate. Sharma (1971) after analyzing the definitions given by the different authors concluded that though different authors used different terminology defining this complex
concept, almost all agree that organizational climate could be defined in terms of interaction that takes place between members of the organization when they fulfil their prescribed roles while satisfying their individual needs. Furthermore, to operationalize the concept in the context of ‘School’, he specified that it is the resulting condition, within the school, of social interaction among the teachers and between the teachers and the principal identified six types of climate on the basis of eight dimensions given earlier by Halpin and Croft (1963):


Characteristics of principal's behaviour: Aloofness, Production emphasis, Thrust, Consideration

Sharma's (1973) endeavour to assess school climate included some changed structure of these dimensions. He refers to school climate as dependent and determined by a varied combination of these dimension as perceived by teachers than many be taken up in to two groups of characteristics having for dimensions each:

**Group Behaviour Characteristics**

1. **Disengagement** refers to the teachers tendency to be “not with it.” This dimension describes a group which is “going through the motion” a group that is “not in gear” with respect to the task at hand. In short, this sub test focus upon the teachers behaviour in a task-oriented situation.

2. **Alienation**: Refers to the behaviour patterns among the group (faculty) including the leader (the principal) which are characterized as highly formal and impersonal It reveals the degree to which the principal goes by the book and adheres to policies rather than dealing with the teachers in an informal, face to face situation. It also indicates the emotional distance between the group and the leader, and at the same time, among the group members.
3. **Esprit** :- refers to morale. The teachers feel that their social needs are being satisfied and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. **Intimacy** :- refers to the teachers’ enjoyment of friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task-accomplishment.

II. **Leader-Behaviour characteristics :-**

1. **Psycho physical Hindrance** refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary.

2. **Controls** refer to the degree to which the principal’s behaviour can be characterized as bureaucratic and impersonal in nature although task-oriented in behaviour, the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services.

3. **Production emphasis** refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly, directive and plays the role of a straw boss. His communication tends to go in only one direction and he is not sensitive to feedback from staff.

4. **Humanized thrust** refers to the behaviour of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of them selves. The behaviour of the principal though unmistakably task oriented, is at the same time characterized by an inclination to treat the teacher humanly and tender heartedly. He attempts to do something extra for them in humanistic terms and consequently his behaviour is viewed favourably by the teacher.

On the basis of response pattern on these characteristics evolved through testing techniques, six types of school climate are identifiable.
1. **Open Climate** :- It is an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal feel “all of a piece”. So the group enjoy a high degree of integration and authencity of behaviour.

2. **Autonomous climate** :- It is an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent, moderate and enjoy a degree of job-accomplishment. Absence of active leadership mixed with average controls on the part of the principal is perceived as an element of psycho-physical hindrance.

3. **Familiar Climate** :- is the conspicuously friendly behaviour of both the principal and the teachers. The teachers have established personal friendship among themselves and socially, at least, everyone is a part of a large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers.

4. **Controlled climate** :- It an environment which can be characterized as highly task-oriented at the cost of social needs satisfaction of the members (teachers). Leadership acts stem from one side and in a dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one-sided. Teachers get little job satisfaction out of task accomplishment.

5. **Paternal Climate** :- It is a situation in which there is very little scope for the members to satisfy their social needs and derive job satisfaction. The faculty has to work in the way the principal wants but at the same time principal acts as a paternal guardian of school faculty, does not ignore the individual interest and hence his behaviour is perceived as highly considerate.

6. **Closed Climate** :- is in which all members of the organization have a high degree of apathy. The organization is not moving. This climate lacks authenticity of behaviour. The principal constrains the emergence of leadership acts from the group.
The group members secure neither social needs satisfaction or job satisfaction stemming from task accomplishment.

No doubt there are different tools to assess school climate, the Indian adaptation of school organizational climate description questionnaire (Sharma, 1973) is most widely used to assess school climate to be classified into above mentioned six types. School organizational climate is based on perceptions of teachers with regard to its structure and function and teachers' own adaptive behaviour to such an environment is crucial in explaining their adjustment mechanisms leading to varying levels of well being.

1.2 EMERGENCE OF THE PROBLEM:

Teachers are very important assets and play very crucial role in every society as they are the backbone of educational system. Psychological health of each individual is the vital issue. Everybody should be healthy as well in a state of health to shoulder his day-to-day responsibilities. Teachers cannot be an exception to this. Well being of teachers is a matter of concern to all as teachers do a special duty of preparing our youth to be ideal citizens and to face the challenges of tomorrow.

It is also very necessary to recognise that teachers are human beings who basically seek growth and fulfillment of their needs, values and aspirations through their students. The teacher’s appraisal is based on the two basic components of his work life: the work related attitude i.e. work involvement and intrinsic motivation and work adjustment. These are directly related to the work of the teacher and organizational involvement i.e. those attitudes which are more related to organization’s conditions which comprise the
organizational climate. Researches have been examining the psychological and physical demands of the work environment, may be business concern or educational setting, that trigger stress. Researches are being conducted to identify many organizational factors contributing to increased stress levels among employees and also in case of teachers. Reciprocally, elevated stress levels in all organizations are associated with performance and teaching profession is no exception. Depending upon stress conditions and organizational climate, individuals, including teachers, are prone to adopt strategies that may be detrimental to their well being in one way or the other.

