CHAPTER-I
INTRODUCTION
INTRODUCTION

"Education is the manifestation of the knowledge already in the man" - Swami Vivekananda, makes us understand the importance and necessity of education. Adi Sankaracharya, the remarkable Indian Philosopher considered education as the means of salvation. Sophists like Socrates, Plato, Aristotle and legends like Mahatma Gandhi and Dr. Sarvepalli Radhakrishnan also emphasised more on education.

The National Policy on Education (1986) also states that - "Education has always been accorded an honourable place in Indian Society". Education as a process involves two elements - the teacher and the taught. The teacher is considered to be the kingpin in the process of education. However good the curriculum might be, it would not be effective unless there is a competent teacher to implement the curriculum. ‘How’ a teacher teaches in the classroom matters as much as or even more than ‘what’ he teaches.

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

Singh (1974) found that pupils’ behaviour and achievements are highly and positively correlated with different dimensions of teacher behaviour. Similarly Singh (1978) on using teacher effectiveness rating scale and students’ achievement, found the positive relationship between teacher effectiveness and behavioural changes in students. Research findings of Seshadri Naidu et. al. (1999) says that Male and Female teachers are equally efficient in classroom teaching.

So, a teacher plays a pivotal role in imparting knowledge to the learners and
research reveals that both the teachers are good at performing their activities in the classroom interactions and there is no doubt that today’s teachers are more qualified and more competent to teach the future citizens; they are also capable to bring the behavioural changes among the students with their performance in teaching, but pressure of society and parents, under estimation or over estimation of their abilities, student’s behavior, intensity of work, lack of professional growth, extrinsic annoyers are some of the causes for stress among the teachers may hamper their performance. Milstein, Golaszeski and Duquette (1984) noted that urban elementary school teachers of their sample identified issues related to the core task of working with students in the classroom as more stressful, compared with organizational based issues. The stressors were: (1) insufficient student motivation, (2) lack of materials and aids to do the job well, (3) discipline problems, (4) responsibility for the future of their students. They conclude that if the teachers’ professional obligations cannot be met, their self-image and ability to cope may well be endangered.

Coleman (1970) “The seventeenth century has been called the Age of Enlightenment; the eighteenth, the Age of Reason; the nineteenth, the Age of Progress; and the Twentieth, the Age of Anxiety”. Teachers, a part of this age of anxiety are becoming stress and anxiety prone. Sindhe ASN Rao (1997) - found that Teachers’ anxiety was significantly related to ‘twelve’ socio-demographic and ‘seven’ family variables. Highly stressed teachers are highly anxious too, whereas less stressed teachers are less anxious.

In the present conditions teachers are not only under stress and anxiety but are also burnout prone. Byrne, Barbara M (1992) observed, ‘the potency of role conflict, work overload, classroom climate, decision making and peer support as the primary organizational determinants of teacher burnout’. Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face.
Factors such as the physical layout of most campuses, with teachers working alone in their classrooms, and scheduling constraints that make finding time to meet with peers virtually impossible, can cause teachers to feel disconnected (Bennett & LeCompte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of “worn-out” teachers, whose cynical views towards students and teaching allowed time to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout.

The present study attempts to answer the questions, viz., Is stress related to teacher performance? How far anxiety and teacher performance are related? Whether burnout and teacher performance are related?

1.1. Statement of the problem

The success and failure of educational system of any school rests largely on teacher performance. Now a days a teacher is expected to perform many roles in the classroom, in the school and in the community, it is highly essential to know why many teachers are not able to show their skills up to the mark in educative process? What is the cause for the present problem? In this process, the influence of stress, anxiety and burnout are to be taken and analysed. Primary education is the foundation for every future citizen and the teachers are expected to play a pivotal role at this state. Of all the districts of Andhra Pradesh, Visakhapatnam is developing immensely and people of various groups have settled over in the district and the teachers are expected to fulfill the educational needs of the younger generations. Hence, the investigator made an attempt to study stress, anxiety and burnout in relation to performance of primary school teachers.

1.2. Significance of the Study:

The teacher’s job is so intricate, involving knowledge, skill, common sense, human relationships and research. Teachers have some broad areas of responsibilities whether they work in a single-room school or in a highly departmentalized setting institution such as a major University. Everyone won’t feel like sustaining these responsibilities in the same way. Many charges have been assigned to the teacher. In the classroom,
teacher has the prime charge of instruction. Most of the teachers provide their instruction in groups representing a wide range of individual differences. Differences in attitudes, skills, potentiality for learning and past performance. Every teacher need not be a principal, superintendent or chairman of the institution but he will be assigned to do other works, other than his classroom teaching to support the administrator to maintain public relations and also to evaluate the pupil.

Few would argue with the statement that teaching is an emotion-taxing profession. A teacher’s day is busy with constant, intensive interaction with the pupil. In a study of student interaction, Jackson (1968) indicates that teachers can interact with students more than 1000 times a day. Besides students, administrators, other teachers, parents and school board members constantly make their demands on the potentialities of the teacher.

Present day teacher has to involve in many activities related to classroom, school and community, which may cause stress among them. The performance of teachers may be hampered if they are under stress, anxiety or burnout. Hence there is dire need to investigate the extent of which stress, anxiety and burnout of primary school teachers is related to their teacher performance.

A review of research studies in this area indicate that, there are several studies on teacher stress, teacher-anxiety and teacher burnout, but all these studies focused on creators or causes of teacher stress, teacher anxiety and teacher burnout and coping strategies. There are few studies on relationship between teacher stress, teacher anxiety and teacher burnout with socio-psychological factors. Realising this gap in the earlier researches the researcher intends to investigate the relationship of stress, anxiety, burnout with teacher performance. In order to investigate the problem, a thorough understanding of the concepts stress, anxiety, burnout and teacher performance is necessary. So a conceptual frame work is being provided here-under.

