Chapter–VI

Summary and Conclusion
CHAPTER–VI: SUMMARY AND CONCLUSION

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CHAPTER-VI

SUMMARY, FINDINGS AND SUGGESTIONS

6.0. Introduction

As human beings we have achieved a level of material progress and not have even attained prosperity and bliss in our life in the present context. We have conquered many obstacles and barriers of life but still we are not happier in the day to day life. There are many who are quite eager to take the credit for the progress that mankind has achieved. Religionists, educationists, scientists, politicians and economists - are all quick to claim that humanity is indebted to them for progress. Never before in the history of the world, has the human race been in such great need to be free from conflict, stress, ill-feeling, selfishness, decent and strife. We are in dire need of peace and free neither from stress nor only in our personal life at home and work, but also at the global level. The tension, stress, anxiety and fear arising from the conflict are not only disruptive but continue to exert a constant drain on our well-being, mentally and physically.

The mind is the ultimate source of all happiness and misery. For there to be happiness in the world or in the work environment, the mind of an individual must first be at peace and happy. Today, especially in many so-called affluent societies, people are facing more problems, dissatisfaction and mental derangement in their work environment of the world. This is because men have become more work bound in nature. Their stress, tensions, fears, anxieties, and insecurity disturb their minds. This state of affairs has become the biggest problem in many countries. Since people have not learnt to maintain contentment in their lives hence naturally they will experience unsatisfactoriness (Dhammananda, 2001). Current life is full of stress with rapid changes occurring in the environment. Stress has become an inevitable part of human life. It is an emotional, intellectual or external change, demand and/or pressure. Now everyone is knowingly or unknowingly in stressful condition in their day to day work and in life.
6.1. Stresses at Work

Stress at work is a relatively new phenomenon of modern lifestyles. The nature of work has gone through drastic changes over the last century and it is still changing at whirlwind speed. They have touched almost all professions, starting from an artist to a surgeon, or a commercial pilot to a sales executive or a teacher trainee to teacher educator or a junior division clerk to administrative head. Job stress in organizations is widespread. Extensive research shows that excessive job stress can adversely affect the emotional and physical health of workers. The result is decreased productivity, less satisfied, and less healthy workers. Lawless (1991) viewed that excessive job-related stress is not a small or isolated problem. They point to a pattern of workplace or organizational stress that has maintained a stubborn presence throughout the 20th and into the 21st century. Some of the most visible causes of workplace stress are: job insecurity, high demand for performance, technology, workplace culture, and personal or family problems.

6.1.1. Situational Stress in Teaching

By all definitions the profession of teaching has a very prestigious place in all professions. A teacher is a kingpin in the entire system of education. The role and responsibility of a teacher is multitasked in the present day school system. Almost all cultures of the civilized world have considered their teachers in a very high esteem. Times have changed and the societies and cultures have drastically diversified, but the tasks of a teacher are primarily the same, which is the transfer of knowledge to the next generation. With change in cultural norms and traditions in the societies there has been a drastic change in the expectations from a teacher. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining a student and some have put additional burden on teachers in respect their preparation of lessons and adopting and maintaining their teaching styles. Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching a child what are in a text book.

Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a
survey assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top. The report, the Scale of Occupational Stress: further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves ‘highly stressed’, while 58.5% came into a ‘low stress' category, while 36% of teachers felt the effects of stress all or most of the time (NUT Health & Safety Briefing: Tackling Stress 1999). The figures from teacher’s support line, USA, show different reasons that cause distress to teacher (Teacher Support Line: First report, Managing Stress in Schools, 2000) are: stress, anxiety and depression (27%), conflict with managers or colleagues (14%), pressure of workload and excessive changes (9%) and relationship, marital and family problems (5%). This shows that the highest percentage is job related stress that can wreck a professional teacher personally while discharging his duties.

Results of these studies indicate that in seven of the ten locations, teachers who said they might leave teaching within the next two years experienced higher degrees of stress and burnout than their non leaving peers (Pacific Resources for Education and Learning R&D Cadre, 1998). These potential leavers displayed more emotional exhaustion, greater feelings of depersonalization, and less personal accomplishment in their jobs. These findings are corroborated by research conducted by Kyriacou and Sutcliffe (1979), who acknowledged that the intention to leave teaching is associated with teacher stress.

6.1.2. Personality and Stress

Certain features to our personality that make us unique as people; however there are many aspects of our personality that are similar to other people. These similar personality factors are called Personality Traits. Research has indicated that certain personality traits can make us more vulnerable to stress. In stressful situations, all personality types display symptoms that are disadvantageous to others and unproductive for themselves. The kinds of circumstances that induce stress also vary from type to type. Although any type can display any symptom from time to time, different types specialize in specific behaviors.

Research has indicated that certain personality traits can make us more vulnerable to stress. People with such traits are known as extrovert personalities.
Extroverts tend to be more competitive, more impatient, have time urgency when compared to the more relaxed and laid back introvert personalities. It's important to realize that we are all a mixture of type ambivert personality traits but if we are excessively type extrovert this can make us more vulnerable to stress. We all need stress in order to survive. However, when stress becomes excessive it can be very damaging. It can harm: health, happiness, work performance, team spirit and co-operation, relationships, personal development.

6.1.3. Stress Management

Stress Management is an important part of daily living for everyone. Stress management involves, at the simplest level: recognizing the symptoms of stress, identifying the causes, taking action to address the causes and thereby reduce the symptoms, where necessary, taking interim steps to relieve the symptoms until the underlying causes have been addressed. There are many healthy ways to manage and cope with stress, but they all require change. Either change the situation or change reaction is required. Managing stress is all about taking charge: taking charge of thoughts, emotions, schedule, our environment, and the way to deal with problems. Coping with stress involves learning how to think constructively, to solve problems, to behave flexible and to provide oneself with feedback about which tactic work and which do not. Stress management starts with identifying the sources of stress in life. Stress management is means of managing stress using various techniques that are keys in equipping people with coping mechanisms that can be effective when they undergo different types and levels of stress. So, for stress management to be effective, an individual must utilize a specific technique or strategy and see if he or she can cope with various stressful circumstances. To date, there are various models of stress management that are being recommended to people who want to effectively manage their stress levels. The most common stress management models include the transactional model and the health realization or innate health model.

6.1.4. Need and Importance

Teaching has long been recognized by researchers as one of the most stressful professions. However, only in recent years the scale of occupational stress faced by
teachers finally been addressed. Elizabeth Hartney (2008) suggests a wide range of strategies and an exhaustive and up-to-date list of resources to assist teachers and trainees in coping with all manners of stress, from stress in the classroom and the requirements of administration, to career development and coping with difficult people. Stress Management for Teachers are: A – Acknowledge B – Behavior Modification C – Communication (Ken Mrozek, 2000).

Vander Hek and Plomp (1996) programs show a considerable variation with respect to the type of interventions they promote and their underlying assumptions, as well as their duration. David (2010) found the effect of stress-distress, model and a meditational, or stress coping, model where postulated and tested with structural equation modeling procedures. Van der Klink et al (2001) examined quantitative meta-analysis sought to determine the effectiveness of occupational stress reducing interventions. Melind Smith and Elen Jaffe (2010) suggested that the 4A’s for reducing occupational stress. Gay Hendrics (2007) suggested that dancing, conscious breathing, meditation, yoga, tye-chi, bioenergetics classes, holistic healing retreat and massage are the suitable stress reduction techniques in any occupational settings. Sondra Ray (2008) stated that continuing a regular practice of stress reduction techniques such as yoga, bioenergetics or meditation can help one get through busy times with one’s sanity. Lyndsay Swinton (2005) suggested seven best stress reduction techniques such as acknowledge and avoid the stress, avoid sneezers, learn from the best, practice sociable acceptable heavy breathing, give stressy thought the red light, know your trigger point and hot spots and burn the candle at the one end.

settings. **Michael Jay (2008)** experimented with exercises, relaxation techniques, proper time management techniques and think positive strategy for stress reduction. **Bruna (2006)** viewed that learn to reframe, avoiding the negative environments and celebrating the strengths were more effective in reducing stress.

