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Introduction
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1.0. Introduction

The life of inner peace, being harmonious and without stress is the easiest type of existence - Norman Vincent Peale

The ultimate aim of life is to help us live our limited lives without regret. The endless drive to eliminate pain and suffering in our mankind and in society makes us totally lose sight of the meaning of life that is indispensable to human beings. The fundamental sense of security is a key concept in life that allows to strongly believe that even if had been unintelligent, ugly, or disabled, or panic, or stressful, existence in the world itself would have been equally welcomed, and whether succeed or fail. When we encounter a situation we have never wanted to experience, especially one that contains a profound self-contradiction, we are emotionally shaken by it, and wish to avert from what disturbs us. Japanese feminist Mitsu Tanaka (1972) calls this kind of experience the turmoil of the shaken self. But paradoxically, only people in this state of distress can truly understand the deep suffering of others and enter into relationships of mutual support with other suffering people. Happiness is a state of mind and has to control thoughts and stay away from indifferent or depressive. Happiness is characteristic of a good life, that is, a life in which a person fulfills human nature in an excellent way. People have a set of purposes which are typically human: these belong to our nature. The happy person is virtuous, meaning they have outstanding abilities and emotional tendencies which allow him or her to fulfill our common human ends. For Aristotle (384 BC-322BC), then, happiness is "the virtuous activity of the soul in accordance with reason": happiness is the practice of virtue.

As human beings we have achieved a level of material progress and limited prosperity and bliss in our life in the present context. The marvels of modern technology have given us enormous power over the forces of nature. We have conquered many obstacles and barriers of life, but still we are not happy 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. If we turn the spotlight on ourselves and ask ourselves to declare in all honesty if we also have been responsible for failing to bring peace and happiness to our fellow beings. 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 relief from stress not 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.

Genuine happiness cannot be defined solely in terms of wealth, power, job, fame or inventions. These no doubt bring some temporary physical and mental comfort but they cannot provide long lasting happiness in the ultimate sense. They become a source of pain, guilt and sorrow rather than bringing happiness to the possessor. The mind is the ultimate source of all happiness and misery. If there is to be happiness in the world or in the work environment, the mind of an individual must first be at peace and harmony. Individual happiness is conducive to the happiness of the society, while happiness of the society means happiness of the nation. It is only in the happiness of nations that the happiness of this world is built. 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 people 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, they experience unsatisfactoriness (Dhammananda, 2001). Best philosophy to live healthily and depression free life in good and bad situations are not physical situations but they are just different states of our mind. So there is nothing like happy situation or sad situation but different conditions of mind and how one perceives it (Saminshah, 2007).

Current life is full of stress with rapid changes occurring in the environment. Urbanization, industrialization, unemployment, poverty, career planning etc. are causing stress in life. Stress has become an inevitable part of human life. It is an
emotional, intellectual or external change, demand and/or pressure. Now everyone knowingly or unknowingly happen to be in stressful condition in their day to day work and in life.

1.1. Stress

Stress is a word derived from the Latin word *stringere*, meaning to draw tight, and was used in the seventeenth century to describe hardship and affliction. The concept, meaning and definition of stress are discussed below.

1.1.1. Stress-Concept, Meaning and Definition

During the late eighteenth century, stress denoted ‘force, pressure, strain, or strong effort’, referring primarily to an individual or to the individual’s organs or mental powers (*Hinkle, 1973*). *Hans Selye (1936)* was the first to popularize the concept of ‘stress’ and its consequences on the organism as General Adaptation Syndrome (GAS). He defined stress as the non-specific response of the body to any demand whether positive or negative, that is made on it. Then, the term stress has been viewed differently by various investigators. In medical parlance “stress” is defined as a perturbation of the body’s homeostasis. *Hans Selye (1936)* viewed stress as the non-specifically induced changes within a biological system. According to *Lazarus (1976)*, stress is a feeling experienced when a person thinks that the demands exceed the personal and social resources which an individual is able to mobilize. *Kalpan (1976)* defines stress as any kind of assault on the organism. The assault may be of physical nature, occurring when the individual’s needs are frustrated or when he is in conflict by being confronted by two incompatible goals or when pressures are applied by others (*Selye, 1976*). *Ivancerich and Matteston (1980)* have defined stress as an adaptive response mediated by individual characteristic and psychological processes which is the consequence of any external action, situation or event that is physical and or psychological. A process of behavioural, emotional, mental and physical reactions, caused by prolonged, increasing or new pressures which are significantly greater than coping resources is stress (*Dunham, 1984*). *Henry Tossy et al (1986)* defined that the meaning of stress is an adaptive response to an external factor that results in physical, psychological or behavioral deviations in an individual.
Stress is a state of mind which reflects certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression which is caused by the external forces or internal forces that cannot be met by the resources available to the person. The events or conditions which induce stress are known as “stressors”. Any demand made on the body that is natural or routine activity does not create stress. All situations requiring adaptation to new situation such as fear, pain, fatigue, humiliation, frustration, need for concentration, loss of blood, drugs, occurrence of unexpected events produce stress. Arnold and Feldman (1986) defined stress as the reactions of individuals to new or threatening factors in their work environment. Williams and Huber (1986) define stress as a psychological and physical reaction to prolonged internal and/or environmental conditions in which an individual’s adaptive capabilities are overextended. Stress is a result of a “perceived” threat, and is not necessarily related to actual environmental conditions.

Stress is any unpleasant and disturbing emotional experience due to frustration (Scott, 1988). Stress is the affect on a person of being subjected to serious stimulation or the threat of such stimulation particularly when he/she is unable to avoid or terminate the conditions (Stratton and Hayes, 1988). Stress is a process of appraising events or threatening, challenging or harmful and responding to such events on a physiological, emotional, cognitive or behavioral level (Feldman, 1988).

Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope (Jary and Jary, 1995). The amount of stress that is produced by a given situation depends upon one’s perception of the situation, not the situation itself. In other words, stress is a relativistic phenomenon. Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope (Jary and Jary, 1995). Stress is the “wear and tear” that our minds and bodies experience as we attempt to cope with our continually changing environment. The discomfort people are feeling is stress (Keenan, 1998). Stress is an excess of demands over the individual’s ability to meet them (Atkinson, 1999).

Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society. Britannica Concise Encyclopedia of Psychology (2001) defines stress as the physiological and psychological responses to
situations or events that disturb the equilibrium of an organism. Dictionary of Sports Science and Medicine (2007) defines stress as a psychological condition occurring when individuals perceive a substantial imbalance between demands being made on them and their ability to meet those demands, where failure to do so, has important consequences. Perls (1883-1970) defined that stress is a manifestation of thinking about the future. Anxiety is created by focusing attention away from the “here and now”. It is created by expectations of the future-the tension between the now and the later. There is no difference between good stress and bad stress. They are both created by thinking about the future. When anxiety finds an outlet, we say that the stress was motivation; when it doesn’t, we call it debilitating.

Robert Baron (2001) defines stress as our response to events that disrupt, or threaten to disrupt our physical or psychological functioning. Ranganayakulu (2005) defines stress as an adaptive response to an external factor that results in physical, psychological or behavioural deviation in an individual. Stress is a state of mind which reflects certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression which is caused by the external forces or internal forces that cannot be met by the resources available to the person. The events or conditions which induce stress are known as ‘stressors’. Any demand made on the body that is for natural or routine activity does not create stress. All situations requiring adaptation to new situation such as fear, pain, fatigue, humiliation, frustration, need for concentration, loss of blood, drugs, occurrence of unexpected events produce stress. Stress, strain, conflict and pressure are the terms synonymously used. A convenient definition of stress is any stimulus or change in the external or internal environment which disturbs homeostasis which, under certain conditions, can result in illness. (Timmisetti Brahmaiah and Bhaskara Rao, 2009).

Academicians from various disciplines are focusing their attention on common phenomenon of stress from divergent angles. Thus, the imbalance between the perceived demand and perceived capability may come from a variety of reasons. In biological terms, stress may arise if the person’s life style differs too much from the kind of life to which primitive man becomes evolutionarily adapted. In developmental terms, it may arise if the person is not prepared by his upbringing and education for the demands imposed on him by his style of life. In social terms, the person may
experience stress if exposed to conflicting social pressures, or forced to play inconsistent rules. In phenomenological terms stress may arise if the person’s lifestyle fails too; much of his aspirations or ideals.

1.1.2. Stress- Kinds and Types

Stress is of two kinds that is “Eustress” and “Distress”. The term eustress and distress was first used by endocrinologist Selye in 1975, when he published a model dividing stress into two major categories: eustress and distress. He stated the idea of a General Adaptation Syndrome, or a system of how the body responds to stress.

I. Eustress

Eustress is a term coined by endocrinologist Selye (1975) which is defined in the model of Lazarus (1991) as stress that is healthy, or gives one a feeling of fulfillment or other positive feelings. Eustress is a process of exploring potential gains. Eustress is a word consisting of two parts. The prefix derives from the Greek eu meaning either “well” or “good” when attached to the word “stress”. It literally means “good stress”. dealwithstress.com (2007) describes Eustress as follows: The thrill and excited feeling while in a situation, the accomplishment of a challenge, the proud feeling and the happy feeling of being loved. These feelings sure make us feel good and they are the so-called "good stress" or "positive stress". They are able to exert a healthy effect. It gives one a feeling of fulfillment or contentment and also makes one excited about life. It is a type of stress that only occurs for a short period of time. Eustress is also often called the curative stress because it gives a person the ability to generate the best performance or maximum output. stressfocus.com (2010) describes Eustress as follows: Eustress is one of the helpful types of stress. Eustress prepares the muscles, heart, and mind for the strength needed for whatever is about to occur. Eustress can also apply to creative endeavors. When a person needs to have some extra energy or creativity, eustress kicks in to bring them the inspiration they need. When the body enters the fight or flight response, it will experience eustress. The eustress prepares the body to fight with or flee from an imposing danger. This type of stress will cause the blood to pump to the major muscle groups, and will increase the heart rate and blood pressure to increase. If the event or danger passes, the body will
eventually return to its normal state. **strictly-stress-management.com (2009)** defines Eustress as the good stress which helps us to improve our performance. A certain amount of positive stress keeps us pepped up to meet all challenges and is necessary for our survival and progress in life.