1.3. Stress

The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress every where, whether it be within the family, business
organization, educational institutions or any other social or economic activity. Right from the time of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. Thus, it is not surprising that interest in the issue has been rising with the advancement of the present century which has been called the 'Age of Anxiety and Stress'.

The concept of stress was first introduced in the life sciences by Hans Selye in 1936. It is a concept borrowed from the natural sciences. Derived from the Latin word 'Stringer', stress was popularly used in the seventeenth century to mean hardship, strain, and strong effort with reference to an object or person. In engineering and physics, the term implies an external force or pressure exerted on something with the intention to distort and being resisted by the person or object on which it is exerted. In psychophysiology, stress refers to some stimulus resulting in a detectable strain that cannot be accommodated by the organism and which ultimately results in impaired health or behaviour. In common parlance, however, the terms stress and strain are used synonymously in a non scientific manner.

Stress is a part of life and is generated by constantly changing situations that a person must face. The term “stress” refers to an internal state which results from demanding, frustrating or unsatisfying conditions. A certain level of stress is unavoidable. In fact, an acceptable level of stress can serve as a stimulus to enhance performance. However, when the level of stress is such that the individual is incapable of satisfactorily dealing with it, then the effect on performance may be negative.

Stress may be seen as having two dimensions to it. First, there is the experimental aspect. This can be described as an unpleasant feeling which people have when they feel in a psychological state of distress or tension. This state relates to the way they perceive their present situation. Prolonged exposure to stressful situations where the individual begins to feel increasingly inadequate can be harmful. When the internal balance in a person’s life is lost it means that the person is suffering from stress.

Then there is the physiological aspect. According to some psychologists, in threatening situations the body responds with a ‘fight or flight’ syndrome. Confronted by
a challenging situation a person’s body releases a charge of adrenaline which helps to equip it to either face the danger or run. Muscles become tense in readiness for action. Hormonal responses such as a rise in adrenaline can also occur when a person encounters desirable demands or when physical or mental effort is called for. Life without demands or excitement would be dull and boring. However, there is an optimal level of arousal beyond which physiological responses become unbalanced.

Stress starts early in the life of the individual. A three-year old child is under stress to do his homework, so that he can get through the admission test for a regular school. For the older school student it is no better mugging for tests so that he can get into a good college or perhaps qualify in the ‘joint entrance’ examination for professional colleges. Stress of a career and profession follow, in which, like Alice in Wonderland, everyone has to keep running even to stay in place that is the jet-age ethos; if he is successful, the unremitting pressures of staying head keep him on the run, and if he is not, the stress caused by frustration is his lot. For a woman especially the educated urban woman, the stresses are more often than not worse, trying to cope with so many things. Increased awareness and education have, if anything, added to her stresses, for now she is not content with just cooking and embroidering. If she is a working women, the hassle of coping with the housework (domestic servants being a gradually vanishing breed) and her job add to the demands and pressures on her.

All of us use the word ‘stress’ fairly glibly. What is Stress? Stress has been defined as the body’s own non-specific response to an excessive demand placed on it. It is impossible to be more specific about this because everyone has his or her own particular stresses and breaking points. Physical stresses are the least likely ones to manifest themselves as illness; social-psychological stresses have more serious repercussions. Stress-induced health problems have been found to be component between adolescence and middle aged women are more affected than men (puberty and menstruation, marriage, child birth and menopause, with the corresponding hormonal changes act as a series of stress) and urban dwellers more than rural ones. According to Hans Selye, there are two kinds of people: the ‘race horse’ types like to lead a vigorous and fast-paced life and in fact thrive on stress; and the ‘turtles’ demand a peaceful
environment and fall apart under the least stress.

The hypothalamus in the brain controls the autonomic nervous system which again controls the functioning of our viscera and smooth muscles. The hypothalamus is sensitive to physical as well as mental stresses. Stresses bring into play the appropriate self-correcting mechanisms; when these become ineffective on account of the intensity of the stress, a pathological condition surfaces and may lead to various illness.

We all strive to maintain and actualize ourselves on both biological and psychological levels. Our needs, motives and goal-directed behaviour directed towards this end. Success is not the essence of life and therefore, while maintaining and enhancing ourselves, we are faced with obstacles internal or external. It may result in a state of frustration as we have seen earlier, or the contradiction between two or more needs or valued goals that may lead us to some conflicting situations. In such a situation, we are not expected to strive as we usually do in normal conditions. An extra pressure is brought on us and we are said to be working or behaving under stress. We try to adjust to our own self or environment, while bearing the consequences of the stress. When this does not happen, we get maladjusted and disorganised.

The word ‘stress’ is used in psychology in at least two different ways. First it is defined as the state of psychological upset or disequilibrium in the human beings caused by frustrations, conflicts and other internal as well as external strains and pressures. What to do or what not to do? How to do? Where to go? Such questions depict the stage or state of stress under which one is expected to act or behave. In a more serious condition of the stress, the individual reaches a point where the physical processes are seriously affected, the mental processes are confused, and the emotional state is chaotic. In the second case, stress is regarded as a class of stimuli which threaten an individual in some way and they cause disturbances in his behaviour. Thinking in this way, stresses are the factors or causes that lead to maladaptation and disorganisation of the behaviour.

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

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

Stress as a class of stimuli: Let us now consider the sources of stress in the case where stress is considered as a class of stimuli that affect the individual and bring about stress situations. Stress situations may be biological or psychological in nature. At the biological level, physical injury and other stresses like physical illness, diseases, fatigues, pains result in the organic adjusting reactions. The human body is placed on a “war footing” contributing to the adaptive potential providing biological defences against stress.

Psychological stress, especially severe ones, upset the psychological balance or equilibrium of an organism. His reactions to such stresses are both physiological and psychological in nature. The physiological stresses may be reflected in the form of changes in the nervous and endocrine systems like increased muscle tones, pumping of stored sugar into the blood stream, change in breathing perspiration and secretion of glands. This fact is utilised in the interrogation of criminals who, being under more than ordinary stress, exhibit definite physical reactions in the form of faster beating of heart, rapid and
irregular breathing, rising blood pressure, and change in the electrical conduction of the skin. Such changes may be recorded by the lie detector or polygraph for the identification of the physiological reactions to stress situations.