In the light of above, the investigator has realized the need and has made an honest attempt to reduce the situational stress of upper primary teachers by the way of developing a suitable remedial programme to reduce it and attempted a research inquiry on **Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of Upper Primary Teachers**.

**6.2. Reflection of Related Research Reviewed in the Study**

An overview of related researches reviewed confirmed that sizable number of research studies have been carried out on stress and situational stress in India and abroad. These all researchers were given more important and emphasize on prevalence rate of stress and characteristics of stress and situational stress. Further the researchers identified huge number of researches on causes and associate factors of stress and situational stress in abroad and India. In concerned with the development and assessment of stress and situational stress, very few number of researches have been carried out both abroad and India. While concerned about the stress and situational stress reduction programs/strategies/trainings, notable researches have been identified in abroad and very meagre researches have been noted in the Indian context. On scanning the researches reviewed on stress and situational stress in relation to personality, it is seen that very few researchers have attempted studies on it, both in abroad and India.

The experimentation of stress reduction program has been widely adopted in the researches depending upon the need, environment, culture and values in both abroad and India. This research synthesis has also reviewed that satisfactory number of researches have been carried out on teachers’ stress in abroad and India. Only a very few researches have been attempted for reducing teachers’ stress and the development of remedial programs in abroad and India. Further the present study identified that minimum number of researches have been correlated stress and personality patterns. As a whole, the scanning of reviewed researches related to this
study is concluded that more number of researches have involved in the area of situational stress and stress in abroad than in India.

But as far as this review is concerned, no researcher has attempted to develop a remedial program for situational stress of teachers in relation to their personality patterns in India and abroad. The development and use of remedial program for situational stress of teachers in relation to personality patterns is the most viable and practical way for shaping and strengthening the teachers as well empowered with all round personality and this will go a long way for the development of a sound health personality without situational stress in the development of the national welfare and progress.

6.3. Title of the Study

Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of Upper Primary Teachers

6.4. Meaning of Certain Terms Used in the Study

Effect- means something brought about by a cause or a result or an outcome. Here in the present investigation the investigator considered effect as the change or reduction of situational stress of upper primary teachers after adapting the developed remedial program in comparison with before adapting the remedial program. Therefore the high level situational stress phenomenon that directly made effect through remedial program and it is reduced to another level of situational stress phenomenon or not.

Remedial Program- is an agent or therapy or strategy that cures or correct or intended to correct or improve deficient behaviour in a specific supplying remedy. Here the developed program for the reduction of situational stress or upper primary teacher is called as remedial program.

Situational Stress- as an adaptive response to an external factor that result in physical, psychological or behavioural deviation in an individual in a particular situation or working environment. And also it is a perceived inability of an individual to deal with a work environmental demand or work situation. Further it is the reactions of the teachers to threatening factors in their work environment. Hence the investigator considered situational stress of the upper primary teacher is the experience of perceived inability to deal with a working environmental demand.
Personality patterns- is extrovert, introvert and ambivert. This operational definition of personality patterns-extrovert, introvert and ambivert has been considered and found from the work of Eysenck and Eysenck (1958). Extrovert person tend to be sociable, outgoing, talkative, responsive, easygoing, lively, carefree, leadership (sanguine), touchy, restless, aggressive, excitible, changeable, impulsive, optimistic and active (choleric). The introvert tend to be passive, careful, thoughtful, peaceful, controlled, reliable, even tempered, calm (plegmatik), moody, anxious, rigid, sover, pessimistic, reserved, unsociable and un-quite (melancholic). For the present investigation the characteristics of sanguine have been considered as extroverted personality and the characteristics of melancholic have been considered as introverted personality of upper primary teachers. Ambiversion has been taken as balance of extrovert and introvert characteristics of upper primary teachers in the present investigation.

Upper Primary Teachers-The students for studying in the classes from 6th to 8th are called as upper primary students, and the school which they have been studying is called upper primary school. The teachers teaching upper primary students are called upper primary teachers.

6.5. Objectives of the Study

1. To identify and assess the situational stress of the upper primary teachers.
2. To assess the personality patterns of the upper primary teachers.
3. To find out the significance differences if any in the situational stress of upper primary teachers in relation to certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualifications of spouse, number of children, status of differently abled and ailments if any.
4. To find out the significance relationship if any between situational stress and personality patterns of upper primary teachers.
5. To find out the significance association if any with situational stress and personality patterns of upper primary teachers.
6. To find out the significance contributions of variance in situational stress of upper primary teachers in relation to certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualifications of spouse, number of children, status of differently abled and ailments if any.

7. To find out the significance contributions of variance in personality patterns of upper primary teachers in relation to certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualifications of spouse, number of children, status of differently abled and ailments if any.

8. To develop and validate a remedial program for overcoming situational stress of upper primary teachers.

9. To experiment the developed remedial program for overcoming situational stress of upper primary teachers.

10. To find out what extend the upper primary teachers have overcome situational stress before, during, after and in retention stages of experimentation with the developed remedial program.

11. To find out the significance differences if any in the situational stress of upper primary teachers in relation to certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualification of spouse, number of children, status of differently abled and ailments if any before, during, after and retention stages of experimentation with the developed remedial program.

12. To find out the significance association if any among pre, progressive, post and retention stages of experimentation with the developed remedial program for overcoming situational stress of upper primary teachers.
To find out the significance relationship if any between situational stress and personality patterns of upper primary teachers after the experimentation with the developed remedial programme.

6.6. Assumptions of the Study
1. The situational stress of upper primary teachers may vary and it is assessable.
2. The personality of upper primary teachers may vary and it is also assessable.
3. The situational stress of upper primary teachers is having relations with in terms of their personality patterns.
4. It is possible to develop a remedial program for upper primary teachers to overcome situational stress.
5. The remedial programs / intervention strategies are effective to overcome situational stress of upper primary teachers.

6.7. Hypotheses of the Study
1. There is a significance difference in the situational stress of upper primary teachers due to variations in their gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualifications of spouse, number of children, status of differently abled and ailments if any.
2. There is a significance correlation exists between the situational stress and personality patterns of the upper primary teachers.
3. There is a significance association exists between the situational stress and personality patterns of the upper primary teachers.
4. There is a significance contributions of certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualification of spouse, number of children, status of differently abled and ailments if any in the situational stress of upper primary teachers.
5. There is a significance contributions of certain demographic variables such as gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of
management, marital and family status, occupation of spouse, educational qualification of spouse, number of children, status of differently abled and ailments if any in the personality patterns of upper primary teachers.

6. There is a significance difference in the situational stress of upper primary teachers before, during, after and retention stages of adopting developed remedial program.

7. There is a significance differences in the situational stress of upper primary teachers due to variations in their gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualification of spouse, number of children, status of differently abled and ailments if any before, during, after and retention stages of adopting the developed remedial program.

8. There is a significance association in the pre, progressive, post and retention stages of experimentation with the developed remedial program for upper primary teachers with reference to their situational stress.

9. There is a significance correlation exists between the situational stress and personality patterns of the upper primary teachers after the experimentation with the developed remedial programme.