**healthcenter.info.com (2002-2006)** defined that Eustress is a type of short-term stress that provides immediate strength. Eustress arises at points of increased physical activity, enthusiasm, and creativity. Eustress is a positive stress that arises when motivation and inspiration are needed. **mbaknol.com (2010)** describes Eustress as follows this is a positive form of stress, which prepares mind and body for the imminent challenges that it has perceived. Eustress is a natural physical reaction by body which increases blood flow to your muscles, resulting in a higher heart rate.

**Chronic Eustress:** Quadrant one is known as Chronic Eustress or long lasting, recurrent good stress. This quadrant should be every person's goal in life. Words like fun, happiness, peace, joy, laughter, spirit, and love exist in this quadrant. When we are in a state of chronic eustress, our bodies have very high levels of the feel of good hormones like Dopamine and Oxytocin. These hormones make it possible for us to have high levels of self-esteem and to have really strong relationships in all areas of your life, whether they are romantic, parental or work-related.

**Acute Eustress:** Quadrant Two is known as Acute Eustress or rapid onset, short, intense good stress. Get some really fantastic news or are engaged in a feel great workout or when something really wonderful happens to experience this kind of stress. The body is temporarily, intensely and quickly flooded with feel good hormones like Dopamine and Oxytocin. This type of stress is desirable and it does a body good to experience this type of stress often.

### II. Distress

Stress created by undesirable outcomes is known as distress. **Wikipedia Encyclopedia (2010)** stated that distress is the most commonly-referred to type of stress, having negative implications, whereas eustress is a positive form of stress, usually related to desirable events in a person’s life. Both can be equally taxing on the body, and are cumulative in nature, depending on a person’s way of adapting to a change that has caused it. **healthcenter.info (2002-2006)** stated that Distress is a
negative stress brought about by constant readjustments or alterations in a routine. Distress creates feelings of discomfort and unfamiliarity. There are two types of distress. Acute stress is an intense stress that arrives and disappears quickly. Chronic stress is a prolonged stress that exists for weeks, months, or even years. Someone who is constantly relocating or changing jobs may experience distress. strictly-stress-management.com (2009) viewed that when stress gets out of hand, it becomes bad stress or distress, which will bring out the weakness within us and make us vulnerable to fatigue and illness. If distress is continued unchecked, this will lead to all the ill-effects of stress.

dealwithstress.com (2009) stated that distress is a “negative stress”. It is a stress disorder that is caused by adverse events and it often influences a person’s ability to cope. Some events leading to distress are: death of loved one and financial problems, heavy work responsibility and workload, strained relationship and chronic illnesses. Distress can be classified further as acute stress or chronic stress. Acute stress is short-lived while chronic stress is usually prolonged in nature. mbaknol.com (2010) stated there are negative forms of stress existing in humans. This occurs when the mind and body is unable to cope with changes, and usually occurs when there are deviations from the norm. They can be categorized into acute stress and chronic stress. Acute stress is intense, but does not last for long. On the other hand, chronic stress persists over a long period of time. Trigger events for distress can be a change in job scope or routine that the person is unable to handle or cope with.

stressfocus.com (2010) defined distress is one of the negative types of stress. This is one of the types of stress that the mind and body undergoes when the normal routine is constantly adjusted and altered. The mind is not comfortable with this routine, and craves the familiarity of a common routine. There are actually two types of distress: acute stress and chronic stress.

**Distress Type #1: Acute Stress**

The first type of distress is acute stress. This type of stress comes immediately with a change of routine. It is an intense type of stress, but it passes quickly. Acute stress is the body’s way of getting a person to stand up and take inventory of what is going on, to make sure that everything is okay. This type of stress happens when feel
shocked or threatened and our fight or flight stress response system kicks into gear. Our bodies are flooded with emergency response hormones such as adrenaline and cortisol. These hormones allow us to be alert and have increased strength, endurance and energy, thereby allowing us to respond to imminent danger. This type of stress comes from accident or attacked or feels extreme fear. While this type of stress is classified as a bad stress, it is not dangerous because it does not last a long time and the body will wash away these extra hormones when the danger or threat has passed. This stress helps us to survive.

Distress Type #2: Chronic Stress

The second type of distress is chronic stress. Chronic stress will occur if there is a constant change of routine for week after week. Chronic stress affects the body for a long period of time. This type of stress is experienced by someone who constantly faces, moves or changes jobs. Chronic distress is the cause of most peoples’ problems. In this kind of stress, body is constantly flooded with emergency response hormones like Cortisol and Adrenaline. When Endocrine System is over-used, things begin to malfunction. Staying in a state of chronic distress all the time, one overproduces the emergency response hormones. Over a period of time, it will develop panic attacks, anxiety, depression, chronic fatigue syndrome, fibromyalgia and other illnesses.

1.1.3. Other Types / Classifications of Stress

With Eustress” and “Distress”, some of the other classifications are found on stress which are discussed below.

stressedlife.com (2008-2010) research team classified five type of stress as follows: Post Traumatic Stress-is stress symptoms caused by traumatic events. Situational Stress-is stress of the moment. It is something that demands one’s immediate attention, like being attacked. Anticipatory Stress-is caused by concern or worry over the future about situations that may or may not happen. Residual Stress-is stress of the past, the type of stress that manifests itself because of an inability or unwillingness to let go of old issues. Chronic Stress-is the stress that is long term. Morse and Furst (1979) identified three kinds of stressors: physical, social and
psychological. Physical stressors are external factors such as drugs, foods, noise, temperature, and trauma. Social stressors or life-change events are externally induced and result from the interaction of the individual with his/her environment, for example, death of a loved one, divorce, job loss, a move to a new city, or financial difficulty. Psychological stressors (intense emotions)-may be brought on by physical or social stressors and include frustration, worry, anger, happiness, sadness, fear, anxiety, etc. This conceptualization further reflects the confusion of the concept of stress as both the causative factor (physical or social stressors) and the result/reaction (psychological stressor).

Health Tips Newsletter (2007) quoted few kinds of stress: Physical Stress-an injury is a source of physical stress. Any repetitive motions, overworking a muscle and even a lack of sleep contribute to physical stress. Emotional Stress- fear, grief, anger and other emotions affect our entire body. Depression and an avoidance behavior can lead directly to the stress vicious cycle. Chemical Stress-common sources of chemical stress include poor nutrition, sugar, refined carbohydrates and unhealthy fats. Drugs, preservatives, tobacco, alcohol, vaccinations, pollen and a host of other substances also affect our nervous systems, muscle tone and our spine. Emotional stress also causes chemical stress.

1.1.4. Characteristics / Symptoms of Stress

Stress consequences take place differently in different ways. They depend upon situation and individuals’ ability to withstand. Often stress is taken negatively. The stress shows its effects physically, psychologically and behaviorally.

Physiological problems: Stress causes physiological ailments such as excitement, increased heart rate, blood pressure; high level of cholesterol can result in diseases such as heart, ulcer and arthritis. Cancer too takes place in certain cases of stress. These health problems not only trouble the individual families but the organizations too.

Psychological problems: Depending upon the bearing capacity of the individual psychological reactions such as anger, anxiety, depression, nervousness, irritability, tension boredom take place. These will in turn reduce job satisfaction, morale and will power of employees. At times executives will fail to concentrate on problems and find solutions which will affect productivity and cause wastage.
Behavioral problems: High levels of stress result in dysfunctional behavior of employees. They may addict to drugs, alcoholism, smoking, sleeplessness, over-or under – eating, etc. Yet times high level of stress makes employees to suicide. Sometimes employees stay away from the work place and change organizations. Either when stress is very low or high, the performance level will be low. When the stress is very low and moderate the individuals will be stimulated and better their performance. But too high stress places unattainable demands on a person which lowers the performance.

Selye (1946) was the first to describe the phases that the body goes through in response to a threat. The general adaptation syndrome model states that the body passes through three stages. The first stage is an alarm reaction. The body prepares for a potential emergency. Digestion slows down, the heart beats faster, blood vessels dilate, blood pressure rises, and breathing becomes rapid and deep. All bodily systems work together to provide maximum energy for fight or flight. The second stage is resistance. If the stress continues, the body builds up a tolerance to its effects. The body becomes habituated to the effects of the stressor, however, the bodies adaptive energies are being used as shield against the stressor. The third stage is exhaustion. When the body’s adaptive energies are depleted, the symptoms of the alarm reaction reappear, and the stress manifests itself as an illness, such as ulcers, heart ailments, and high blood pressure. During the first or second stages, the removal of the stressor will eliminate the symptoms.

Timmisetti Brahmaiah and Bhaskararao (2009) identified the symptoms of stress are: cardiovascular disease, obesity, diabetes, skin disorder, ulcers, alcohol abuse, tobacco abuse, insomnia, backaches, headaches, sexual problems, mental and physical fatigue and muscle tension.