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

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

Although the term job stress or occupational stress has been widely used, there appears to be little consensus as to how the term should be defined. Cox (1975) distinguishes three common usages of the term ‘stress’ itself. The Engineering model conceptualises ‘stress’ as negative pressure exerted by the environment on the individual. This model defining occupational stress as negative environmental stressors like work overload, role conflict/ambiguity, poor working conditions associated with a particular job has been widely employed (Khan et. al, 1964; Cooper and Marshall, 1976). The physiological model conceptualises stress as something that happens within the individual.
The identification and quantification of the state of individual as stress was initially carried out with response to the physiological response pattern of the individual (Selye, 1956).

The transactional model conceptualises stress as the result of an imbalance or discrepancy between the demands made by the environment upon the individual and his ability to meet or cope with these demands.

However, it is felt that the term 'Stress' should simply be used to denote an area of investigation rather than a scientific concept with hypothetic-deductive power. (Carorus, 1960; Mc.Crath, 1970).

The reaction to stress is usually thought of as negative forces, stress can be a beneficial and positive catalyst in our lives. Selye distinguishes between stress that is positive, the factor necessary for one to perform well, particularly under pressure and distress or negative stress experienced by an individual who fails to achieve. Feelings of insecurity, helplessness and desperation are associated with negative stress.

Stress is a complex phenomenon. It is a very subjective experience. What may be a challenge for one person will be a stressor for another. It depends largely on background experiences, temperament and environmental conditions. Occupational stress is that which derives specifically from conditions in the workplace. These may either cause stress initially or aggravate the stress already present from other sources. In today's typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher levels of responsibility and exerting themselves ever more strenuously to meet rising expectations about job performance.

Much of the literature on stress refers to the concepts of role stress where the worker is faced with ambiguous or conflicting demands from others or of role overload when the work is too difficult or too great in volume, relative to the person’s perceived capacity. Stress may occur when the worker does not 'fit' the job very or when the job involves responsibility for the safety, welfare or behaviour of others. Teaching contains many elements of these situations and one might predict that dealing with children all day is in itself a stressful occupation.
Accordingly teacher stress may be seen as the perception of an imbalance demands at school and the resources teachers have for coping with them (Esteve, 2000, Troman & woods, 2001). Symptoms of stress in teachers can include anxiety and frustration, impaired performance, and ruptured interpersonal relationship at work and home (Kyriocou 2001).

The school is generally considered to be a major source of stress in the lives of both students and teachers. The potential of stress is present in a bureaucratic setup intense inter-personal relationships, time-space restrictions and constant evaluation of effort. The many number of students drop out or failure and many teachers burnout is the evidence enough that the situation is not right for everyone.

Kyriacou and Sutcliffe (1977, 1978) have defined teacher stress as a response syndrome of negative effects (such as anger, anxiety or depression) arising from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat.

In the early stages of research on teacher stress Kyriacou and Sutcliffe (1978) has given a model of teacher stress attempts to integrate the available research findings and current approaches to stress. (Figure No.1)

Potential occupational stressors (Box-1) are objective aspects of a teacher's job (e.g., too much of work, high noise levels) which may result in actual occupational stressors (Box-3) and teacher stress (Box-5) if only they are perceived by the teacher to constitute a threat to his self-esteem or well-being (Box-2).

A distinction is made between potential occupational stressors that are essentially psychological i.e., demanding high quality work, poor relationship with colleague) and those which are essentially physical (e.g., dashing between classes, noisily class-rooms) while recognising that some potential occupational stressors (e.g., too much correction work) maybe a mixture of the two. Potential occupational stressors which are perceived as threatening become actually occupational stressors (Box-3) for the person concerned.
Such an appraisal or perception may occur in two ways. Firstly, the teacher may feel he is unable to meet or cope with the demand made upon him, and such failure has important consequences for him. Or, secondly, the demands made upon him conflict with his higher order needs (self-actualisation).

This appraisal again will depend on the interaction between the teacher’s individual characteristics (Box-7) and his perception of the demands made upon him. The individual characteristics that may be of primary importance include biographical details (e.g., sex, age, teaching experience) Personality traits (e.g., anxiety - proneness; Flexibility-rigidity); higher-order needs (e.g., self-actualisation); ability to meet or cope with the demands); and the teacher’s beliefs - attitudes - value - system.

It should be noted, however, that it is the teacher’s perception of his own ability to meet or cope with the demands rather than his actual ability that will partly determine his appraisal and research has indicated that people differ in the degree to which they perceive themselves to have control over their environment (e.g., locus of control, attribution). The appraisal may also be affected by potential stressors that are not specifically aspects of the job (e.g., life-crisis or ill-health). These have been termed potential non-occupational stressors (Box-8).

Coping mechanisms (Box-4) are introduced to deal with the actual occupational stressors and are also partly determined by the teacher’s individual characteristics. Teacher stress is directly related to the degree to which the coping mechanisms are able or unable to deal with actual stressors and the degree to which the teacher appraises threat.

Thus teacher stress is primarily conceptualised as a response of negative affect such as anger or depression which is usually accompanied by other response correlates (Box 5). These response correlates may be psychological (e.g., high job dissatisfaction, burnout); psychosomatic symptoms like asthma, allergies and even more serious ones like heart disease and mental ill-health (Box-6).

Concerns regarding stress among school teachers have been raised for over 40 years (Tuck, Meeks & Turk, 1982). Thus although the issue of teacher stress is not new, the severity and scope of the problem appear unprecedented. Potential occupational
Model of Teacher Stress
by
Kyriacou and Sutcliffe (1978)

Potential Stressors
Physical
Psychological

1

Appraisal
Threat to self esteem well being

2

Actual Stressors

3

Coping Mechanisms to reduce perceived threat

4

Teacher Stress
Negative affects
Response correlates
Psychological
Physiological
Behavioural

5

Potential Non-occupational Stressors
ill health
life crisis

6

Chronic symptoms
Psychosomatic
coronary mental

7

Characteristics of the individual teacher
Biographical - Personality -
Higher order needs Ability to meet or cope with Demands
Beliefs - attitudes - values - systems.