6.8. Scope of the Study

The main objective of the present investigation is to overcome situational stress of upper primary teachers in relation to personality patterns. For this a Rating Scale on Situational Stress (RS-SS) of upper primary teachers and an Extrovert-Introvert Inventory (E-I I) are to be developed for the assessment of situational stress and personality patterns of upper primary teachers respectively. After the assessment of situational stress and personality patterns of upper primary teachers, the researcher is to classify the upper primary teachers into high, medium and low level of situational stress respectively. Based on the assessment of situational stress of upper primary teachers, the upper primary teachers having high level of situational stress are to be taken for the experiment of remedial program to be developed by the researcher for overcoming situational stress. Then the investigator has planned to develop a
Remedial Program for reducing situational stress of upper primary teachers with proper validation.

The Remedial Program, aiming for reducing situational stress of upper primary teachers is to be conducted in 15 weeks duration of time. Further during the experimentation the researcher is going to conduct a progressive situational assessment test and on completion of experimentation for 15 weeks, the researcher has planned to conduct a post situational assessment test. And therefore a retention situational assessment test has also to be conducted by the researcher after 4 weeks from the end of the experimentation. The initial assessment has to be considered as pre situational assessment test. Pre, progressive, post and retention tests for assessing the level of situational stress of upper primary teachers before and after experimentation, the researcher has planned to use the same Rating Scale on Situational Stress (RS-SS) of upper primary teachers which is used for the initial identification subject to item analysis, reliability and validity. For finding out the relation with personality, the researcher has planned to use Extroversion and Introversion Inventory (E-I I) before and after experimentation subject to item analysis, reliability and validity. Hence there is a vital scope for the researcher to develop the experiment for Remedial Program for the reduction of situational stress of upper primary teachers in relation to personality patterns.

6.9. Research Design

The present research study has been carried out in three phases. In phase-I, the level of situational stress of upper primary teachers and the personality patterns of upper primary teachers has been assessed through descriptive survey method by administrating Rating Scale on Situational Stress (RS-SS) and Extrovert-Introvert Inventory (E-I I) subject to item analysis and establishing reliability and validity developed by the investigator by using stratified random sampling technique. Further the relationship of situational stress with personality patterns of upper primary teachers has been also found.

In phase–II, remedial program is developed and validated based on the assessment of the level of situational stress of upper primary teachers.
Finally in phase-III, the developed Rating Scale on Situational Stress (RS-SS) Extroversion and Introversion Inventory (E-I I) has been taken as pre test before experimentation with developed remedial program. Then the developed remedial program is experimented to the identified upper primary teachers who possessed high level of situational stress. Further during, after and after 15 weeks of experimentation of the remedial program, the same Rating Scale on Situational Stress (RS-SS) is used by the investigator as progressive, post and retention tests. At the end of the experimentation, the personality patterns of the Upper primary teachers were assessed through Extrovert-Introvert Inventory (E-I I) for finding the relation with situational stress at the end of the experimentation. The single quasi experimentation methodology is adapted for the experimentation of the developed remedial program to the upper primary teachers for reducing situational stress of upper primary teachers. The following flow chart shows the research procedures adapted in different phases of the present research investigation.
Identification of Situational Stress of Upper Primary Teachers through Rating Scale on Situational Stress (RS-SS).

Identification of Personality Patterns of Upper Primary Teachers through Extrovert-Introvert Inventory (E-I-I).

Finding the Relation of Situational Stress with Personality Pattern of Upper Primary Teachers

Conceptualisation of Remedial Program - Four Stages


Conceptual Formulation: Acknowledgement and acceptance of situational stress: beating self sabotage, boosting self esteem, building self confidence, anger management, time management, knowing limitations and reframing problems; performance planning, stress reduction practice and focus on positive; aware of trigger points and hot spots, surviving to the fittest, learning to be patient, pro active in situations and willing to compromise

Mode of Deliverance: Introduction, discussion, group work, stress presentation and stress test, imagery, guided imagery, physical relaxation techniques, exercise, meditation, breathing, conscious breathing, self assignment, identifying own strengths and weakness, plays, recreations, songs, acts, games, stress journal-diary, situational decision makings, reframe problems, exposure to real situations, task analysis, find solutions to own problems, time management, effectual scheduling and allocate jobs, Structural equation modeling, laughter therapy, listening to music, adjust standards, pacing, away from/avoid worries, participate in hobbies, time for everyday, joint support group, avoid negative environments celebrate strengths, emotional well being, learn to reframe, manage or ignore cannot change attitude, focus outside self and consider the health benefits and positive response, go outdoors, sense of humour, feedback, self evaluation, group evaluation, self stress and situational stress assessment

Validation of Remedial Program

Phase - I

Phase - II

Phase - III

Research Design
6.10. Assessment of Situational Stress of Upper Primary Teachers in Relation to Personality patterns

Rating Scale on Situational Stress (RS-SS) of Upper Primary Teachers and Extrovert and Introvert Inventory (E-I I) for upper primary teachers have been developed for the assessment of situational stress of upper primary teachers in relation to personality patterns

6.10.1. Description, Development and Construction of the Rating Scale on Situational Stress (RS-SS)

For the assessment of situational stress of upper primary teachers by the investigator, he has developed Rating Scale on Situational Stress (RS-SS) in the following procedures. Several standard instruments like Organizational Role Stress Scale (Uday Pareek, 1983), Teacher Occupational Stress Factor Questionnaire (Clark, 1980), Maslach Teacher Burnout Inventory (1981), Occupational Stress Index (Srivastava and Singh, 1981), Situational Stress Questionnaire (Latha, 2001), Situational Stress Assessment (Sarah and Gnanadevan, 2003), Occupational Stress Questionnaire (Chandraiah, 2009) were considered and taken into account for the development and construction of the Rating Scale on Situational Stress (RS-SS) in the present investigation.

Pilot Stage

Statements to measure the situational stress of upper primary teachers were constructed and a draft pool of 102 statements was developed with a five point scale by the researcher by matching use of the reviewed related researches. The situational stress statements were assigned with Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree with a weightage score 5,4,3,2 and 1 respectively. The negative statement items were scored reversely. Care was taken to formulate the 102 statements for upper primary teachers in a clear and concise format and free from ambiguity. The list of 102 statements was given to a panel of experts consisting of education and psychology apart from clinical and social psychologists and also a medical practitioner. In addition to the expert panel it was given to teacher educators, educational psychologists, upper primary school administrators and upper primary
teachers with a request to point out the relevance. Then the same was given to upper primary teachers for field try out. Based on the expert’s panel views, comments of teacher educators and educational psychologists and the responses of upper primary teachers, the addition and omission were made by the researcher in the statements. Finally 95 statements were given importance and weightage and they were applied with item analysis for finalizing of final format of Rating Scale on Situational Stress (RS-SS) and rest of the items were omitted.

6.10.1.1. Item Analysis

95 Situational Stress statements were given to 50 upper primary teachers. From the responses obtained, ‘r’ is calculated by correlating the individual item score and the corresponding component score. The correlation co-efficient at 5% level of significant is 0.42 to 0.90 (Best, 1989). Finally the Situational Stress statements having r value of 0.42 to 0.90 were selected. For further improvement and refinement the Rating Scale on Situational Stress (RS-SS) was administered against to the sample and ‘t’ value was calculated at 0.05 level of significance for Situational Stress statement. By applying this method, the investigator did not considered too difficult and too easy item statements in the Rating Scale on Situational Stress (RS-SS). Finally 74 situational stress statements were considered and taken into final format of the Rating Scale on Situational Stress (RS-SS).