In timethoughts.com (2004-2010), the researchers defined stress as a physical, mental, or emotional response to events that causes bodily or mental tension. Simply, stress is any outside force or event that has an effect on our body or mind. Depending on the stressors and the types of changes or events we are dealing with, stress can manifest itself physically, emotionally and/or mentally. Physical – this occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness. The most
Common physical symptom is headaches because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However long-term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and excessive sweating, heart disease, strokes and even hair loss. **Emotional** – these responses are due to stress affecting the mind and include anxiety, anger, depression, irritability, frustration, over-reaction to everyday problems, memory loss and a lack of concentration for any task. Anxiety is normally shown as a response to loss, failure, danger or a fear of the unknown. Anger is a common response to frustration or social stress and can become a danger to other individuals if not kept in check. Depression is frequently seen as an emotional response to upsetting situations such as the death of a loved one, illness and failure. **Psychological** – long-term stress can cause psychological problems in some individuals. Symptoms include withdrawal from society, phobias, compulsive behaviors, eating disorders and night terrors.

thestressoflife.com (2011) defined five types of stress characteristics as follows: **Physical:** Suffer from frequent headaches or migraines, often feel fatigued or worn out, fitful sleep, if awakened and find it difficult to fall asleep again, lump in throat, difficulty in swallowing experience digestive upsets, recurrent and persistent stomach ulcers, exercise infrequently, grinding your teeth, often engage in finger-drumming, increased consumption of alcohol and tobacco, occasionally suffer from pounding heart, exhibit signs of restlessness, frequently catch colds or flu, drink more than 4 cups of coffee or tea, high Blood Pressure, often aware of body tension, accident prone, overweight, smoke more than 10 cigarettes a day, suffer from chest pains, regularly experience tension in back of neck or head, experience episodes of diarrhea, have twitching in face or limbs, suffer from dizziness, lightheadedness or faintness, unexplained rashes or itches of the skin, often take sleeping pills or tranquilizers, irritation or wetness around back passage (colitis), excessive perspiration especially of the hands and take mind-altering drugs. **Mental:** Mental attitudes are generally negative, easily get confused, suffer from mental lethargy, seldom read a book or journal relating to work, have no intellectual relaxation, rarely develop new ideas, make negative statements about yourself, find it difficult to concentrate, seldom read anything but a newspaper, do not have any hobbies, rarely
express feelings through music and art dance or writing, fail to keep abreast of current events, mind is often in a whirl, rarely introduce innovations into work, do not know the name of Federal or State government officials, avoid attending Seminars or courses that will assist with work and frequently suffer from forgetfulness. **Emotional:** Often feel anxious, suffer from the “blues”, over-excitability, feel unhappy most of the time, worry a lot, become easily discouraged, experience little job, have frequent crying spells, suffer from nightmares, easily become irritated, seldom give compliments, lack a sense of humor, have a nervous laugh, exhibit bad temper, feel frustrated, often find fault with yourself, feel “no one cares”, hold uncertain beliefs, suffer from overwork and get embarrassed when people compliment. **Social:** Experience a sense of isolation, harbor resentments, suffer from loneliness, lash out at others, experience lowered sex drive, frequently nag others, reduced contact with friends, lack of intimacy, family relationships are less than satisfactory, have poor relations with work associates, often distrusting, tend to use people for personal gain, don’t know or care about neighbors, clam up in group discussion, seldom take family out and think drinking and driving is acceptable. **Spiritual:** Experience a sense of inner emptiness, life has no meaning, the future looks bleak, unforgiving, see very few positive things in life, often a martyr, frequently cynical, feel apathetic, have self-doubts about work, constantly need to prove yourself, feel life has been wasted, hold no personal beliefs, look for “magic” solutions to problems, doubt ability to succeed, feel little obligation towards others and have a morbid fear of death.

In *timethoughts.com (2004-2010)*, researchers define stress as a physical, mental, or emotional response to events that causes bodily or mental tension. Stress is any outside force or event that has an effect on our body or mind. Depending on the stressors and the types of changes or events we are dealing with, stress can manifest itself physically, emotionally and/or mentally. **Physical** – this occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness. The most common physical symptom is headaches because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However long-term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and
excessive sweating, heart disease, strokes and even hail loss. **Emotional** – these responses are due to stress affecting the mind and include anxiety, anger, depression, irritability, frustration, over-reaction to everyday problems, memory loss and a lack of concentration for any task. Anxiety is normally shown as a response to loss, failure, danger or a fear of the unknown. Anger is a common response to frustration or social stress and can become a danger to other individuals if not kept in check. Depression is frequently seen as an emotional response to upsetting situations such as the death of a loved one, illness and failure. **Psychological** – long-term stress can cause psychological problems in some individuals. Symptoms include withdrawal from society, phobias, compulsive behaviors, eating disorders and night terrors.

**diy-stress-relief.com (2008-2011)** explained that the following list of some 50 common signs and symptoms of stress; frequent headaches, jaw clenching or pain, insomnia, nightmares, disturbing dreams, gritting, grinding teeth, frequent crying spells or suicidal thoughts, difficulty concentrating, racing thoughts, stuttering or stammering, trouble learning new information tremors, trembling of lips, hands, forgetfulness, disorganization, confusion, neck ache, back pain, muscle spasms, ringing, buzzing or popping sounds, difficulty in making decisions, light headedness, faintness, dizziness, feelings of loneliness or worthlessness, feeling overloaded or overwhelmed, little interest in appearance, punctuality, obsessive or compulsive behavior frequent blushing, sweating, cold or sweaty hands, feet, overreaction to petty annoyances, dry mouth, problems swallowing, nervous habits, fidgeting, feet tapping, frequent colds, infections, herpes sores, increased frustration, irritability, edginess, rashes, itching, hives, "goose bumps", unexplained or frequent "allergy" attacks, increased number of minor accidents, heartburn, stomach pain, nausea, rapid or mumbled speech, social withdrawal and isolation, increased smoking, alcohol or drug us, excess belching, flatulence, reduced work efficiency or productivity, constipation, diarrhea, lies or excuses covering up poor work, difficulty breathing, sighing, chest pain, palpitations, sudden attacks of panic, excessive defensiveness or suspiciousness, increased anger, frustration, and hostility, problems in communication, sharing. Frequent urination, excessive gambling or impulse buying, poor sexual desire or performance, constant tiredness, weakness, fatigue, excess anxiety, worry, guilt, nervousness, frequent use of over-the-counter drugs, weight gain or loss without diet,
depression, frequent or wild mood swings, increased or decreased appetite. It is obvious from the above list that stress can have wide ranging effects on your emotions, mood and behavior.

The stress reaction and its affect involve the brain and all our bodily functions. Stress ultimately affects our perceptual senses, nervous system, hormonal balance, cardiovascular system, digestive system, skin, urogenital tracts and immune system.

1.1.5. Sources of Stress

The sources of stress are Psycho-social and Physiological (Timmisetti Brahmaiah, 2009). Those are: Psycho-social sources-Adaptation: Every time we are confronted with change, the event is desirable or undesirable, the homeostasis is disrupted or we undergo stress during the period of adaptation to the event. The magnitude of experienced stress is dependent on two factors: the intensity and frequency of change and our power of adaptability. Frustration: Emotionally, we respond to frustration with feelings of anger, despair and aggression, whether exteriorized or interiorized. I. Overload: The four main factors which contribute to the excessive demands are (1) Time pressures; (2) Excessive responsibility; (3) Lack of support; (4) Excessive expectations from ourselves and from those around us. II. Self-Perception: Individuals who have a low level of self-esteem and assurance are considerably more prone to negative attitudes than those who hold a confident and positive image of themselves. III. Behaviour: The way we generally interact with the environment can prediscope us to stress and related diseases. IV. Anxiety: Anxious reactive persons are prone to high levels of stress through a feedback system. People who are hypersensitive to stressful reactions due to anxiety tend to (1) worry unnecessarily; (2) catastrophize; (3) relieve unpleasant events of the past, and (4) have a pessimistic view of life and V. Lack of Control: One of the most powerful stressors of all is the real or imagined loss of control, especially in the individuals who have a strong need to control themselves and their environment.

Physiological Sources- Nutrition: Inadequate dietary habits can contribute to or cause stress. The consumption of certain foods, e.g. coffee, tea, cola beverages, etc is also causing stress. Over-eating and Under-eating: High intake of food results in obesity which in turn can lead to ill health and a variety of diseases. Likewise, taking
in too few calories or eating an unbalanced diet lowers our resistance to stress. **Vitamin Deficiency:** During stressful times, higher intake of certain vitamins is needed to maintain the nervous and endocrine systems. They are: Vitamin C and Vitamin of the B complex, particularly B1, B2, B5 and B6. **Smoking:** Tobacco contains nicotine. Like caffeine, it is a sympathomimetic agent which triggers the stress response, i.e., stimulates the adrenal glands, releasing hormones which elicit the stress response. **Noise:** Noise can cause stress by stimulating the sympathetic nervous system, by causing irritation and y decreasing concentration power. **Techno Stress:** Initially, it was thought that technology would cut work time in half and that there would be more spare time to enjoy. Instead, the work load has become dense, deadlines more compressed, expectations higher, together with less human contact and communication.

*Ranganayakulu (2005)* discusses that stress is a part of one’s routine life. Both eustress and distresses occur in one’s life every day. The stresses caused at the place of work are causes to non-work places and vice versa. The stresses are grouped into four categories. (1) individual, (2) group, (3) organizational and (4) external environmental. These stresses would put stress on individuals.