8

Figure-1
stressors which are perceived as threatening become actual occupational stressors (Box.3) for the person concerned.

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It should be noted, however, that it is the teacher's perception of his own ability to meet or cope with the demands rather than his actual ability that will partly determine his appraisal and research has indicated that people differ in the degree to which they perceive themselves to have control over their environment (e.g.,) experiencing stress in their jobs as more stressful than other comparable professionals. Pratt (1978) reports that 60.4% of teachers surveyed reported some nervous strain, in contrast with 51.1% of 'other professionals' and 36.1% of a sample of employed people. Cox, Mackay, Cox, Watts and Brockly (1978) likewise report that, in a study comparing school teachers with semi-professionals matched for sex, age and marital status, 79% of the teachers mentioned their jobs as a 'main source of stress' in their life, whereas only 38% of the non-teachers did so.

Stress has also been cited as a major factor in teacher's decision to leave teaching. Although there is a large body of literature bearing on teacher stress, much of the research has failed to clearly conceptualise what 'stress' is, and has characterised it in terms of some global construct. Over the years, however, some strong correlates of this global construct have been found. These correlates have included job dissatisfaction (Rudd and Wiseman, 1962; Kyriacou and Sutcliffe, 1979), and psychological and physical
distress (Coates and Thoresen, 1979). These findings suggest that 'teacher stress' should be viewed as a multi-dimensional construct made up largely of these four components, rather than the unidimensional view held in the past.

Research also points to a host of variables that predict teacher's job satisfaction, turnover, and general distress. Among these are the role teachers perceive for themselves, the organisational factors or school climate, various job-specific problems and their coping resources. However, such of the data have tended to be anecdotal or of a summary nature, obtained through the use of simple problem inventories. Studies that treat stress as a multidimensional construct may give a more comprehensive idea of teacher stress.

1.4. Anxiety

The concept of anxiety enjoys central position in the theories of human personality and is regarded as a basic condition of human existence by many thinkers. The definitions of the concept of anxiety based on observations or introspective reports of subjects. Some definitions have only a conceptual basis while others are rooted in the physiological or behavioural changes observed in an experimental situation.

As a signal of danger, anxiety is accompanied by host of interrelated somatic processes which are in the nature of activity preparatory to emergency action, often these are patterned in individual ways which are derived from the subjects early learning. Whatever the later stimulus, the personal pattern is evoked and recognizable. With decrease in psychological defense and loss of control, anxiety mounts and the somatic processes tend to become less discrete in pattern and more diffuse, global, and undifferentiated. Similarly, the same dedifferentiation of function can be seen in the cognitive, conative and behavioural processes as the defensive responses to the anxiety signal break down.

In the psychodynamic model, the concept of anxiety is important. Freud distinguished three kinds of anxiety, which he called psychic pain. They are: (1) Anxiety arising from threats in the external environment. This is called reality anxiety. (2) Anxiety caused by the impulses from the id due to its pressure on the go for release resulting in behaviour that will meet punishment. This is called neurotic anxiety. (3) Anxiety caused
by conflict with the superego arousing guilt feelings. This is called moral anxiety. The ego can cope with these different kinds of anxiety by rational measures. But these measures sometimes prove insufficient or ineffective.

Although contemporary interest in Anxiety has historical roots in the philosophical views of Pascal and Kierkegaard (May, 1950), it was Freud who first attempted to lay open the meaning of anxiety in the context of psychological theory. From the genetic point of view Freud (1949), considered the complex of sensory, motor and physiological experience which suddenly flood the immature nervous system of the fetus at birth to be the prototype of all later anxiety reactions. Thus the first anxiety reaction is an ungoverned automatic reaction to what can be thought of as the most helpless state of affairs in which the human organism will ever find himself. Anxiety is the acknowledgment of the weakness of the ego in the face of demands placed upon it (Freud, 1933).

There are three types of anxiety: Objective anxiety when the demands on the ego come from reality; Neurotic anxiety when the demands come from the id; and Moral anxiety when the demands come from the superego. The later two can be reduced to the former in so far as neurotic anxiety is essentially the fear of consequence of one's acts and moral anxiety is due to the super-ego which takes place of parental authority. Objective anxiety involves a traumatic factor. In primary objective anxiety it is the occurrence of a traumatic factor as the birth trauma is chronologically the first instance of primary objective anxiety. In secondary objective anxiety the eliciting conditions is not the occurrences of a traumatic factor, but the likelihood of its occurrences.

Anxiety is a state of emotional tension, characterized by apprehension, fearfulness and psychic pain. The most common mental component of harmful stress is abnormal anxiety even though they may seem unpleasant at the time. Harmful stress anxiety, however, is so crippling that it stops us from doing anything constructive.

The American Psychological Association (1952) defines it as, "a danger-signal felt and perceived by the conscious portion of the personality. It is produced by a threat from within the personality with or without stimulus from external situations...".
In his Dictionary of Psychology, James Drever (1958) has defined anxiety as “a chronic complex emotional state with apprehension or dread as its most prominent component, characteristic of various nervous and mental disorders”.

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May (1950) viewed anxiety as “the apprehension caused by a threat to some value which the individual holds essential to his existence as a personality. In very general terms it can be defined as a persistent, distressing psychological state arising from an inner conflict. However, the concept is by no means agreed upon not easy to grasp. Even the psychologists who have dwelled deeply into the subject of anxiety have not agreed on any single or precise definition. Anxiety is a complex of many emotions as distinguished from a passing experience of anger, fear or grief.