6.10.1.2. Reliability of the Rating Scale on Situational Stress (RS-SS) of Upper Primary Teachers

The reliability of the Rating Scale on Situational Stress (RS-SS) of upper primary teachers by using Split-half method was 0.632. The reliability of the Rating Scale on Situational Stress (RS-SS) of upper primary teachers by using Kuder Richardson method was 0.776. The reliabilities of the Rating Scale on Situational Stress (RS-SS) of upper primary teachers by using split-half method and Kuder Richardson method were positive and high (0.632 and 0.776) indicating its reliability for the investigation.
6.10.1.3. Validity of the Rating Scale on Situational Stress (RS-SS) of Upper Primary Teachers

**Content Validity**- The type and nature of statements in the Rating Scale on Situational Stress (RS-SS) of upper primary teachers were validated by the panel of educationists, educational psychologists, psychologists and upper primary teachers. Their suggestions have been taken into account to enhance the contents and quality of the statements. Therefore, it can be said that Rating Scale on Situational Stress (RS-SS) of upper primary teachers developed by the researcher possesses content validity.

**Face Validity**- This is used to the characteristics of test materials that appear to measure what the test the author desires to measure. That is, the test contains statements that seem to be related to the variables being measured. The researcher here assured that by the opinion and view of the panel of experts who are familiar with the subject content for assessing the situational stress of the upper primary teachers in Rating Scale on Situational Stress (RS-SS) of upper primary teachers do possess face validity.

**Intrinsic Validity**- Intrinsic validity is stated that as how well the obtained scores measure the test through score component. The square root of the reliability values of the tool means its intrinsic validity. The obtained intrinsic validity of Rating Scale on Situational Stress (RS-SS) of upper primary teachers is high (0.795 and 0.881) and possesses intrinsic validity.

6.10.2. Description, Development and Construction of the Extrovert and Introvert Inventory (E-II)

The trait of Extroversion- Introversion is a central dimension of human personality. The terms introversion and extroversion was first popularized by Carl Jung (1921). In addition to extroversion and introversion, ambiversion is a balance of Extrovert and introvert characteristics. Virtually all comprehensive models of personality include extroversion, introversion and ambiversion concepts such as Jung’s Analytical Psychology, Eysenck’s (1960) Three Factor Model, Cattel’s 16 personality factors, Carl Jung’s assessment (1970), the Big Five Personality Traits (Costa and McCrare, 1985), the Four Temperaments, the Minnesota Multiphasic Personality Inventory, the Myers Briggs Type Indicator and Socionics (Wikipedia,
Examination of Personality Characteristics by Elmore and Ellett (1979), Assessment of Personality Configurations by Prema (2007), Personality Test Sheet by Conklin’s (2003) and Assessment of Personality Types by Sarah Williams and Gnanadevan (2003) were considered for the assessment of personality patterns of upper primary teachers in the present investigation. Extroversion and introversion is normally measured by self report. Eysenck and Eysenck (1958) stated that Extrovert person tend to be sociable, outgoing, talkative, responsive, easygoing, lively, carefree, leadership (sanguine), touchy, restless, aggressive, excitable, changeable, impulsive, optimistic and active (choleric). The introvert tend to be passive, careful, thoughtful, peaceful, controlled, reliable, even tempered, calm (plegmetic), moody, anxious, rigid, sover, pessimistic, reserved, unsociable and un-quite (melancholic). For keeping this in mind, the investigator has developed Extrovert-Introvert Inventory (E-I I) for upper primary teachers for the assessment of personality patterns.

Pilot Stage

Statements to measure the extroversion and introversion were constructed and a draft pool of 42 statements was developed with a three point scale by the investigator with the help of reviewed related literatures. The extrovert-introvert statements were assigned with very much, to some extent and not at all with a weightage score of 2,1,0 scores for extrovert statements and with a weightage scores of -1, -2, 0 for introvert statements respectively. Care was taken to formulate 21 Extrovert statement and 21 introvert statements in a clear and concise format and free from ambiguity. The list of 21 extrovert and 21 introvert statements were given to a panel of experts consisting of teacher educators and psychologists with a request to point out the relevance. Then the same was given to upper primary teachers for field try out. Based on the expert’s panel views, comments of teacher educators and educational psychologists and the responses of upper primary teachers, the addition and omission were made by the researcher in the statements. Finally 30 statements of 15 extroversion and 15 introversion were given importance and weightage and they were applied with reliability for finalizing of final format of Extrovert-Introvert Inventory (E-I I) and rest of the items were omitted.
6.10.2.1. Reliability of the Extrovert and Introvert Inventory (E-I I) of Upper Primary Teachers

The reliability of the Extrovert-Introvert Inventory (E-I I) is applied with split-half method. It was obtained in different formats for assuring the reliability of the developed Extrovert-Introvert Inventory (E-I I) and it is given hereunder.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Type</th>
<th>Split Half Reliability</th>
<th>Spearman Brown whole test Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Odd-even split</td>
<td>0.8567</td>
<td>0.9009</td>
</tr>
<tr>
<td>2</td>
<td>First-Second half split</td>
<td>0.8078</td>
<td>0.8987</td>
</tr>
<tr>
<td>3</td>
<td>Random 50% Rest 50%</td>
<td>0.8346</td>
<td>0.8809</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**

The reliabilities of the Extrovert-Introvert Inventory (E-I I) of upper primary teachers by using split-half method were positive and high (0.8567, 0.8078 and 0.8346) indicating its reliability for the investigation.

6.10.2.2. Validity of the Extrovert and Introvert Inventory (E-I I) of Upper Primary Teachers

Content Validity- The type and nature of statements in the Extrovert-Introvert Inventory (E-I I) of upper primary teachers were validated by the panel of educationists, educational psychologists, psychologists and upper primary teachers. Their suggestions have been taken into account to enhance the contents and quality of the statements. Therefore, it can be said that Extrovert-Introvert Inventory (E-I I) of upper primary teachers developed by the researcher possesses content validity.

Face Validity- The investigator here assured that by the opinion and view of the panel of experts who are familiar with the subject content for assessing the situational stress of the upper primary teachers in Extrovert-Introvert Inventory (E-I I) of upper primary teachers do possess face validity.

Intrinsic Validity- The square root of the reliability values of the tool means its intrinsic validity. The obtained intrinsic validity of Extrovert-Introvert Inventory (E-I I) of upper primary teachers is high (0.926, 0.899 and 0.913) and possesses intrinsic validity.
6.11. Sampling Procedure for the Assessment of Situational Stress and Personality patterns of Upper Primary Teachers

The area of the study for the assessment of situational stress and personality patterns of upper primary teachers was Thuraiyur Block of Tiruchirappalli district in Tamil Nadu. The Tiruchirappalli district consists of three educational districts Musiri, Lalgudi and Tiruchirappalli. For the purpose of the investigation, the researcher selected the Musiri educational district out of three under purposive sampling. Further the investigator has chosen Thuraiyur Block in the Musiri educational district from the five blocks under the same purposive sampling technique. In Thuraiyur Block, the researcher selected all the 200 upper primary teachers from all the 42 upper primary schools. Therefore 200 upper primary teachers in 42 upper primary schools of Thuraiyur Block of Musiri educational district in Tiruchirappalli district of TamilNadu were the respondent sample for the assessment of situational stress and personality patterns of upper primary teachers in the first phase.

6.12. Final format of the Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-II) of Upper Primary Teachers

The final format of the Rating Scale on Situational Stress (RS-SS) and Extrovert-Introvert Inventory (E-II) for upper primary teachers consist of three parts. In part I the personal and general information of the upper primary teachers were listed such as gender, age, community, educational qualification, subject, nature of job, monthly income, years of experience, school locality, nature of management, marital status, family status, occupation of spouse, educational qualifications of spouse, number of children, differently abled and suffering from any ailments. Before the general information a request by the researcher has been given to the respondents for explaining the purpose of study and seeking their valuable responses. In part II, 74 situational stress statements were given with five point scale such as strongly disagree, disagree, undecided, agree and strongly agree. Followed by part II, in part III thirty personality patterns statements covering Extrovert (15 statements)-Introvert (15 statements) behaviour were given with 3 point scale such very much, to some extent and not at all.
6.13. Administrating of the Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) of Upper Primary Teachers

After selecting and conforming all the 200 upper primary teachers those who are working in Thuraiyur Block of Musiri educational district in Tiruchirappalli district as the sample of the present investigation in Phase I, the investigator has administered Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) of upper primary teachers for assessing situational stress and personality patterns. Before administrating Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) of upper primary teachers, the upper primary teachers were well explained about the purpose of the present research study. The researcher requested the upper primary teachers to go through each specific statement in Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) and respond properly. Based on the assessment through Rating Scale on Situational Stress (RS-SS) the situational stress scores of upper primary teachers were calculated and classified as high, medium and low levels by using mean and ± SD.