**Individual stresses:** The stresses may develop in the context of organizational life or personal life. These causes change in life and career, personality type and role characteristics. **I. Life and career changes:** Changes in life and career produce stress. Young people report more stresses than old people. Stress has been found more among urban population than in rural people. Like life changes, there may be changes in career, such as promotion, demotion, transfer, separation, etc. with each change man experiences some stress. **Personality of type:** People who work with extremely high ethics are moving, walking rapidly, eating very fast and doing two or more things at a time and experience more stress. They always measure success in terms of quantity and are hard pressed for time. Some people appear to be more aggressive and competitive, they experience more stress. **Role characteristics:** (a) **Role conflict:** Because of role conflicts some people experience stress. Role conflict occurs in different systems like family, club, work organizations and voluntary organizations, etc. They have to fulfil different obligations in different systems. They have to play different roles in different situations as such people fail to fulfill the conflicting requirements and are put to heavy stress. The incompatibility between job tasks,
policies and rules cause stress. **(b) Role ambiguity**—Sometimes people experience role ambiguity and are not clear about the actual expectations from a role due to lack of knowledge and information. This again causes stress. **(c) Role overload Vs. Role under load**—Role overload causes ‘stress’ to the employees. It refers to the individual being expected to do too many things within a limited time. Individuals may discharge duties few days but it is difficult for them to attend too many activities in the long run. Role under-load occurs when there is too little work and individual’s potentiality is underutilized. Employees show little interest. **(d) Ethical dilemmas**—Ethical dilemmas such as whether or not one should report the observed unethical behaviours of another person can cause stress in individuals. This is true in the case of people having moral values.

**II. Interpersonal and group stresses** - *(i) Lack of group cohesiveness:* Members working in an organization will have tendency to work in groups. And people tend to have group interaction when some members are desirous of group satisfaction, this will cause stress. *(ii) Lack of social support:* Members need support to function effectively, in the absence of such support employees do not take initiative which causes stress. **Conflict:** Conflicts arise between groups and individuals. These conflicts will become sources of stress. **Strained relations:** Disputes and strained relations reduce openness between the individuals and result-in misunderstandings. Unpleasant interactions cause stress and to avoid this stress people remain absent to work place and look for other jobs. The following diagram shows the interpersonal and group stress.

![Diagram of Sources of Work Stress](image-url)
III. **Organizational stresses:** The factors responsible for Organizational stresses are as follows: (i) **Organizational policies:** Unrealistic and unfair corporate policies will affect the functioning of individuals and cause stress. Example: ambiguous procedures, inflexible rules. Rotating work shifts, frequent relocation of activities, arbitrary performance evaluation, etc. are sources of stress. (ii) **Organization structure:** Successful functioning of an organization depends upon sound organization structure and division of work and grouping of activities form the basis of a sound organization structure. Any defect in framing organization structure will cause stress and employees’ behaviour will be affected. Excessive interdependence, line and staff conflicts, over specialization are the sources of stress causing disturbance. (iii) **Organizational processes:** Communication system, poor feedback, inadequate information, unfair control system, cause stress and individuals and groups fail to work competitively. (iv) **Work environment and physical conditions:** Lack of privacy, excessive noise, crowded environment, pollution, poor lighting, and absence of safety equipment cause stress physically and mentally to the employees. (v) **Job characteristics:** The individual is likely to experience stress if the job is too heavy, dull and boring. Also if the job demands frequent traveling and transfers, employee is likely to undergo stress. Some duties and responsibilities such as fire-fighter, or the police squad cause stress. Thus the nature of job often induces stress. (vi) **Structural factors:** They refer to rules, regulations and systems which are not palatable to the individuals may act as stressors. (vii) **Lack of career progress:** Lack of career paths in organizations may be additional stressors. For aspiring managers, the lack of career progress can be a constant stressor resulting in the job burnout. Burnout is the condition where the employees see no relief or satisfaction and experience physical, emotional and mental exhaustion. (viii) **Task demands:** Autonomy lessens of stress of employees. (xi) **Organization's leadership:** Some executives establish a culture characterized by tension, fear, and anxiety. They impose unrealistic pressures to perform things in short run, impose excessive tight controls and routinely fire employees. (x) **Organization’s life stage:** Organizations go through different stages such as establishment, growth, maturity and decline. Organizations undergo different problems in different stages but the establishment and decline stages are stressful. (xi) **Lack of participation:** Employees participate in decision-
making influences in reducing role ambiguity and role overload resulting in reduced
noise. (xii) **Responsibility for people:** Less control over subordinates for whose
actions managers are responsible is a concern of stress for managers.

**IV. External factors:** Certain forces could be the sources of stress. Sudden
changes in the market place, technology, financial market, economic, and community
conditions, etc., act as stressors. Innovations, political and economic uncertainties
could also cause stresses.

1.1.6. Associate Factors of Stress

regarding the associated factors of stress as follows:

Factors that influence the response to stress is that the people respond to stress
differently, depending on different factors: **Early nurturing:** Abusive behavior
towards children may cause long-term abnormalities in the hypothalamus-pituitary
system, which regulates stress. **Personality traits:** Certain people have personality
traits that cause them to over-respond to stressful events. **Genetic factors:** Some
people have genetic factors that affect stress, such as having a more or less efficient
relaxation response. One study found a genetic abnormality in serotonin regulation
that was connected with a heightened reaction of heart rates and blood pressure in
response to stress. (Serotonin is a brain chemical involved with feelings of well-
being.). **Immune regulated diseases:** Certain diseases that are associated with
immune abnormalities (such as rheumatoid arthritis or eczema) may actually weaken
a response to stress.

The length and quality of stressors: Naturally, the longer the duration and
more intense the stressors, the more harmful the effects.

**Childhood Factors**

Children are frequent victims of stress because they are often unable to
communicate their feelings accurately. They also have trouble communicating their
responses to events over which they have no control. Certain physical symptoms,
notably repeated abdominal pain without a known cause, may be indicators of stress
in children. Various conditions can affect their susceptibility to stress. **Parental Stress:** Parental stress, especially in mothers, is a particularly powerful source of stress in children, even more important than poverty or overcrowding. Young children of mothers who are highly stressed (particularly if they were depressed) tend to be at high risk for developing stress-related problems. Some evidence even supports the old idea that stress during pregnancy can have adverse effects on the infant's mood and behavior. Older children with stressed mothers may become aggressive and anti-social. Another study suggested that stress-reduction techniques in parents may improve their children's behavior. **Gender Differences in Adolescent Stress:** Adolescent boys and girls experience equal amounts of stress, but the source and effects may differ. Girls tend to become stressed from interpersonal situations, and stress is more likely to lead to depression in girls than in boys. For boys, however, specific events, such as changing schools or getting poor grades, appear to be the major sources of stress.

**Work and Stress**

Several studies are now suggesting that job-related stress is as great a threat to health as smoking or not exercising. Stress impairs concentration, causes sleeplessness, and increases the risk for illness, back problems, accidents, and lost time from work. Work stress can lead to harassment or even violence while on the job. At its most extreme, chronic stress places a burden on the heart and circulation that in some cases may be fatal. Not all work stress is harmful. However, studies suggest the following job-related stressors may increase people -- particularly men's -- health risks. Unrelenting and unreasonable performance demands, lack of effective communication and conflict-resolution methods among workers and employers, lack of job security, night-shift work, long hours, or both and too much time being spent away from home and family.

**1.1.7 Recognition of Stress**

All the people have different threshold to stress, and the kinetics at the curve, differ from one individual to another depending on bodily bio-chemical makeup.
Phase 1 - Positive phase of stress results in: enthusiasm, optimism, positive outlook, physical stamina, mental alertness, optimal personal relationships, and high productivity and creativity.

Phase 2 - Negative phase of stress prone to: fatigue, irritability, and lack of concentration, depression, pessimism, illness, low productivity and low creativity.

1.1.8. Stages of Stress

The Alarm Reaction-Positive Phase: A certain amount of stress or stimulation is essential to our health and performance. This is positive phase of stress.

Adaptation or Resistance-Negative Phase: Where stress continues to increase ‘distress’ begins, health and performance decrease. This corresponds to the negative phase of stress. Once we pass the peak of our stress curve, both health and performance decline.

1.2. Situational Stress

Situational stress occurs when a person is in an unpleasant situation, and worry about what will happen next. Encounter stress is created by contact with other people (both pleasant and unpleasant).

Situational stress is the stress associated with being near or around a particular person, place, or thing. There will always be a negative event associated with this type of stress. For many, stress is a temporary condition, usually situational based on realistic concerns: Parent’s illness, job loss, money worries, dispirited relationships. This type of non-realistic stress takes many faces – from withdrawal and isolation to anger and aggression. Perhaps a more modern name for this type of age-old phobia is "burnout”.

Sjoberg (1981) examined life situations and episodes as the basis for situational influence on behaviour. He defined the individual’s life situation as a relatively stable set of needs, abilities, conceptual structures and external conditions. Episodes were defined in terms of time, from very brief to very long. These definitions parallel to those for micro, macro, chronic, and acute stressors. This clearly puts stress in the domain of a situational influence.

Leigh and Martin (1981) examined that as a situational influence, stress can be applied to each of the three definitional viewpoints of a situation: objective,
subjective and person/environment. For those theorists who view situations as objective in nature (Belk, 1975), stress can be examined in relation to the five situational characteristics: physical and social surroundings, task definition, temporal perspective and antecedent states. These characteristics can be considered as stressors or causative factors creating a stressful situation. Theorists supporting the subjective definition of situations view that stress lies not in the environmental input but in the person’s appraisal of the relationship between that input and its demands and the person’s agendas (e.g., beliefs, commitments, goals) and capabilities to meet, mitigate, and alter these demands in the interests of well-being.” Finally, for those theorists adopting the interactionist approach to situations (Magnusson and Snyder 1981), a view that encompasses both the actual and perceptual dimensions, stress can be included as a person and the environment.

1.3. Organizational Stress

'Organizational Stress' is a broad term for the people and the environment in which stress occurs in the workplace. They point to a pattern of workplace or organizational stress that has maintained a stubborn presence throughout the 20th and into the 21st century.