Cattell and Scheirer (1961) opine, “anxiety differs from fear, introspectively and presumably physiologically by being a response to precocious signals of perception of the true fear objects. It is tentative alerting by cues and symbols rather than by concrete, present danger. Consequently, it has the associated qualities of uncertainty, and lasting longer”.

Martin and Sroufe (1971) conceive of anxiety as a “neuro-physiological response that has specially strong manifestations in the hypothalamic-sympathetic-adrenal medullary system, and in the reticular system.”

Roubicek (1970) defines anxiety as a “state involving both somatic and psychological participation. Aroused by any condition which threatens the integrity of the organism and is conceived as an extension of irritability and vigilance.

Approaches to anxiety: Anxiety refers to a psycho-physiological state that occurs when an individual experiences some of impending or threatening danger. Anxiety is a state of apprehension of concern, of uneasiness. It is a special kind of fear while ordinary fear always has an object anxiety is a fear with a vague object or with no object at all.
Anxiety is a condition, which not only characterizes disturbed state of mind but also prevents an individual from pursuing the goal due to the imaginary threatening situations for which there is no external cause.

1.5. Burnout.

In recent years, increasing attention has been paid to the phenomenon of burnout in human service professions. Burnout appears to be a response to interpersonal stressors on the job and overload of contact with people resulting in changes in attitudes and behaviour towards them. Burnout is a concept which was born in mid 1970s in the U.S.A. and with astonishing rapidity it has become almost a ‘catchword’ to convey an almost unlimited variety of social and personal problems of American workers.

There is some doubt about the true extent of the burnout syndrome because the word has become ambiguous and is used in an extraordinarily wide variety of contexts. It is used as an accusation against uncaring workers by undeserving, frustrated clients. It is also used as an excuse by some professionals for half-hearted efforts, as an indication to others of the need for professional renewal, and as a motivation for still others to leave their field altogether. Burnout is used technically to describe a stress related syndrome that has circumscribed causes and symptoms, but is also used colloquially to describe a transient state of fatigue. Burnout is said to be caused by stress, yet is often used as a synonym for stress. Burnout is said to afflict only human service professionals, but has also been used to describe students, blue collar workers, sportsmen and indeed, practically everyone. It appears in America as if each week the media identifies yet another group of workers as burned out. The human service professionals, especially, have integrated the concept of burnout within their collective self-image as workers.

Freudenberger (1974, 1975) is usually given credit for first using the term ‘burnout’ in its present senses to denote a state of physical, emotional and attitudinal depletion resulting from conditions of work. He used it to characterise the psychological state of certain volunteers who worked with him at alternative health care agencies like free clinics for drug addicts. Within a few months of work, these young, idealistic men and women would begin to appear as more tired, depressed, apathetic and needy than
the clients for whom they were working. These symptoms were accompanied by guilt, paranoia and a sense of omnipotence which made it difficult for them to cut back on their level of activity or involvement.

Freudenberger was a Psychoanalyst. His model of burnout is based primarily on a paradigm that emphasises the psychology of the individual. His work relies on a case-study approach and focuses on the psychological capabilities and vulnerabilities of individuals placed in stressful work situations. He has studied the individual dynamics of burnout - the psychological reasons why it occurs and the process by which it occurs.

Maslach and Pines, on the other hand, are both social psychologists by training. Maslach, from the University of California at Berkeley was interested in the problems of dehumanisation and depersonalisation. Before coming to the United States, Pines did research on stress for the Israeli Army. Their approach has been to study burnout from a more social-psychological, research-oriented perspective with a focus on the relationship between environmental and individual factors. Working individually, as well as collectively, using both questionnaires and interviews, they have collected data on several workers across many types of human service jobs, thus providing an empirical basis for the study of burnout. Their work documented presence of three central factors within the burnout syndrome - emotional exhaustion, depersonalisation and lack of personal accomplishment and also explored the role of social support networks as potential mediator of job stress. Thus their research examined the situational factors that contribute to the helpers' reactions.

These two perspectives - the 'clinical' approach of Freudenberger and the 'empirical' approach of Maslach and Pines have complemented each other well. Findings based on each perspective have been mutually corroborative and together, they have generated a wealth of data and insights in the phenomenon of burnout.

Burnout, as opposed to stress, is the more 'popular' current concern. But aversive working conditions may produce a variety of stressful reactions of which burnout is but the tough severe form. There are many stress reactions of non-burnt out variety and these should not be confused with burnout.
Burnout is the result of not stress per se, but of when listed stress - of not being able to cope with the stress, having no outlet for it, no buffer, no support system, no compensation. Inability to cope may make the individual unable to maintain the enthusiasm, care and commitment be initially brought to the job and then the process of burnout begins.

Freaudenberger and Richelson (1980) describe burnout as a ‘state of fatigue or frustration brought about atmosphere are susceptible to the syndrome of burnout. According to Maslach and Jackson (1981) burnout has three separate aspects - emotional exhaustion, depersonalisation, and a feeling of reduced personal accomplishment. Lecompte & Matheny, Gfroerer, and Harris (2000) noted that earlier research into the phenomenon described burnout as a loss of idealism and enthusiasm for work Freudenberger (1974), a psychiatrist, is largely credited with first using the term. Maslach and Jackson refined the meaning and measurement of the burnout construct in the 1980s (Maslach & Jackson, 1981; Maslach & Schufeli, 1993) to include three sub-domains:

1. Emotional exhaustion, in which one feels emptied of personal emotional resources and becomes highly vulnerable to stressors. In particular, depersonalization may be expressed through poor attitudes towards students and the work environment.

2. Depersonalization, in which one distances oneself from others and views others impersonality, and

3. Reduced Personal Accomplishment, in which one devalues one’s work with others.

Despite general unanimity of opinion regarding some of the characteristics of burnout, the determination of whether a worker is or is not burned out is not easily made. Burnout does not lend itself to such clear dichotomies because burnout is a process and not an event. Nor is the process identical for each person - it is a subtle pattern of symptoms, behaviour and attitudes that are unique for each person.