Based on the assessment through Extrovert and Introvert Inventory (E-I I), the personality scores of upper primary teachers were calculated and classified as Extrovert, Introvert and Ambivert by using standardized scoring key developed by the investigator based on the previous researches by Examination of Personality Characteristics by Elmore and Ellett (1979), Prema (2007), Conklin (2003), Sarah Williams and Gnanadevan (2003). The classification procedure was well explained in scoring procedure heading. Out of 200 upper primary teachers, 60 upper primary teachers who had high level of situational stress (Extrovert-26, Introvert-15 and Ambivert-19) were taken into Remedial Program experimentation for the reducement of situational stress.

Phase II
6.14. Development of Remedial Program to Upper Primary Teachers for the Reducement of Situational Stress

Vander Hek and Plomp (1996) stated that there are many occupational stress management programs available which are designed to prevent and cure the job stress. Programs show a considerable variation with respect to the type of
interventions they promote and their underlying assumptions, as well as their duration. David (2010) found the effect of stress-distress, model and a meditational, or stress coping, model where postulated and tested with structural equation modeling procedures. The results indicated that mediation model with coping strategies mediating the effects of stressors on psychological distress. Van der Klink et al (2001) examined quantitative meta-analysis sought to determine the effectiveness of occupational stress reducing interventions. They were included 48 experimental studies in the analysis. They finally distinguished four types of interventions such as cognitive behavioural intervention, relaxation techniques, multi model programes and organization focus interventions.

Melind Smith and Elen Jaffe (2010) suggested that the 4As for reducing occupational stress such as Avoid the stressor, Alter the stressor, Adapt to the stressor and Accept the stressor. They developed six strategies and some techniques for reducing stress reduction in the occupational settings: Strategy # 1 – Avoid unnecessary stress- Learn how to say no, avoid the people who stress you out, take control of your environment, avoid hot button topics and pare down your to do list. Strategy # 2 – Alter the situation-Express the feeling instead of bottling them up, we willing to compromise, be more assertive and manage time better. Strategy # 3 – Adapt to the stressor-the reframe problem, look at the big picture, adjust the standard and focus on positive. Strategy # 4 – Accept the things you can’t change – don’t try to control the uncontrollable, look for the upside, share your feeling and learn to forgive. Strategy # 5 – Make time for relaxation and fun – healthy ways to relax and recharge: walking, call a good friend, take a long bath, spend time in nature, play with pet, work in garden, listen to music, call up with good book, set aside relaxation time and learn the relaxation response. Strategy # 6 – Adopt a healthy lifestyle – exercise, eat healthy, reduce caffeine and sugar, avoid alcohol, smoke and drugs and enough sleep.

Gay Hendrics (2007) suggested that dancing, conscious breathing, meditation, yoga, tai-chi, bioenergetics classes, holistic healing retreat and massage are the suitable stress reduction techniques in any occupational settings. Sondra Ray (2008) stated that continuing a regular practice of stress reduction techniques such as yoga, bioenergetics or meditation can help one get through busy times with one’s
sanity. Most people can spare at least 15-30 minutes per day to perform a short routine. **Web MD (2005)** viewed that the best way to manage stress is to learn healthy coping strategies. Stress relief techniques focusing on relaxing of mind and body. The ways for relaxing mind are: write about things that are bothering- let feelings out through talk, laugh, cry and express anger-do something for enjoyment and happiness such as hobby, gardening, crafting, writing, art, creative work, playing, caring pet and volunteer work- focus on the present-meditation and guided imagery. Ways to relaxing the body –breathing exercise, muscle relaxation, yoga, tai chi and qi gong.

**Lyndsay Swinton (2005)** suggested seven best stress reduction techniques such as acknowledge and avoid the stress, avoid sneezers, learn from the best, practice sociable acceptable heavy breathing, give stressy thought the red light, know your trigger point and hot spots and burn the candle at the one end. **Guided to stress management (2009)** listed slow deep breathing, laughter therapy, music, yoga, exercise and massage is the best two suitable methods for the reduction of situational stress. **Zig ziglar (1996)** applied cognitive restructuring modeling for the reduction of situational stress. Imagery, stability zone, meditation, performance planning, physical relaxation, building self confidence, boosting self esteem, beating self sabotage and anger management is some of the strategies listed under cognitive restructure model.


The stages, modalities, conceptual formulations and mode of deliverance with certain techniques / surgeries of developed remedial program by the researcher in the present investigation are described hereunder.

The perception of four modalities as taken into consideration of the present experimentation with remedial program is implemented in four stages which are recognizable for the reductions of situational stress are:
➢ Identification of Stress and Situational Stress Syndrome
➢ Cognitive Restructuring
➢ Cognitive Structuring
➢ Conformity of Positive Influences

These four modalities are identified in remedial program for the stress reduction experimentation with the following conceptual formation.

1. **Identification of Stress and Situational Stress Syndrome**: Acknowledging and accepting the stress syndromes and stress situation in the teaching situation.

2. **Cognitive Restructuring**: Beating self sabotage, boosting self esteem, building self confidence, anger management, time management, bioenergetics, knowing limitations and reframing problems.

3. **Cognitive Structuring**: Performance planning, stress reduction practice and focus on positive.

4. **Conformity of Positive Influences**: Aware of trigger points and hot spots, surviving to the fittest, learning to be patient, proactive in situations and willing to compromise.

The present remedial program for the reduction of situational stress of upper primary teachers recognizes the importance of mode of deliverances through certain activities / techniques such as self assessment, work sheet, rating scale and interview in stage-I. Introduction, discussion, group work, stress presentation and stress test, imagery, guided imagery, physical relaxation techniques, exercise, meditation, breathing, conscious breathing, self assignment, identifying own strengths and weakness, plays, recreations, songs, acts, games, stress journal-diary, situational decision makings, reframe problems, exposure to real situations, task analysis, find solutions to own problems, time management, effectual scheduling and allocate jobs in stage-II. Structural equation modeling, laughter therapy, listening to music, adjust standards, pacing, away from/avoid worries, participate in hobbies, time for everyday, joint support group, avoid negative environments celebrate strengths, emotional well being, learn to reframe, manage or ignore cannot change attitude, focus outside self and consider the health benefits in stage-III and positive response, go outdoors, sense of humour, feedback, self evaluation, group evaluation, self stress and situational stress assessment in stage-IV. With this remedial program for the reduction of
situational stress of upper primary teachers is developed by the investigator for the present investigation. The developed remedial program for the reduction of situational stress of upper primary teachers further has been taken into field tryouts and validation for experimentation.

6.15. Validity of the Developed Remedial Program

**Content Validity**- A logical examination of content and presentation of the Remedial Program for upper primary teachers was assured by the panel of experts from education, psychology, educational psychology and clinical and social psychology. Their suggestions were incorporated to enhance the content and quality of Remedial Program for the upper primary teachers. The views of the panel of experts, the changes made in the content, coverage, format, implementing strategy etc in the developed remedial program by the investigator. Therefore the developed Remedial Program is said that the technique of Remedial Program for upper primary teachers to reduce situational stress used in this research investigation possesses content validity.