Many situations in organizational life can be stressful. These include: 1) problems with the physical environment, 2) problems with the quality of work such, as lack of diversity, an excessive pace, or too little work, 3) role ambiguities or conflicts in responsibilities, 4) relationships with supervisors, peers, and subordinates, and 5) career development stressors, such as lack of job security, perceived obsolescence, and inadequate advancement.

Chandraiah (2010) explained that organizational sources of stress are the conditions, characteristics and processes of the organizational environment. These include working conditions or task characteristics, role in the organization or characteristics, career developments or opportunities to develop organizational structure and climate or structural characteristics and the interpersonal conditions in the organization. Scheier and Caver (2003) stated that other than role characteristics, factors such as task characteristics, leader processes, organizational structure, interpersonal conditions and physical qualities also act as sources of stress.
Cooper and Payne (1978) opined that the potential source of managerial stress is simply being in the organization and threat to individuals’ freedom, autonomy and identity. The situation poses problems such as little or no participation in the decision making process, no sense of belonging, lack of effective consultation, poor communication, restrictions on behavior and office policies.

Organizational stress factors are pressure to avoid error, completion of task in limited time, work overload; demanding and insensitive section commander and unplanned workers are a few examples of organizational factors. Poor inter-personnel relationship and lack of support from colleagues can cause considerable stress especially among persons with high social need. The effects of Organizational Stress are Stress reduces morale, performance and productivity of the workforce Stress increases poor timekeeping. Stress increases workplace absenteeism which has a knock on domino effect on colleagues who have to cover. Stress is a major contributor to staff turnover resulting in additional recruitment and retraining costs. Insurance premiums increase with increased stress claims. Litigation costs for stress claims are increasing.

Cooper and Marshall (1976) distinguished between extra organizational sources. They consisted of five broad categories of stressors, viz., factors intrinsic to the job, role in the organization, relationships within the organization, career development and organizational structure and climate.

1.4. Occupational / Job Stress

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. With change comes stress, inevitably. Professional stress or job stress poses a threat to physical health. Work related stress in the life of organized workers, consequently, affects the health of organizations.

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. Workplace stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker. He identified the five most common causes of worker stress: too much rigidity in how to do a job, substantial cuts in employee benefits, a merger, acquisition, or change of ownership, requiring frequent overtime, and reducing the size of the work force.

Kyriacou (1987) viewed that occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors. Job stress is a chronic disease caused by conditions in the workplace that negatively affect an individual’s performance and/or overall well-being of his body and mind. One or more of a host of physical and mental illnesses manifests job stress. In some cases job stress can be disabling.

Symptoms

The signs of job stress vary from person to person, depending on the particular situation, how long the individual has been subjected to the stressors, and the intensity of the stress itself. Typical symptoms of job stress can be: insomnia, loss of mental concentration, anxiety, stress absenteeism, depression, substance abuse, extreme anger and frustration, family conflict, physical illnesses such as heart disease, migraine, headaches, stomach problems, and back problems.
Signs of Workplace Stress

Stress-related problems include mood disturbance, psychological distress, sleep disturbance, upset stomach, headache, and problems in relationships with family and friends. The effects of job stress on chronic diseases are more difficult to ascertain because chronic diseases develop over relatively long periods of time and are influenced by many factors other than stress. Nonetheless, there is some evidence that stress plays a role in the development of several types of chronic health problems-including cardiovascular disease, musculoskeletal disorders, and psychological disorders.

Causes of Workplace Stress

Job stress may be caused by a complex set of reasons. Some of the most visible causes of workplace stress are: Job Insecurity-Organized workplaces are going through metamorphic changes under intense economic transformations and consequent pressures. Reorganizations, takeovers, mergers, downsizing and other changes have become major stressors for employees, as organization try to live up to the competition to survive. These reformations have put demand on everyone, from a top to a mere bottom layer worker. High Demand for Performance-Unrealistic expectations, especially in the time of reorganizations, which, sometimes, puts unhealthy and unreasonable pressures on the employee, can be a tremendous source of stress and suffering. Increased workload, extremely long work hours and intense pressure to perform at peak levels all the time for the same pay, can actually leave an employee’s physically and emotionally drained. Excessive travel and too much time away from family also contribute to an employee’s stressors. Technology - The expansion of technology has resulted in heightened expectations for productivity, speed and efficiency, increasing pressure on the individual worker to constantly operate at peak performance levels. There is also the constant pressure to keep up with technological breakthroughs and improvisations, forcing employees to learn new software all the times. Workplace Culture - Adjusting to the workplace culture, whether in a new organization or not, can be intensely stressful. Making one adapt to the various aspects of workplace culture such as communication patterns, hierarchy, dress code if any, workspace and most importantly working and behavioral patterns of
the head as well as the co-workers, can be a lesson of life. Maladjustment to workplace cultures may lead to subtle conflicts with colleagues or even with superiors. In many cases office politics or gossips can be major stress inducers. **Personal or Family Problems** - Employees going through personal or family problems tend to carry their worries and anxieties to the workplace. When one is in a depressed mood, his unfocused attention or lack of motivation affects his ability to carry out job responsibilities.

1.5. Teacher Profession and Stress

The role and responsibility of a teacher is multitasked in the present day school system. This was altogether different just a few years ago. With the change in the type of teaching culture and added managerial responsibilities for teachers include planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents. A teacher has to take on his responsibilities in the following capacities: lesson planning and teaching, accountability for student performance, classroom management and discipline, supervisory role and extracurricular activity conducting monitoring.

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. Almost all cultures of the civilized world have considered their teachers in a very high esteem. They are very often been given names like “Master” “Mentor” and “Guru”. To achieve this status teachers throughout the history of civilization have come up to the expectations of the world around them. Most thinkers and philosophers of the past who are still remembered are because they had their disciples and students.

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. This is because most of the school systems prefer to maintain uniformity in all of their branches. 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 textbook.

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 published 1999). This is indeed an alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress. 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).

i) stress, anxiety and depression 27%
ii) conflict with managers or colleagues 14%
iii) pressure of workload and excessive changes 9%
iv) 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.

Several writers concur in finding that pupils’ behavior (misbehavior), poor working conditions, especially relationships with colleagues, workload, mainly overload and poor school ethos are the major causes of teacher stress. There is considerable evidence, mainly from self-reports, that teachers feel ill as a consequence of excessive stress. However, available absence and retrials statistics are not sufficiently specific to support this connection. Despite the widely reported feelings of teachers’ disenchantment with their profession and the desire for early retirement, research has not explored whether this has had a direct impact on pupils.

From the outside teaching seems all together a different job with summer vacations, winter vacations and spring breaks. But considering everything that a
teacher has to go through everyday all these days off do not do much to get a teacher back in the right frame of mind. According to a research the major causes of teacher stress are: excessive working hours, excessive workload, rising class sizes, pressures due to inspection, changes in curriculum and courses, changes to assessment and testing requirements, poor management, workplace bullying, crumbling schools, pupil misbehavior, risk of violence from pupils, parents and intruders, lack of support with bureaucracy, form filling and routine tasks, lack of job security due to redundancy and fixed term contracts, lack of control over the job, burden of providing cover, threat to early retirement arrangements, denigration of profession by politicians and media and lack of public esteem.

Teaching can be a stressful occupation. The daily interactions with students and co-workers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological and behavioral consequences may result (DeRobbio and Iwanicki, 1996). Many teachers would agree. Teaching is not only hard work; it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among school staff (Hammond & Onikama, 1997).

Stress has been identified as one of the factors related to teacher attribution and is believed to be a cause of high teacher turnover and absenteeism in parts of the Pacific (Hammond & Onikama, 1997). The Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) studies (1998), conducted by PREL’s Research and Development (R&D) Cadre in the ten U.S.-affiliated Pacific island groups, addressed these factors among Pacific educators. Teachers in American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (FSM)—Chuuk, Kosrae, Pohnpei, and Yap—Guam, Hawaii, the Republic of Palau, and the Republic of the Marshall Islands answered questionnaires regarding their days away from school, their desire to leave teaching, and their reasons for leaving the profession. They also rated themselves on workplace stress using a modified version of the 22-item Maslach Burnout Inventory (MBI)—Educators survey (Maslach & Schwab, 1986).
Negative Effects of Teacher’s Stress

- High stress can cause teachers to leave the profession.
- Stress can lead to illness and absenteeism.

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 collaborated by research conducted by Kyriacou and Sutcliffe (1979), who acknowledged that the intention to leave teaching is associated with teacher stress. Unfortunately, high teacher turnover has a negative effect on student achievement (Walberg, 1974).

Stress can lead to problems in the workplace, such as poor morale, job dissatisfaction, absenteeism, lowered productivity, and high medical care costs (Kedjijadian, 1995). Job satisfaction is negatively related to teacher absenteeism (Pellicer, 1984; Scott & Winbush, 1991). “At the school level the increase in stress is reflected in a growing average annual days of teacher absences and a rise in the number of early retirements” (Gaziel, 1993).