In general burnout can be conceptualised as a function of stresses engendered by individual, work-related and societal factors. An understanding of the individual factors underlying burnout must include an assessment of the individual personality variables,
mediational processes like cognitive appraisal of stressful events, and current life stresses and supports.

There is a general agreement that burnout-prone individuals are empathic, sensitive, humane, dedicated, idealistic and 'people-oriented' but also anxious, introverted, obsessional, over enthusiastic and susceptible to over-identification with others (Freudenberger, 1975; Block, 1977; Cherniss, 1980; Edelwich and Brodsky, 1980; Pines and Aronson, 1981). People who go into human service work want to help others and have an excessive need to 'give' and may base their self-esteem too exclusively on the attainment of unrealistic goals.

Life changes may make individuals especially susceptible to burnout. Consistent relationships have been found between the numbers and types of changes in a person's life and the onset of illness or disease with as little as one year (Home and Rahe, 1967). Both positive changes such as marriage and negative changes such as death or divorce are considered stressful in as much as both demand adjustment to new behaviour patterns.

Life changes may also be viewed from a developmental perspective. For example, normative crisis periods occur between each stage of adult development and may involve significant re-evaluation of one's personal and professional life (Ericson, 1968; Levinson, 1978). As such these periods may dramatically affect one's self-esteem, marital relationship or faith and investment in work. These transitional periods are stressful and leave one with less capacity to cope successfully with other daily stresses and make him more vulnerable to burnout.

The search for causes of burnout, says Maslach (1978), is better directed away from identifying the bad people and toward uncovering the characteristics of the bad situations where many good people function. For any professional group one could compile an almost endless list of work-related stresses. For example, all human service professionals complain of long hours, isolation, lack of autonomy, client 'neediness', inadequate salary, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity, inadequate job training, administrative indifference or interference.
Those who work in the institutional rather than private settings are often faced with stresses endemic to organisational structures, like role conflict, role ambiguity and role overload (Khan, 1974; Caplan and Jones, 1975). Role overload is the most common complaint of those who work in organisations. This source of stress is likely to become more prevalent in the near future as a result of growth in the number of client, depleted finances and job freeze. There may be a qualitative aspect of role overload as well, when increasingly complex work requires skills or abilities that are beyond an individual’s current level of functioning.

The common element in most work-related stresses is the feeling of inconsequentiality - a feeling on the part of the professional that no matter how hard they work, the payoffs in terms of accomplishment, recognition advancement or appreciation are not there. To balance this discrepancy between input and output, burnt out workers begin to give considerably less to their jobs. This sense of inconsequentiality is a kin to Seligman’s (1975) notion of ‘learned helplessness’. Both concepts refer to a state in which individuals feel that their actions can no longer effect desired changes in the environment and, therefore, there is no point in continuing to try.

Burnout may also be symptomatic of broader social concerns. Relatively recent and dramatic changes in family, work and social structures within Western Society, the ‘Culture of Narcissism’ (Lasch, 1979) rooted in the competitive individualism of Western Civilisation, moving away from a sense of community toward greater anonymity, impersonality and disconnectedness are at the root of increasing stress and burnout. As a result of social fragmentation and uprootedness, workers have become increasingly insistent upon attaining personal fulfillment and gratification from their work. The combination of these two trends have produced workers with higher expectations of fulfillment and fewer resources to cope with frustration - a perfect recipe for burnout.

Present economic conditions, like recession and rising unemployment have also made career shifts more difficult. As a result burned out professionals may find few economically comparable opportunities in other fields and may feel ‘stuck’ and increasingly resentful at remaining in their present job. Their sense of frustration grows and feelings of burnout increases.
Burnout does not happen suddenly, but occurs as a gradual deterioration. There are three stages that can occur in the burnout progression. The first stage is puzzlement, confusion and the appearance of frustration. The second stage is characterised by intense frustration and anger. The third stage is apathy, withdraw and despair.

**Stage-I Confusion:** The individual begins to feel that something is not quite right. There is an occasional feeling anxiety- a nagging worry that something is amiss. The individual becomes unable to identify what is wrong. Low level health complaints start to appear. These include headaches, tension, sleeplessness, lack of energy and so on.

**Stage-II Frustration:** At the second stage, confusion turns toward frustration and anger. The individual begins to feel somehow that he has been taken. He may lash out at friends or co-workers, quit his job, or in some other way show his frustration through anger and hostility. He takes action motivated by anger. He thinks that what he should receive is in some way being denied to him. He feels cheated and deceived. Physical symptoms now become more pronounced. Tension related illness such as backaches or migraine headaches occur.

**Stage-III:** At the third stage, the individual feels that he and his efforts have no meaning or value. The activity - the role loses its meaning, its consequence. At this juncture, burnout is at its extreme and the individual feels like an object used by others. The person experience a well defined weariness with work, responsibility, family or the world. The individual becomes apathetic and withdrawn and feels totally inadequate.

Levels or Stages of Burnout vary for each individual. The consequences of burnout are complex, as well have critical implications for all aspects of the individual life.

Burnout has most often been discussed and written about in relation to teaching and teachers.

Many teachers find the demands of being a professional educator in today’s schools difficult and at time stressful. When work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and also the students,
professional and families they interact with on a daily basis. Clouse and Whitaker (1981) point out three stages of teacher burnout i.e., Loss of Enthusiasm, Frustration and Alienation.

Most teachers enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of teachers are also individuals with decent value systems, a high sense or motivation, a desire to be needed and having an inner hope that through their intervention, something positive can be done with young people. Burnout leads to a drastic reversal in attitude and behaviour within a few years, sometimes even after one year of teaching.

It has been suggested that many who enter teaching exhibit dependency characteristics where personal needs are met through helping others. That is, they obtain an overwhelming component of their self-identity from their work and therefore, have a strong need to be liked. When teachers do not receive positive responses and feedback from students, enthusiasm falters. Frustration is one of the earliest signs in the process of burnout.