**Face Validity**- refers to the way the developed Remedial Program for upper primary teachers to reduce situational stress looks to the educationists, psychologists, educational administrators, teacher educators and upper primary teachers and the like. The researcher assumed that the developed Remedial Program for upper primary teachers to reduce situational stress used in the present investigation possesses face validity by the opinion of the said experts who are familiar with the development and use of Remedial Program of situational stress.

The final validated methodologies and techniques with suitable strategies of the developed Remedial Program for reducing situational stress for upper primary teachers is presented diagrammatically hereunder.
### Developed Remedial Program for Situational Stress of Upper Primary Teachers

<table>
<thead>
<tr>
<th>Stages</th>
<th>Modalities</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Stage I** (2 weeks) | Identification of Stress and Situational Stress | • Acknowledging  
• Addressing  
• Accepting  
• Knowing Problems and Limitations | ➢ Introduction  
➢ Discussion  
➢ Group work  
➢ Stress presentation  
➢ Stress test |
| **Stage II** (4 weeks) | Cognitive Restructuring | • Behaviour Modification  
• Beating Self Sabotage  
• Boosting Self Esteem  
• Building Self Confidence  
• Anger Management  
• Time Management  
• Reframing Problems | ➢ Imagery  
➢ Guided Imagery  
➢ Physical Relaxation Techniques - Exercise, Meditation, Breathing, etc  
➢ Conscious Breathing  
➢ Tasks and Time Constraints – Self Assignment  
➢ Acquit Self - Identifying Own Strengths and Weakness  
➢ Pro-active: Plays, Recreations, Songs, Acts, etc.  
➢ Team work - Games, Small Projects etc.  
➢ Stress journal - Diary  
➢ Express Feelings - Oral and Written  
➢ Willing to Compromise - Situational Decision Makings, Judgments, etc.  
➢ More Assertive - Organizing Works and Activities  
➢ Reframe problems - Oral and Written in Group  
➢ Connect with Others - Team and Group Works, Play, Recreational Activities  
➢ Guided imagery-see, hear, smell, feel and taste - Exposure to real situations  
➢ Task analysis - Find Solutions to own problems in Group and Individually  
➢ Time management  
➢ Effectual scheduling  
➢ Allocate jobs |
| Stage III  
(6 weeks) | Cognitive Structuring | • Performance Planning  
• Behaviour Modification  
• Focus on Positive  
• Constructive Thinking  
• Stress Reduction Practice |
| --- | --- | --- |
|  |  | ➢ Structural equation modeling  
➢ Slow deep breathing  
➢ Laughter therapy  
➢ Listening to music  
➢ Exercise  
➢ Physical relaxation techniques  
➢ Adjust standards  
➢ Pacing  
➢ Away from/Avoid worries  
➢ Participate in hobbies  
➢ Time for everyday  
➢ Joint support group  
➢ Avoid negative environments Celebrate strengths  
➢ Spiritual and emotional well being  
➢ Learn to reframe  
➢ Manage or ignore cannot change attitude  
➢ Focus outside self  
➢ Consider the health benefits |
| Stage IV  
(3 weeks) | Conformity of Positive Influences | • Aware of Trigger Points and Hot Spots  
• Surviving to the Fittest  
• Learning to be Patient  
• Proactive in Situations and Willing to Compromise |
|  |  | ➢ Positive response  
➢ Go outdoors  
➢ Sense of humour  
➢ Feed Back  
➢ Self Evaluation  
➢ Group Evaluation  
➢ Self Stress and Situational Stress Assessment |

Post Assessment

Retention Stage Assessment (End of 19th Week)
Phase III

6.16. Experimentation of the Developed Remedial Program for Upper Primary Teachers to Reduce Situational Stress

John W Best (1977) expressed that the experimental group method finds its greatest utility in the laboratory; it has been effectively applied within non-laboratory settings such as the classroom, where significant factors or variables can be controlled to some degree. James and Sally (1984) quoted that a term for research that approximates the true experiment type is called Quasi-Experimental research. The purpose of the method is the same to determine cause and effect, but there is no randomization of subjects and control over the factors that might influence the results is not absolute. It can be used to determine the effect of curricular materials or teaching methods. Further the recent research experimentations in educational psychology done by the researchers (Arunachalam, 2004; Gopal, 2010; Vijayan, 2011 and Moorthy, 2011) were also adopting Single Quasi Experimentation in the Indian context particularly in Tamil Nadu. Keeping this in mind, the investigator has opted Single Quasi Experimentation for ensuring the effectiveness of the developed Remedial Program for the upper primary teachers to reduce situational stress. In Phase III, the investigator administrated the developed Remedial Program as experimentation to reduce situational stress of upper primary teachers who possessed high level of situational stress.

The researcher administered the Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) to 200 upper primary teachers in phase I, out of which 60 upper primary teachers (Extrovert-26, Introvert-15 and Ambivert-19) have been identified for experimentation since they had high level of situational stress. Out of 200 upper primary teachers, 60 (Extrovert-26, Introvert-15 and Ambivert-19) upper primary teachers who had high level of situational stress were taken into Remedial Program experimentation for the reduction of situational stress. The investigator explained the procedure and method of usage of the developed Remedial Program experimentation to 60 selected upper primary teachers (Extrovert-26, Introvert-15 and Ambivert-19) who possessed high level of situational stress.
The investigator has experimented with the developed Remedial Program to the 60 selected upper primary teachers who possessed high level of situational stress (Extrovert-26, Introvert-15 and Ambivert-19) in a period of 15 weeks duration, consists of 30 sessions in 60 hours duration (2 sessions for a week: 2 hours per session) to complete the Remedial Program experimentation. The researcher acted as a facilitator during the Remedial Program experimentation of 30 sessions in 15 weeks.

Before Remedial Program experimentation to the selected 60 upper primary teachers (Extrovert-26, Introvert-15 and Ambivert-19), the scores of situational stress and personality patterns from the initial identification have been taken as pre identification scores of situational stress and personality patterns of upper primary teachers. While implementing the Remedial Program experimentation a progressive identification of situational stress as done by the investigator at the end of the seventh week and before eighth week of the experimentation. After the completion of the experiment a post identification of situational stress and personality patterns was done by the investigator in the 16th week. In addition to these after completion of 4 weeks duration of remedial program experimentation, a retention stage identification of situational stress was conducted by the researcher for ensuring the retention effect of the developed remedial program to 59 selected upper primary teachers. The developed and validated Rating Scale on Situational Stress (RS-SS) of Upper Primary Teachers by the researcher has been used as pre, progressive, post and retention stages of identification of situational stress and Extrovert and Introvert Inventory (E-II) of upper primary teachers by the researcher has been used as pre and post identification of personality patterns for the present research study and it was teacher educator made one.

6.17. Scoring Procedure

The Rating Scale on Situational Stress (RS-SS) for the identification of situational stress developed by the investigator consisted of 74 situational stress statements which were assigned a rating of 5 point scale such as strongly disagree, disagree, undecided, agree and strongly agree with a weightage score of 5, 4, 3, 2 and 1 respectively. The negative statement items (47) were scored reversely.
The Extrovert and Introvert Inventory (E-I I) used by the investigator consisted of 30 personality behaviour statements which were assigned a rating of very much, to some extent and not at all with a weightage score of 2,1,0 scores for extrovert statements and with a weightage scores of -1, -2, 0 for introvert statements respectively. The norms for the test were determined on the basis of the differences found between the extraversion score and the introversion scores. The lowest difference between these two scores is +30 or -30 and the average is +15. The researcher has taken a score of -15 and below as the norm for introverts, and any score falling between -14 and +14 is the norm for ambiverts.

| Difference Score | Extrovert | 15 and above | Introvert | 15 and below | Ambivert | -14 to +14 |

In the inventory, the statements numbered 1, 3, 5, 7, 8, 10, 11, 13, 15, 17, 19, 22, 23, 28, and 30 are extraversion and all other statements stand for the characteristics of introversion.