In many countries, high teacher absenteeism is a primary concern. Many parents and students feel that student academic difficulties are due, in part, to frequent teacher absenteeism (Pacific Region Educational Laboratory R&D Cadre, 1995a; 1995b; 1995c). Research on the continental U.S. indicates that higher teacher absenteeism is related to lower student outcomes (Madden, Flanigan, & Richardson, 1991; Pitkoff, 1993; Ballou, 1996; Woods & Montagno, 1997). Citing analyses from the 1990 schools and Staffing Survey, Ballou (1996) reports the “absenteeism increases with higher percentages of poor and minority students. Thus, absenteeism is worst in precisely those schools that can least afford the loss of services of regular teachers”. “When a qualified educator is absent from the classroom, student achievement is negatively affected” (Woods and Montagno, 1997).
Common Stressors Teachers Experience

Poor classroom working conditions (small room, many students), · Lack of adequate instructional materials and teaching resources, Lack of proper facilities within a school (heating/cooling, lighting, media facilities, noise, room structure), Job security – budget cuts mean teacher cuts, Decreased job mobility, Low salaries, Little opportunity for promotions, Annual incremental raises not in pace with cost of living, Interruptions during teaching time, Conflict between amount of time to teach and curriculum, Teachers roles: teacher, mother/father, coach, counselor, Heavy workload gives teachers no time to relax within a day, Teachers bring work home daily – no time to finish at work, High-Stakes Assessment Testing, Responsible to Administration/Board Objectives & Policies, Responsible to the students, parents, school administration/board, Physical and Mental abuse by students

1.6. Personality
1.6.1. Meaning and Concept of Personality

In the words of Wordsworth (1888) personality means the total quality of an individual behaviour. Personality is not however, a mere aggregate but in the unit or integration of main fold manifestation like pleasure, love, hate, activity, inactivity and hope despair of the individual. Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique (Kendra Cherry, 2005). Personality is derived from Latin word ‘Per Sonnave’ which means ‘to speak through’. The Latin word denotes ‘the masks’ to wear in ancient Rome. Thus personality is referred to external appearances (actions). Allport (1937) defined that Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”. Personality is the sum total of ways in which an individual reacts and interacts with others.

Columbia Encyclopedia (2011) explained that personality, in psychology, the patterns of behavior, thought, and emotion unique to an individual, and the ways they interact to help or hinder the adjustment of a person to other people and situations. A number of theories have attempted to explain human personality. In his psychoanalytic interpretation, Sigmund Freud asserted that the human mind could be divided into three significant components-the id, the ego, and the superego-which
work together (or come into conflict) to shape personality. Psychoanalysis emphasizes unconscious motivations and the conflicts between primal urges and learned social mores, stressing the importance of early childhood experiences in determining mature personality. Exponents of behaviorism, such as Skinner, suggest that an individual's personality is developed through external stimuli. In the behaviorist model, personality can change significantly with a shift to a new environment. Social-learning theorists, notably Albert Bandura, also emphasized environmental influences but pointed out that these work in conjunction with forces such as memory and feelings to determine personality.

Occultism and Parapsychology Encyclopedia (2010) explained that the term that has three uses in describing the self: (1) the sum of the characteristics that make up physical and mental being, including appearance, manners, habits, tastes, and moral character; (2) the characteristics that distinguish one person from another (individuality); and (3) the capacity to engage in mental processes, that is, possessing consciousness (according to psychical researcher James Hyslop).

Ranganayakulu (2005) expressed that ‘personality’ has been provided in terms of many variables such as outward appearance, one’s role in life, the totality of one’s quality, characteristics how people affect others, how they understand and view themselves and their pattern of inner and outer measurable traits. How people affect others primarily depends upon their external appearance and behaviour. When we think of or talk about an individual we describe him or her in terms of some qualities or characteristics.

1.6.2. Determinants of Personality

Several factors influence the shaping of our personality. Chief among these are heredity, culture, family background, experience through life and interaction with others.

**Heredity** - There are some genetic factors which play a part in determining certain aspects of what one tend to become. Whether one is tall or short, experience good health, quickly irritable or patient are all characteristics which can, in many cases, be traced to heredity. How we learn to handle others reactions to us and the inherited traits can also influence how one’s personality is shaped. **Culture** -The
cultural values we are surrounded by significantly tend to shape our personal values and predisposition. Thus, people born in different cultures have different personalities which significantly influence their behaviors. **Family Background** - The socio-economic status of the family, the number of children in the family and birth order, and the background and education of the parents and extended members of the family such as uncles and aunts influence the shaping of personality to a considerable extent. Members in the family mould the character of all children, almost from birth, in several ways – by expressing and expecting their children to conform to their own values through role modeling and through various reinforcement strategies such as rewards and punishments which are judiciously dispensed. **Experience in Life** - Whether one trusts or mistrusts others, is miserly or generous, has a high or low self esteem and the like, is at least partially related to the past experiences the individual has had. Certain personality characteristics are moulded by frequently occurring positive or negative experiences in life. **Interaction with Others** - A person is known by the company he or she keeps, is a common adage. The implication is that people influence each other and tend to associate with members who are more like them in their attitudes and values. From childhood, we are influenced by the people we interact with first our parents and siblings, then our teachers and classmates, later our friends and colleagues and so on. The influence of these various individuals and groups shapes our personality.

1.6.3. Dimensions of Personality

1. Extroversion-Introversion

**Jung’s (1982)** classification: He classified people into three types - Introverts, Ambiverts and Extroverts.

- **a. The introverts** - The introvert is very self - conscious and cautious in his approach. In a trying situation, he gets easily embarrassed. He is thoughtful and has strong convictions, slow in making decisions, reserved and likes to be alone most of the time, slow in making friendship with others and keeps in the background on social occasions. He is generally a day - dreamer and prefers to read about things rather than doing them practically. An introvert has great perseverance and does not give up understandings easily.
b. The Ambiverts - No one in this world is either completely an introvert or an extrovert, but a mixture of the two. Some are predominantly extroverts and others are predominantly introverts. In cases where introversion and extroversion and nearly balanced they are called ambiverts.

c. The Extroverts - Extrovert is turned outwards for his activities. He is self-composed and is not easily embarrassed, adventurous, plucky and bold. His actions are generally impulsive. He often acts without giving much thought. In social gatherings, he is aggressive, hearty and forms friends easily. He enjoys bang in a crowd and can be rarely alone. He is very suggestive and easily shifts from one activity to another. He cannot pursue a particular activity for a long and likes frequent changes.

2. Self - Concept

Self-concept becomes the means by which we create our image and identity. The self-concept in the child is initiated by physical awareness. The second important means in the development of self-concept is our social status, the way we dress and our language etc. Self-concept influences our personality development in two ways. One is that if other people hold high positive attitude towards us, it creates feeling of worthlessness and consequently may lead to self-defense on with on withdrawal from social situations. An important aspect of the self is that it represents the way in which the individual sees himself. Usually the individual’s behavior, including his thoughts, feelings, motives and values, tends to be consistent with this self-concept or the way he sees himself.

3. Dependence-Independence

It has been pointed out that the child’s concept of self is influenced by a great many factors his parent’s social status and class membership; their attitudes, values, standards of behavior and moral ethical beliefs, the practices under which he is reared, cultural patterns in which ascribe the various roles he is expected to pay: personal qualities such as body size, weight, strength, agility, physical assets and defects, his sex, race, religion and mental ability. Naturally all the above factors are not developed at any one time, but result from the varied experiences he encounters throughout life.
If the child is able to develop good self-concept during the childhood period, he naturally becomes independent in all his activities. He could easily become a leader who can make positive contribution to the group. Self-confidence has a positive relationship with leadership. Therefore, self-confidence is an important variable as it indicates the extent of assurance one possesses about one’s capacities and abilities is not only confronting problem situations, but also in finding solutions to them. A person with good self-concept tends to be more independent than those with poor self-concept. A new aspect of the dependence-independence human need begins to manifest itself at the maturational stage of pre-adolescence, when the child begins to transfer his relationship both dependence and identification of the peer group. This transference which seems to become dominant in adolescence can become the source of much conflict, frustrations and distressing personality problems if it is misunderstood or denied by adults.

4. Temperament

Temperament refers to reaction of the person towards emotional situation. By knowing temperament of the person one can estimate the personality of the person because this related to the consistency or mental imbalance and considered as the important factor of personality. In general, the cyclothymiacs temperament tended to go with a pyknic body type. This body type shows high development of the internal organs. The typical pyknic is a round, short, jolly individual with a pot belly. He presents a picture of jollity. The schizothymic temperament, on the other hand, appeared to go with an asthenic body type. This type is lean, long and skinny with a prominent nose. Kretshmer (1988) also identified a third body type known as athletic which is characterized by strong development of the muscles, good body build and height. Another psychologist, Sheldon (1988) showed that there is a relationship between body types and temperamental types. According to him a metamorphic individual tends to be cerebrotonics in temperament. Cerebrotonics are characterized by greater nervous and cerebral activities and are given to activities like thinking, reading. The endomorphic physique was associated with a viscerotomic temperament likely to be more interested in visceral activities like eating and drinking. The mesomorphic physique is associated with the somatotomic temperament, being more given to muscular activity.
5. Adjustment

Adjustment is that process through which a person tries to strike a balance between his requirements and situations. An analysis of adjustment reveals that the person has an object, but hurdles appear in its achievement. Due to obstruction the response of the person gets scattered into reactions with the help of these different reactions the man reaches a solution or remedy in the end.

**Healthy Adjustment**-Sometimes a person tries to take steps to meet the possible failures. Fearing failure at the ensuing examination the student starts putting up hard labour or resorts to other methods. To avoid failure in other spheres a person makes efforts according to the situations. In making such effects the tension in the human being disappears because he starts entertaining the feeling of success. He becomes adjusted when he achieves success of his ambitions materialize. This kind of personal adjustment may be called healthy adjustment because this helps in the right direction and the person starts commanding respect in the society.

**Unhealthy Adjustment**-It is not always that a person adopts measures relating to healthy adjustments and removes tension born of certain circumstances. Sometimes he deviates from the right actions and by putting blame for his own frustration. For example, a student may hold teacher or the examiner responsible for his failure in the examination to his success in other sphere. Psycho-analysis has discovered that a person sometimes becomes ill when trying to suppress his weakness or sometimes feels happy internally over his imaginary success. The development of personality of this kind of person does not take place in the proper direction and he becomes an object of pity in the society.