As already mentioned, several factors may contribute to the frustrations of teachers within the school environment as well as outside, in the socio-political milieu. Student apathy, growing indiscipline and violence, non-cooperative or overcritical parents, low salary and social status and various malfunctions of the organisation and the profession itself are some of the factors. All these and many others may contribute to frustration and lowered morale of teachers and increase their stress and burnout.

Alienation of the professional from the work environment maybe viewed as a response or result of powerlessness, frustration and loss of meaning in one’s work. Alienation is associated with detachment, withdrawal and isolation within the work environment, a strong relationship exists between alienation and lack support and positive feedback. Alienation is also directly related to the number of clients with whom the professional has a direct contact. As the ration increase, a higher emotional overload is inevitable. Inherent in the teaching profession is a high level of responsibility for a large
number of students.

It has been found that teacher alienation increases (a) the less frequently teachers participate in the decision-making process; (b) the more rigid the organisation hierarchy of authority; (c) the greater the degree of job codification; and (d) the more rigidly rules are enforced. Teacher experiencing such feelings of burnout show a number of symptoms in their personal and professional life. Research has identified a number of these symptoms.

Personal symptoms include cynicism and negativism; rigid thinking, inflexibility and a closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and commitment; alienation and minimal compliance, verbalising helplessness and hopelessness and fatalism; changes in behaviour and social contacts, e.g., becoming a longer, withdrawn or constantly socialising; hypersensitivity and paranoia about schools, colleges and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to work or merging self and life with profession and withdrawing from activities previously rewarding. That is, undervaluing or overvaluing professional prerogatives and capabilities.

Stated more descriptively, burnt out teachers may plan classes less often or less carefully; assign problems instead of teaching concepts; schedule disliked subjects late in the day and never getting to them; dwelled, ignore misbehaviour in students. The may have a lower tolerance of frustration in the class-room; shout, scold, pile on busy work assignments and even report to corporal punishment. They may expect less reward from their job and less effort from their students. They may frequently feel emotionally drained and physically exhausted and may fantasies or actually plan to leave the profession.

Physical signs are fatigue, exhaustion, insomnia, headaches, backaches etc. If stress is left uncontrolled it may lead to psychosomatic illnesses, to use and abuse of alcohol and tension-reducing drugs, seeking counselling for a feeling of personal failure and guilt and increased marital and family conflicts.
Symptoms of burnout are very similar to what Jenkins (1979) refers to as 'pathological end states' of stress as exhaustion, despair, apathy, psychopathology, meaninglessness, alienation, victimisation and disruption of inter-personalities. Burnout was first defined by Freudenberger (1974) as feelings of failure and being worn or wrung out, resulting from an overload of claims of energy, on personal resources or on the spiritual strength of the worker. Burnout has been discussed as it relates to teachers and teaching more than in any other professional arena (Landsman, 1978. National Education Association 1979, Reed, 1979, Kyriacon, 1987)

The overt manifestations of teacher burnout are generally intense reactions of anger, anxiety, restlessness, depression, tiredness, boredom, cynicism, guilt feelings, psychosomatic symptoms and in extreme cases nervous breakdown. Burnout teachers are apt to neglect preparation for their classes, and they tend to behave with exaggerated rigidly and inflexibility. The teachers display low commitment to teaching (Maslach, 1976, Farber and Miller, 1981)

Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face. Factors such as the physical layout of most campuses, with teachers working alone in their classrooms, and scheduling constraints that make finding time to meet with peers virtually impossible, can cause teachers to feel disconnected (Bennett & Le Compte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of ‘worn-out’ teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout.

Many studies on teacher have been equating stress with burnout. Stress a reality of teaching which can be beneficial or harmful depending on how a person responds.
For instance, an able challenging class can be stressful to teach. In efforts to meet student needs lead to increased teacher growth and satisfaction, the effects of stress are beneficial. If such efforts result in emotional and physical illness, the effects of stress are harmful and may eventually lead to burnout.

A number of studies have been attempted to explain burnout by simply enumerating the many stresses teachers may encounter. The error is perhaps motivated partly by the desire for data. Since virtually no hard data on teacher burnout is available, data on teacher stress are often substituted. Secondly, it is due to the implicit and erroneous assumption that a stressed teacher inevitably becomes a burnt out teacher (Ferber, 1982). Ferber (1983) points out several theories where certain stress reactions are referred to in terms that are quite similar to those in the description of burnout. For example, Mackman (1970) has noted four general types of strategy for coping with stress: (1) Explicit movement against the stressful factor such as aggression, attack, hostility; (2) movement away from the source of stress, such as avoidance, withdrawal, resignation, inaction or escape; (3) submission or collaborative movement toward the source of stress such as ingratiation, or undue cooperation; and (4) distortion of the situation through traditional psychological mechanisms such as denial, displacement, reaction formation or intellectualisation. In this context burnout may be seen as final step in the progression from active problem solving to anger, and depletion (1 and 2) to submission and distortion (3 and 4). When earlier steps in the progression fail to alleviate stress, more severe reactions like those seen commonly in burnout become manifest. Selye (1956, 1976) in his stage theory of stress ‘The General Adaptation Syndrome’ proposes three stages: (1) ‘Alarm reaction’, in which the body mobilises forces to defend itself against stresses; (2) ‘Resistance’, in which a person is able to function in what appears to be a normal fashion; (3) ‘Exhaustion’, in which the cumulative effects of damaging stress have become too severe to allow for adoption. The symptoms noted in the last stage are very similar to the symptoms of burnout.

Burnout, then can be regarded as the final step in a progression of unsuccessful attempts to cope with a variety of negative stress conditions. It is, therefore, not surprising
that both the popular press and the professional literature have often confused or equated stress with burnout, treating them as if they were inter-changeable terms. Such confusions ignore the myriad number of variables that mediate between stressful environmental conditions and subjective perception of being 'burnt out', e.g., constitutional vulnerability to stress, cognitive appraisal of stressful events, personality type, other life events, and knowledge and availability of coping mechanisms including social support. These factors explain why there is considerably variance in the ways that individuals react to identical or nearly identical stress situation. (Jenkins, 1979).