6.18. Locale of the Study

Tiruchirappalli also called Tiruchi or Trichy is the city in the Indian State of Tamil Nadu of the administrative head quarters of Tiruchirappalli district situated at the distance of 325 Km south of Chennai and 402 Km north of Kanyakumari on the NH-45, it is located almost at the geographic centre of the state. Tiruchirappalli district is located along the Cauveri River in Tamil Nadu. It is bounded in the North West by Namakkal district in the north east by Perambalur district in the east by Thanjavore district, in the south east by Pudhukkottai district, in the south east by Madhurai and Sivagangai district in the south west by Dindukkal district and in the west by Karur district. The locale of the present investigation is Tiruchirappalli district. The Tiruchirappalli district has 3 revenue divisions namely Tiruchirappalli, Lalgudi and Musiri.
6.19. Sampling Procedure

Sampling -I

The area of the study for the assessment of situational stress and personality patterns of upper primary teachers was Thuraiyur Block of Tiruchirappalli district in TamilNadu. The Tiruchirappalli district consists of three educational districts Musiri, Lalgudi and Tiruchirappalli. For the purpose of the investigation, the researcher selected the Musiri educational district out of three under purposive sampling. Further investigator has chosen Thuraiyur Block in the Musiri educational district from the five blocks under the same purposive sampling technique. In Thuraiyur Block, the researcher selected all the 200 upper primary teachers from all the 42 upper primary schools. Therefore 200 upper primary teachers in 42 upper primary schools of Thuraiyur Block of Musiri educational district in Tiruchirappalli district of Tamilnadu were the respondent sample for the assessment of situational stress and personality patterns of upper primary teachers in the first phase.

Sampling -II

Out of 200 upper primary teachers who had high level of situational stress (Extrovert-26, Introvert-15 and Ambivert-19) were taken into Remedial Program experimentation for the reducement of situational stress. Finally out of 200 upper primary teachers 60(Extrovert-26, Introvert-15 and Ambivert-19) were constituted the sample for the phase-II and taken into Remedial Program experimentation.

6.20. Data Collection

The Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I) was administered to the sample of 200 upper primary teachers in Phrase –I. Thus the data are formulated for the present investigation in the first stage.

In Phase–III, the investigator implemented the developed remedial programme to the chosen 60 upper primary teachers (Extrovert-26, Introvert-15 and Ambivert-19) who had high situational stress. Before, during and after remedial programme experimentation with chosen 60 upper primary teachers, a pre, progressive, post and retention stages of assessment have been conducted by the investigator with Rating Scale on Situational Stress (RS-SS). Before and after remedial programme
experimentation with chosen 60 upper primary teachers, a pre and post assessment have been conducted by the investigator with Extrovert and Introvert Inventory (E-I I). Thus the data formulated for the present investigation are given in the next stage.

6.21. Statistical Techniques used in the Study

In descriptive analysis, the number, mean, percentage and standard deviation have been calculated. t-test, F-test, Chi-square test, co-relational test and step by step multiple regression test have been applied in differential analysis. The SPSS-12-0 has been applied to compute all calculation for this investigation.

6.22. Findings

Part-I

Approximately one third of the upper primary teachers’ population had the problem of high situational stress in their teaching profession. Another one third of the upper primary teachers’ population had medium level of situational stress and remaining one third of the upper primary teachers had low level of situational stress. Nearly two to three upper primary teachers out of five have ambivert of personality patterns in nature. Nearly every one out of three upper primary teachers has become either extrovert or introvert of personality in nature.

The high level of situational stress was found more among ambivert upper primary teachers followed by extrovert and introvert personality patterns. As in the case of medium level of situational stress, the ambivert upper primary teachers had more followed by introvert and extrovert personality patterns. Regarding low level of situational stress, the ambivert upper primary teachers had more followed by introvert and extrovert personality patterns.

The personality patterns of upper primary teacher does not vary both in the case of medium and low level of situational stress such as ambivert, introvert and extrovert personality patterns of upper primary teachers. The extrovert personality patterns of the upper primary teachers had high situational stress followed by ambivert and introvert in their teaching profession.
Nearly more than seven out of ten upper primary teachers agreed that their teaching has enhanced their social status, they are happy about the good interactions in the class with pupils and also they are lack of emotional support at home, they felt that students often approach to discuss their difficulties to them and working with persons whom they like. Every three to four of upper primary teachers agreed that sometimes it becomes a complex problem for them to make adjustment between political/group pressures and formal rules and instructions get less salary in comparison to the quantum of work difficulty in managing students in the class room, unable to carry out assignments to own satisfaction on account of excessive load of work, lack of time to get ample opportunity to utilize abilities and experience independently, bullying and frightening by the students and able to change in sleeping habits. Every seven to six out of ten upper primary teachers agreed that they have selected the right job, always cheerful in teaching job, like to visit many places, feel free in the presence of friends. Nearly half of the upper primary teachers agreed that they are fond of books and magazines, like helping others, sociable and their memories are good and enjoy comics. Around ten to fifteen upper primary teachers agreed that they do not like to participate in social gatherings, do not like to speak at public meetings, want to become a political leader, usually daydream and like to be all alone.

Age, subject studied, nature of job, monthly income, years of experience, family status, occupation of spouse, educational qualifications of spouse, status of differently-abled and ailments if any of upper primary teachers have made significant difference on situational stress. Further gender, community, educational qualifications, locality of the school, nature of management, marital status and number of children of upper primary teachers have not made any significant difference on situational stress.

There is a positive low correlation exists between situational stress and personality patterns of upper primary teachers and both have mutual relational effect positively. Further there is a positive low correlation and positive high correlation exists between situational stress and extrovert and ambivert personality patterns of upper primary teachers. But as in the case of Introvert personality patterns, it has negative low correlation.
There is a significance association exists between situational stress and personality patterns of upper primary teachers. Further there is a significance association exists between situational stress and extrovert, introvert and ambivert personality patterns of upper primary teachers.

The effects of the ratio of the age, occupation of spouse and gender variable upon the upper primary teachers positively explain 4.9%, 10.9% and 16.3% of the variance and ailments and monthly income negatively explain 7.9% and 14.3% of the variance in the situational stress.

The effects of the ratio of the community variable upon the upper primary teachers positively explain 2.7% of the variance and educational qualifications of spouse negatively explain 4.7% of the variance in the personality patterns.

Part-II

The situational stress of upper primary teachers has reduced in progressive stage from the pre stage, in post stage from the pre stage, in retention stage from the pre stage, in post stage from the progressive stage and in retention stage from the progressive stage due to experimentation with developed remedial programme. The situational stress of upper primary teachers does not vary from after experimentation stage to retention stage due to experimentation with developed remedial programme. It shows that even after completion of 4 weeks of experimentation, the situational stress of upper primary teachers does not vary. It is observed that the level of situational stress of upper primary teachers as gradually lowered from the pre stage to post stage of experimentation with developed remedial programme and does not vary from post stage to retention stage.

Gender, age, community, educational qualifications, subject studies, nature of job, monthly income, years of experience, locality of the school, nature of management, marital and family status, occupation of spouse, educational qualification of spouse, number of children, status of differently abled and ailments if any of upper primary teachers have not brought any significant differences in situational stress before, during, after and retention stages of experimentation with developed remedial programme.
There is a significance association found during, after and retention stages of developed remedial programme experimentation with upper primary teachers to reduce situational stress but not in before experimentation.