6. Anxiety

**Reaction of fear**: Fear born of a future incident or doubts created in the mind is regarded as anxiety. Anxiety is visible in three forms- Consciousness of fear or restlessness, Obstruction in the recreation relating to digestive and blood circulatory organs and Behavior of trembling or a short temperedness. Experiments have revealed that all worried persons may show these symptoms. The system in some may be more pronounced and in similar situations different worried persons may show different behaviours. The worried persons may not be categorized on the basis of above forms.
On the strength of these forms the nature of anxiety may become very wide and an individual may show fear, anxiety and infirmity in various spheres of life. This stage of anxiety is reached only when a powerful conflict goes on in a person.

Worries, when frequent and intense, may lead to anxiety, a painful uneasiness of mind concerning impending or anticipated ill. Anxiety is characterized by apprehension, uneasiness, and foreboding from which the individual cannot escape; it is accompanied by feeling of helplessness because the anxious person feels blocked and unable to find a solution for his problem. Though anxiety develops from fear and worry, it is distinguished from them in several aspects. It is vaguer than fear. Unlike fear, it does not come from a present situation, one from an anticipated one. The anxious child is often unaware of the cause of his anxiety. Anxiety depends upon the ability to imagine something not present. It frequently develops after a period of intense worry. Too many and too frequent worries tend to undermine the child’s confidence and to predispose him to a generalized feeling of inadequacy which often leads to anxiety. Anxiety tends to increase during childhood, especially from the fourth to the sixth school year.

1.7. Stress and Personality

Individuals differ dramatically in their response to a problem or a stressor. Some people are born with a temperament that predisposes them to higher or lower levels of tolerance to 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. The 16 Myers and Briggs Type Indicators of Personality in relation to stress are:

**ISTJ (Introversion, Sensing, Thinking, Judgment):** Quiet, serious, earn success by thoroughness and dependability, practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized – their work, their home, their life and value traditions and loyalty.

**ISFJ (Introversion, Sensing, Feeling, Judgment):** Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations, thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about
people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

**INFJ (Introversion, Intuition, Feeling, Judging):** Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good, organized and decisive in implementing their vision.

**INTJ (Introversion, Intuition, Thinking, Judgment):** Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance – for themselves and others.

**ISTP (Introversion, Sensing, Thinking, Perception):** Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

**ISFP (Introversion, Sensing, Feeling, Perception):** Quiet, friendly, sensitive, and kind. Enjoy the present moment, what’s going on around them, like to have their own space and to work within their own time frame and loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts; do not force their opinions or values on others.

**INFP (Introversion, Intuition, Feeling, Perception):** Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential and adaptable, flexible, and accepting unless a value is threatened.

**INTP (Introversion, Intuition, Thinking, Perception):** Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction, quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest and skeptical, sometimes critical, always analytical.
ESTP (Extraversion, Sensing, Thinking, Perception): Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them – they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

ESFP (Extraversion, Sensing, Feeling, Perception): Outgoing, friendly, and accepting, exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

ENFP (Extraversion, Intuition, Feeling, Perception): Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP (Extraversion, Intuition, Thinking, Perception): Quick, ingenious, stimulating, alert, and outspoken, resourceful in solving new and challenging problems, adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ESTJ (Extraversion, Sensing, Thinking, Judgment): Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also and forceful in implementing their plans.

ESFJ (Extraversion, Sensing, Feeling, Judgment): Warmhearted, conscientious, and cooperative. Want harmony in their environment; work with determination to establish it, like to work with others to complete tasks accurately and on time, loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.
ENFJ (Extraversion, Intuition, Feeling, Judgment): Warm, empathetic, responsive, and responsible, highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential, may act as catalysts for individual and group growth and loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ (Extraversion, Intuition, Thinking, Judgment): Frank, decisive, assumes leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read; enjoy expanding their knowledge and passing it on to others and forceful in presenting their ideas.

1.7.1. Personality Types under 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.

Type A and B Personalities and Stress

We all have 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. People with such traits are known as type A personalities. Type A tends to be more competitive, more impatient, have time urgency when compared to the more relaxed and laid back type B personalities. It's important to realize that we are all a mixture of type A and B personality traits but if we are excessively with type A this can make us more vulnerable to stress. Here is some type A and some type B personality traits:

Type A Personality Traits - Must get things finished, never late for appointments, excessively competitive, can’t listen to conversations, interrupt, finish other’s sentences, always in a hurry, do not like to wait, very busy at full speed, trying to do
more than one thing at a time, want everything to be perfect, pressurized speech, do
everything fast, hold feelings in, not satisfied with work / life, few social activities /
interests, if in employment, will often take work home.

**Type B Personality Traits** - Do not mind leaving things unfinished for a while, calm
and unhurried about appointments, not excessively competitive, can listen and let the
other person finish speaking, never in a hurry even when busy, can wait calmly, easy
going, can take one thing at a time, do not mind things quite perfect, slow and
deliberate speech, do things slowly, can express feelings, quite satisfied with
work/life, many social activities / interests, if in employment, will limit working to
work hours.

### 1.8. Coping with Stress

Managing stress is all about taking charge: taking charge of ones thoughts,
ones emotions, ones schedule, ones environment, and the way one deals with
problems. The ultimate goal is a balanced life, with time for work, relationships,
relaxation, and fun – plus the resilience to hold up under pressure and meet challenges
head on. 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. True sources of stress aren’t always obvious, and it’s all too easy to
overlook own stress-inducing thoughts, feelings, and behaviors.

Methods of coping with stress aren’t contributing to greater emotional and
physical health; it’s time to find healthier ones. 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. When deciding which option to choose, it’s helpful to
think of the four as: avoid, alter, adapt, or accept. Since everyone has a unique
response to stress, there is no “one size fits all” solution to managing it. No single
method works for everyone or in every situation, so experiment with different
techniques and strategies. Focus on what makes you feel calm and in control.

Stress is generally related to both internal and external factors. Internal factors
help determine how your body will respond or deal with external factors. It influences
the person’s ability to handle stress and it includes a person’s overall health, fitness,
and emotional stability.
External factors involve the environment, work, relations with others, home, challenges and difficulties that confronts you daily. When we talk of stress management techniques, it means altering or making changes with the external factors that affect you or the internal factors that enhances your ability to deal with stress at it comes.

**Dealing with Stressful Situations: The Four A’s**

<table>
<thead>
<tr>
<th>Change the situation:</th>
<th>Change your reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid the stressor.</td>
<td>Adapt to the stressor.</td>
</tr>
<tr>
<td>Alter the stressor.</td>
<td>Accept the stressor.</td>
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</tbody>
</table>

**Ways of Dealing with Stress**

- **Task-oriented response**  
  (Person has resources to cope)

- **Situation Stress**
  - Anxiety (Person does not have coping resources)
  - Defensive response
  - Anger (Person blames the situation)

**Physiological Coping Techniques**

Common physiological responses to stress include tense muscles, racing pulse, pounding brut, dry mouth and sweating. But several coping techniques can be affective. One of the most effective procedures is learning to reduce the tension in our own muscles through progressive relaxation (Jacobson, 1998). To use the technique, begin by alternately flexing and relaxing your muscles to appreciate the difference between relaxed and tense muscles. Next you might shake out your arms and then let them flop by your sides. Then relax your shoulders by slowly rolling them up and down. Now relax your neck, step by step, you extend this process until you body is completely relaxed from head to toe. Controlled breathing is also important. A relaxed technique that is often effective for achieving a relaxed state is meditation. Vigorous physical exercise is another important technique for coping with stress.

Stress is a fact of life. It is all round us, at work, in our environment and in our personal lives. Because stress arises from so many different factors and conditions, it’s probably impossible to eliminate it completely. But, we can apply techniques to
lessen its potentially harmful effects (Caver, Scheier and Weintraub, 1989; Folkman et al., 1986). Let’s consider these techniques dividing them into three major categories: Physical, Cognitive and Behavioural.

**Behavior Coping Techniques**

We are all guilty of behaving in ways that stress on ourselves. We overload our schedules with too many responsibilities, we procrastinate, it all adds up to stress. There are plenty of things we can do to reduce the stress in our lives. One method is time management: learning how to make time work for us instead of against us.

**Cognitive Coping Techniques**

We do not always have control over all the stressors in our lives. We can, however, gain some control over our cognitive reactions to them. In other words, when exposed to a stressful situation, we can think about it in different ways, and some of these are much more beneficial than others. The process of replacing negative appraisal of stressors with more positive ones is called cognitive restructuring (Meichenbaum, 1977). To use this technique successfully, begin by monitoring what you say to yourself during periods of stress.

**1.9. Stress Management**

Stress Management is an important part of daily living for everyone. 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 cooperation, relationships, personal development.

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.

Realizing the need of stress management, many experts have been continuously conducting studies in order to give people who suffer from it as many options as possible. As defined, 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. Experts say that
over the years, there have been so many stress management techniques that have been
developed in order to help people deal with psychological stress, physical stress, and
even emotional stress. But, these stress management techniques are not tailored for all
types of people. Many of these will work on other people while some of it may not be
very effective or helpful to other. So, for stress management is 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. The transactional model says that stress that is not
a direct response to a certain stressor but from other sources can be controllable. Here,
the stress that a person goes through may be reduced by changing the stressors’
perceptions, thus, providing people with different strategies and techniques for them
to cope up and gain back their confidence in completing tasks at hand. Another stress
management model is the health realization or innate health model which says that
being stressed doesn't always need a stressor to be felt. This model aims to help
individuals that are being stressed to better understand the nature of a person's
thinking specifically in giving them the realization that to know when they are feeling
stress so they will know how to overcome it and eventually reduce their stress levels.