The research evidence on the variables of well being, coping strategies and school organizational climate is indicative of the fact that such variables, that are of utmost importance, is still far away to be conclusive to identify specific conditions that determine well being. It is more true in case of teaching profession. Hence the present study is an endeavour in this direction. Except for a few sporadic investigations where the efforts have been directed to study these variable in different combinations and constellations, most of these have been researched in piecemeal and thus not giving global picture of the whole phenomenon. Moreover, there is no such research evidence referring to senior secondary school teachers of Punjab.

1.3 STATEMENT OF THE PROBLEM:

In the light of the above facts, while keeping in view the theoretical rationale, the present study attempts to look into well being among senior secondary school teachers in terms of different types of school organizational climate and use of different coping strategies in the research problem stated as:
“A STUDY OF WELL BEING AMONG SENIOR SECONDARY SCHOOL TEACHERS OF PUNJAB IN RELATION TO COPING STRATEGIES AND SCHOOL ORGANIZATIONAL CLIMATE.”

1.4 SIGNIFICANCE OF THE STUDY:

In the present era of globalization, privatization and fast changing socio-economic realities, the educational system, especially at school level is being influenced by a number of extraneous factors. Since teachers are a part of community and school is an institution in the community, the findings of the study are expected to improve school efficacy by identification of certain key factors existing in school climate. Such an assessment of school factors, in terms of psychological set-up, when associated with adaptive behaviour of teacher can determine levels of well being among teachers. The findings pertaining to well being vis-à-vis school climate, coping strategies and other pertinent demographic variables will be helpful to educational administrators and policy makers to improve school conditions- both physical and psychological. The results of the study may be of some importance to teacher educators to evolve teacher education programmes for better well being of teachers, better efficacy and hence, better school climate. Moreover, the rationale of the study, keeping in view its delimitation, may be used by future researchers to extend and expand the scope of present study to continuously evaluate socio-cultural aspects of school system, both teachers and school for strengthening school education.

OBJECTIVES:

1. To study the nature of distribution of well being among senior secondary school teachers of Punjab.
2. To study the relationship of well being among senior secondary school teachers of Punjab in relation to school organizational climate.

3. To study the relationship of well being among senior secondary school teachers of Punjab in relation to coping strategies.

4. To study the interactive effect of coping strategies adopted by senior secondary school teachers and school organizational climate on well being among senior secondary school teachers of Punjab.

5. To study well being among senior secondary school teachers of Punjab in relation to certain demographic variables of:-
   (i) Gender
   (ii) Location of school (rural/urban)
   (iii) Teaching Experience
   (iv) Type of stream (arts/science/commerce)

1.5 DELIMITATIONS:

1. The present study was delimited to government senior secondary schools of Punjab.

2. The demographic variables were studied independently not in combination with school climate and coping strategies adopted by senior secondary school teachers.

3. Analytical approach analysis of variance was used to study well being in relation to school climate and coping strategies, and t-test was used to test significance of mean difference in well being in terms of selected demographic variables.
1.6 OPERATIONAL DEFINITION OF TERMS:

The key terms used in the study are operationally defined as under:

1. **Well Being**: Well being is viewed as the 'process and state of quest for maximum human functioning that involves the body, mind and spirit' (Archer et al., 1987) and as the 'conscious and deliberate process by which the people are actively involved in enhancing their overall well being; intellectual, physical, social, emotional, occupational and spiritual' (Hatfield and Hatfield, 1992). Well being been conceptualized in terms of physical, mental, social, emotional and spiritual dimensions of a healthy individual that facilitates harmonization of personal experiences with universal humanness, measured by Well being Scale (Singh and Gupta, 2001).

2. **Coping**: When individuals experience stress such as, they adopt various ways of dealing with it as they cannot remain in continual state of tension. Two ways of coping i.e. Approach Coping (when the person faces the realities of stress consciously and takes some action to solve the problem himself or with the help of other people. These are active approaches and are termed as 'functional styles' of dealing with stressful situation) and Avoidance coping (when the person may decide to suffer from, accept or deny the experience stress or put the blame on somebody (self or other) or something for being in that stressful situation. These are passive strategies and are termed as 'dysfunctional styles' of coping with stressful situation), an measured by Organizational Role Pics (Pareek, 1982).

3. **School Organizational Climate**: It refers to school organization and functioning which may be classified into six types of organizational climate, namely open climate, autonomous climate, familiar climate, controlled climate, paternal climate and closed climate as mentioned by School Organisational Climate Description Questionnaire (Sharma, 1973).

4. **Senior Secondary School Teachers** connote teachers teaching at +2 state in government secondary schools of Punjab. The word senior secondary school is being used for secondary school since 4 tier school system i.e. primary, middle, secondary and senior secondary was vogue during the conduct of study (Now school system is two tier since session 2005-06 i.e. elementary and secondary).