There is a positive low correlation exists between situational stress and personality patterns of upper primary teachers after the experimentation with the developed remedial programme and both have mutual relational effect positively. Further there is a positive low correlation exists between situational stress and extrovert and ambivert personality patterns of upper primary teachers. But as in the case of Introvert personality patterns, it has negative low correlation after the experimentation.

Regarding as a whole of upper primary teachers who had high level of situational stress, 45% of upper primary teachers became medium level of situational stress and 40% of upper primary teachers became low level of situational stress after experimentation with developed remedial program. Remaining 15% of upper primary teachers who had high level of situational stress had not been changed even after experimentation with developed remedial program.

43.33% of extrovert, 25% of introvert and 31.66% of ambivert of upper primary teachers who had high level of situational stress had been taken into experimentation with developed remedial program. After the experimentation, it is found that out of 43.33% extrovert upper primary teachers who had high situational stress, 13.33% changed into low level of situational stress and 23.33% of upper primary teachers changed into medium level of situational stress. But 6.6% of extrovert upper primary teachers who had high situational stress had the same high level of situational stress even after the experimentation with developed remedial program. As in the case of introvert personality of upper primary teachers, 25% has been taken into experimentation out of which 18.33% of upper primary teachers had low level of situational stress and 5% of upper primary teachers had medium level of situational stress after experimentation with developed remedial program. But 1.6% of introvert upper primary teachers had high situational stress even after the experimentation with developed remedial program. Considering the ambivert personality of upper primary teachers who had high level of situational stress before experimentation (31.66%), 8.33% of upper primary teachers had low level of
situational stress and 16.66% of upper primary teachers had medium level of situational stress after experimentation with developed remedial program. Remaining 6.6% of ambivert personality of upper primary teachers who had high level of situational stress has been never changed after experimentation with developed remedial program.

From these specific findings the investigator has concluded that the developed and validated remedial program to reduce the situational stress of upper primary teachers is effective and it is assured in every stage of experimentation.

6.23. Educational Implications of the Study

The findings of the present investigation revealed that approximately one third of the upper primary teachers’ population had the problem of high situational stress in their teaching profession. Hence, there is an immediate attention to revamp the existing methodology in the in service training and other refresher courses to teachers in reduction of situational stress and the improvement of their qualitative teaching. It is aware that the present system of education has provided only content and teaching methodology training to the in service teachers and not given any kind of refresher courses to them. As a result nearly one third of teachers had high situational stress and another one third are yet to come from medium level of situational stress to high level if continued without any refresher courses.

Hence this research study is strongly recommended that the system of education should incorporate a periodical refresher courses to teachers at all levels. Further, the stress level of teachers through a periodical assessment is warranted and it should be conducted by the respective chief educational officer of the district for ensuring the concept of healthy teacher in the system of education. Mere medical allowance can’t make better health conditions to the teacher, for this the present study recommended that periodical medical checkup should be arranged in region wise and early health and mental defects of teachers will be identified and informed to them.

This study found that the high level of situational stress was found more among ambivert upper primary teachers followed by extrovert and introvert personality patterns. Hence this study recommended that the personality and leadership training should be given to teachers and this should be included in the refresher trainings.
More upper primary teachers agreed that they do not like to participate in social gatherings, do not like to speak at public meetings, want to become a political leader, usually daydream and like to be all alone, lack of emotional support at home, get less salary in comparison to the quantum of work and difficulty in managing students in the classroom. Hence the present investigation strongly recommended that the counselling to the teachers is more warranted and it should be given to teachers periodically and also whenever required. Further, the pay and other benefits of the teachers should give job satisfaction to them. Awards and rewards, incentives, transfers and other benefits are given in time without any bias and discriminations.

Age, subject studied, nature of job, monthly income, years of experience, family status, occupation of spouse, educational qualifications of spouse, status of differently-abled and ailments if any of upper primary teachers have made significant difference on situational stress. Hence it is recommended that these factors are taken into account while in the recruitment of the teachers.

The effects of the ratio of the age, occupation of spouse and gender variable upon the upper primary teachers positively explain and ailment and monthly income negatively explain of the variance in the situational stress. Hence it is recommended that the illness or sickness of the teachers should be monitored and necessary steps should be taken to cure such kind of illness of the teacher. Otherwise it will lead further to situational stress.

There is a positive low correlation exists between situational stress and personality patterns of upper primary teachers and both have mutual relational effect positively. It is recommended that the system of education should provide sound developmental programmes to teachers form their personality development since it will arrest situational stress in turn.

It is observed that the level of situational stress of upper primary teachers as gradually lowered from the pre stage to post stage of experimentation with developed remedial programme and does not vary from post stage to retention stage. Hence it is recommended that such kind of remedial programmes will be developed and included in the refresher courses for teachers.
6.24. Limitations and Delimitations of the Study

- The developed Rating Scale on Situational Stress (RS-SS) and Extrovert-Introvert Inventory (E-I I) for upper primary teachers is confined to the teachers of upper primary level only.

- The Rating Scale on Situational Stress (RS-SS) for upper primary teachers is the investigator (Teacher Educator) made one considering the works of Uday Pareek (1983), Clark, (1980), Maslach (1981), Srivastava and Singh (1981), Latha (2001), Sarah and Gnanadevan (2003), (Chandraiah, 2009) subject to item analysis, reliability and validity.

- The Extroversion and Introversion Inventory (E-I I) for upper primary teachers is the investigator (Teacher Educator) made considering the works of Eysenck (1960), Carl Jung (1970), Costa and McCrare (1985), Elmore and Ellett (1979), Prema (2007), Conklin (2003), Sarah Williams and Gnanadevan (2003) and Eysenck and Eysenck (1958) one subject to item analysis, reliability and validity.

- The Rating Scale on Situational Stress (RS-SS) for upper primary teachers is used as pre, progressive, post and retention stage identification of situational stress of upper primary teachers.

- The Extrovert-Introvert Inventory (E-I I) for upper primary teachers is used before and after experimentation for the identification of personality patterns of upper primary teachers to seeing the relations.

- The present research study is limited to the development and use of the Remedial Program to reduce the situational stress of upper primary teachers with certain modalities, conceptual formulations and strategies and techniques relevant to early researches.

- The present identification of situational stress and personality patterns and experimentation of Remedial Program is confined to upper primary teachers of Thuraiyur block, Tiruchirappalli district in Tamil Nadu only.
6.25. Suggestions for Further Research

1. Attempts can be made to identify situational stress of lower primary, secondary, higher secondary, teacher educators, teacher trainees and higher education teachers.

2. Identification of situational stress or other stress related problems of upper primary teachers from other district and other states can also be made.

3. Relational study can be made to find the impact of situational stress of teachers on the academic performance of the students.

4. Attempts can be made to find out the associate factors of situational stress of teachers in all levels.

5. Attempts can be made for conducting case studies and follow up studies for the reduction of situational stress of teachers in all levels.

6. Similar remedial programme for teachers in all levels can be executed in relation to other problems of teachers in teaching.

7. Similar remedial programme for the reduction of situational stress to the professional in the field of Corporate, IT, Government, Industry and un-organised sectors may be attempted.

6.26. Conclusion

The present teacher populations who are the architects of future citizens are become healthier and mentally sound for producing quality students through their effective teaching. But the barriers like situational stress of the teachers will harm the teaching learning process and it will impact on both students and teachers themselves. Hence the need is to reduce the situational stress of teachers in right time and make sure about the quality of teaching then only the system of education assured to find out quality of education to students. In tune to this line the investigator felt the need and developed and experiment a remedial programme for reducing situational stress of upper primary teachers. The present investigation is proved the effectiveness of the developed remedial programme and assured it is more effective.