To effectively manage stress, there are some techniques that can be used to manage it.
Majority of which can help people who get stress to cope with it or even control it
during crucial instances. Experts say that most of these techniques can vary depending
on the theories that are being taken into consideration. The techniques to manage
stress include meditation, cognitive therapy for anxiety or clinical depression, no
tropic, autogenic training, exercise, deep breathing, conflict resolution, and various
relaxation techniques, which include either fractional and progressive relaxation or
using stress balls. Some of the stress management strategies are:

**Stress management strategy #1: Avoid unnecessary stress**

Not all stress can be avoided, and it’s not healthy to avoid a situation that needs
to be addressed. You may be surprised, however, by the number of stressors in life
that can eliminate.
• **Learn how to say “no”** – Know your limits and stick to them. Whether in personal or professional life, refuse to accept added responsibilities when close to reaching them. Taking on more than can handle is a surefire recipe for stress.

• **Avoid people who stress you out** – If someone consistently causes stress in your life and you can’t turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.

• **Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic’s got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

• **Avoid hot-button topics** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it’s the topic of discussion.

• **Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you’ve got too much on your plate, distinguish between the “shoulds” and the “musts”. Drop tasks that aren’t truly necessary to the bottom of the list or eliminate them entirely.

**Stress management strategy #2: Alter the situation**

If you can’t avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn’t present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

• **Express your feelings instead of bottling them up** – If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don’t voice your feelings, resentment will build and the situation will likely remain the same.

• **Be willing to compromise** – When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you’ll have a good chance of finding a happy middle ground.

• **Be more assertive** – Don’t take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you’ve got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
• **Manage your time better** – Poor time management can cause a lot of stress. When you’re stretched too thin and running behind, it’s hard to stay calm and focused. But if you plan ahead and make sure you don’t overextend yourself, you can alter the amount of stress you’re under.

**Stress management strategy #3: Adapt to the stressor**

If you can’t change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

• **Reframe problems** – Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.

• **Look at the big picture** – Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

• **Adjust your standards** – Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough”.

• **Focus on the positive** – When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective. Adjusting Your Attitude How you think can have a profound effect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as "always," "never," "should," and "must." These are telltale marks of self-defeating thoughts.

**Stress management strategy #4: Accept the things you can’t change**

Some sources of stress are unavoidable. You can’t prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such
cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it’s easier than railing against a situation you can’t change.

- **Don’t try to control the uncontrollable** – Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

- **Look for the upside** – As the saying goes, “What doesn’t kill us makes us stronger.” When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

- **Share your feelings** – Talk to a trusted friend or make an appointment with a therapist. Expressing what you’re going through can be very cathartic, even if there’s nothing you can do to alter the stressful situation.

- **Learn to forgive** – Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

**Stress management strategy #5: Make time for fun and relaxation**

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you’ll be in a better place to handle life’s stressors when they inevitably come.

**Healthy ways to relax and recharge**

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles

- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy
Don’t get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time** – Include rest and relaxation in your daily schedule. Don’t allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.

- **Connect with others** – Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.

- **Do something you enjoy every day** – Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.

- **Keep your sense of humor** – This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

- **Learn the relaxation response** – You can control your stress levels with relaxation techniques that evoke the body’s relaxation response, a state of restfulness that is the opposite of the stress response. Regularly practicing these techniques will build your physical and emotional resilience, heal your body, and boost your overall feelings of joy and equanimity.

**Stress management strategy #6: Adopt a healthy lifestyle**

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly** – Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.

- **Eat a healthy diet** – Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.

- **Reduce caffeine and sugar** – The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you’ll feel more relaxed and you’ll sleep better.
- **Avoid alcohol, cigarettes, and drugs** – Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don’t avoid or mask the issue at hand; deal with problems head on and with a clear mind.

- **Get enough sleep** – Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

**Stress Management / Relaxation Techniques**

Deep breathing, meditation, yoga, aroma therapy, breathing is an involuntary, automatic function which reflects our general state of stress arousal, but is at the same time voluntary and can be controlled. Therefore, constant, steady, restful breathing promotes relaxation.

1.10. **Stress Management for Teachers**

Teachers and educators endure a specific type of stress and anxiety on the job; being responsible for the education of students can be difficult. While many educators teach with passion and love their jobs, they're not immune to stress. Teaching has long been recognized by researchers as one of the most stressful professions. However, only in recent years has 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.

The focus of “Stress Management for Teachers” is a comprehensive presentation of the impact of teachers’ stress on students and on teachers themselves. There are many indicators that teachers’ stress is not adequately addressed in our schools. A teaching job is a delicate job that requires specific behavior in the classroom. Teachers need psychological, physical and spiritual balance. Our society expects teachers to be well rounded educationally and emotionally. However, teachers experience a number of different pressures and stressors such as: taking work home, difficult students, difficult classes, lack of administrative support, pressure from
parents, teachers’ evaluation, ongoing learning, social isolation, job uncertainty, integration of intelligence and technology, students’ and parents’.

For all of these reasons teachers need to learn how to recognize stress and stressors.

- To learn the nature of stress
- To recognize the sources of stress
- To assess stress
- To learn stress reduction strategies
- To create a relaxing environment conducive to peer development.

1.10.1. Methods of Stress Management for Teachers

A – Acknowledge B – Behavior Modification C – Communication (Ken Mrozek, 2000).

Stressors are always present in the profession of teaching, which suggests teachers should learn techniques to manage stress to remain an effective teacher. One such method suggests a simple ABC stress management model which recommends first acknowledgement of the stress, second modification of behavior and finally communication with students and other staff.

A widely recognized proactive stress management method is to maintain a healthy physical state through regular exercise, a nutritional diet and good sleep. Another well recognized proactive method of combating stress is to maintain a strong mental state: intellectually, emotionally and spiritually.

**Healthy Physical State:** Regular exercise, nutritional diet, good sleep.

**Strong Mental State:** Stay intellectually stimulated (mental exercise), Be current with subject and teaching methods, Put things into perspective, Know yourself (strengths & weaknesses), Use other teachers as a resource, Gain stability from relationships (family / friends), Practice relaxation / meditation, Escape through hobbies, interests and passions, Provide for self-renewal and Participate in religion.

**Establish Clear Classroom Expectations:** Methods of instruction, Methods of assessment/grading, Code of conduct parental involvement social support policies and procedures.

**Control the Work Environment:** Not be perfect or even try to be, not try to be all things to all people, leave things undone that ought to be undone, not spread thyself too thinly, learn to say no, schedule time for thyself and support network, switch off
and do nothing – regularly, be boring, inelegant, untidy and unattractive at times, not feel guilty, not be think own worst enemy but think own best friend,

**Seek Outside Assistance:** Workshops / Seminars / Conferences, Support Groups / Networks, Additional Resources (reading / online) and Professional Counseling.

Teaching can be a stressful job. As an educator, have the pressure to be a role model to students. Plus the combinations of students, their parent, school management, administrative work and additional role may have can get overwhelming at times. For the teacher out there, few stress management strategies to help teachers get stress level under control.

Take regular short break. It is important that teachers have time to recharge. During those precious 5-10 minutes of break, switch off everything and make sure you are not interrupted. Do something that enjoy. Compliment it with a healthy snack that rich in vitamins like B complex, C and E along with minerals like manganese, selenium and zinc. These vitamins are known to help reduce stress. All make mistakes sometimes. So if you are unable to answer a question ask by a student; Or got it wrong; Get back to the student after some additional research. Striving to be perfect causes procrastination and can be very stressful.

Learn a few quick stress relief techniques. Sometime teachers may not have time to de-stress because of busy schedule. Just smile, laugh, do some deep breathing exercises, listen to music or just write out why stress and tear it apart when are done. It is important to know what the stress triggers are. It can help to manage stress level better to know what are dealing with. Nothing cuts stress like banishing confusion from your life. Getting organized can work miracles when you have endless thing in a day that demand your attentions. Create a system that can help you manage your work flow at school. Go home when time is up. What are doing today will be here waiting for tomorrow. Done the share today and put everything down and head for the exit.

**1.11. Chapterization**

The chapterization is done in the following manner.

The first chapter presents a systematic introduction of the study, its significance and approach to the problem. The second chapter deals with the previous studies related to stress, situational stress, teachers’ stress and stress related to
personality and remedial programmes for stress and situational stress done abroad and in India, which presents a vivid and lucid picture about the state of art of the study.

The third chapter is confined to the problem, definition of certain terms used in the study, objectives, assumptions, hypotheses, scope, need and importance and limitations and delimitations of the study.

The fourth chapter deals with the methodology followed namely identification of situational stress and personality patterns of upper primary teachers, construction of tools for situational stress and personality patterns of upper primary teachers, development of remedial programme for situational stress for upper primary teachers, experimentation of developed remedial programme for situational stress for upper primary teachers, locale and sample, data collection, scoring and statistical techniques used in the study. The fifth chapter deals with the analysis and interpretation of the data collected for the study. The sixth chapter comprises of the summary of the study, findings, implications and suggestions for future studies.

1.12. Summary of the Chapter

The first chapter contains introduction, stress-concept, meaning and definition, kinds and types- eustress, distress, other types / classifications of stress, characteristics / symptoms, sources of stress, associate factors, recognition of stress, stages of stress, situational stress, organizational stress, occupational / job stress, teacher profession and stress, personality, determinants of personality, dimensions of personality, stress and personality, personality types under stress, coping with stress, stress management, stress management for teachers, methods of stress management for teachers, chapterisation and summary of the chapter. The review of related literature and research studies related to the present investigation is included in the next chapter.