However, popular accounts of teacher burnout have opted not to explain the process of burnout, but rather to simply list its most observable and immediate precipitants, without taking into account the entire social, psychological, political and historical context. It is likely that teacher burnout has always been around, masquerading in the past under labels like job dissatisfaction, job-anxiety and worker alienation. Even in 1932 Waller described how community pressures, the need for constant vigilance to control large number of students in classes, and loneliness and isolation could combine to reduce a teacher’s morale. Stress and burnout in teachers, then are not new phenomena. What is new is that burnt out teachers have become more vocal and visible and for many of them burnout is no longer a term of opprobrium but rather a symbol of perverse notoriety. What may also be new is the magnitude of teacher burnout. There is, of course, no way of comparing the percentage of teachers burned out twenty or fifty years ago from the number burned out today. Moreover, determination of the seriousness of the problem is a direct function of the method we choose to define the term.

Few would quarrel with the statement that teaching is an emotionally taxing profession. A teacher’s day is filled with constant, intensive interaction with people. In a study of student interaction, Jackson (1968) indicates that teachers can interact with students more than 1,000 times a day. Besides students, administrators, other teachers, parents, school board members also consistently make demands on the energies of teachers. However, it is necessary to understand why, since all teachers are involved in such interactions, only some exhibit feelings of burnout.
INDICATORS OF BURNOUT GROUPED BY 5 DIMENSIONS

EMOTIONAL
- Rigid thinking
- Combative or paranoid
- Stance
-Abrupt mood shifts
- Chronic criticism of others

SOCIAL
- Inability with friends and family
- No time for small talk
- Search for more interesting friends

TASK
- Boredom
- Lack of creativity
- Inability to handle complex task
- Disorganization
- Procrastination

VALUE
- Other people exist only to exploit you
- Life has meaning
- Existential despair
- Suicidal thoughts

Figure-2
1.6. Teacher Performance:

The teacher plays an important role in the preparation of the oncoming generation for home making civic and social life, healthful living, use of the 3 R’s and other related aspects of life and work of mankind. The teacher draws the riches, finest and best in human thinking and feeling and transmits it to the younger generation to assists them in developing and appreciation and love of human thinking and in up building of their character. Ryans (1960) has aptly remarked “..If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial.

The teacher performance areas on the basis of job and needs to improve quality and efficiency of school education described here-under.

**Performance in the classroom:** It comprises major areas like, (1) instructional/transactional activities, (2) evaluation of classroom activities and (3) classroom management. Teachers in service have been performing these tasks in their respective traditional ways at individual levels. However, in the changed context of competency-based teacher education, they are expected reorient themselves to perform along competency parameters. For this, they will have to undertake competency-based teaching, develop remedial and enrichment programmes for respective groups, follow appropriate management technique and set personal examples of value based behaviour.

In the classroom, the teacher behaviour is the result of his previous experience and his own personality organisation. His impact is not solely due to what he knows or even due to what he does but in a very real sense due to what ‘he is’. The impact of teacher’s personality is lasting on students (Harold, 1961)

**School level performance:** Teachers are expected to organise various types of activities and events in the school such as morning assembly, games, national event, annual programmes, etc., The major objective of these activities is to develop right attitudes and values through organising them in a constructive way. Teachers thus need to develop requisite competencies to perform these tasks meaningfully at the school level so as to contribute maximally in terms of incidental learning besides attitude and value formation for developing persona culture among teachers themselves and their pupils.
Transmission of social, cultural, national and basic values would be greatly facilitated by appropriate teacher performance.

Performance in the out of school Educational Activities - Schools are required to regularly arrange a variety of curricular and co-curricular activities including excursions, picnics, visits to museums, historical places, libraries and interactions with the individuals of outstanding creative attainments. Teachers are not only required to organise these but also provide ideas and evolve strategies for effective utilisation of these activities as a major component of the learning process in the school. Towards their own professional development they should participate in seminars, workshops, discussions and other academic interactions. In these again they need to participate effectively and gain maximum possible advantage through their participation. Consequently, every teacher needs to acquire excellence in performance outside the school in order to effectively contribute to this sphere of activities through their vision, acumen and expertise in the changing times. This would require continuous and regular re-orientation and enrichment through in-service teacher education programme in the light of competency-based approach.

**Parent-Related Performance:** Teachers mostly get opportunities to interact with parents at the time of admission and annual results. This obviously is not sufficient. A competent and committed teacher who understands the family background of the child in different contexts attempts regular and intensive interaction with parents. He/She knows the strategies to involve the parents in the total development of the child and ensures healthy environment to the child in the home by earning confidence of parents through his/her behaviour only those teachers who understand the context and are capable of maintaining dynamic relationship and rapport with parents can perform their roles comprehensively. Such teachers would also receive due respect and regard from the parent and the community.

**Community-related Performance:** Involvement of the community, apart from parents, is equally essential for effective functioning of the school. Community can provide various resource, personnel as well as material to school as and when required and once these are mobilised, they can contribute continuously and significantly to the cause of quality schooling. Teachers too can contribute in constructive work undertaken by the
community. Once the process begins in right earnest, the two-way co-operation between the teachers and the community may go a long way in developing a strong link between performance and competency in tune with the overall commitment of the teacher.

Kiesling et al (1979) Teacher’s impact is not restricted to his classroom behaviour but it goes outside the classroom. It goes wherever the teacher goes and acts as a force in shaping the personalities of students outside the class as well. All these activities will give rise to a series of practical activities which can be determined and emanated from nature and conditions of the institution. Teachers need be equipped to perform these activities effectively. The goal of every teaching is ‘effective teaching. However, “only that teaching is successful that brings about effective learning. How far the teaching is successful can be judged by the results that last and that a learner can and does actually use in his life”. (James, 1956).

Teaching effectiveness is concerned with relationships between the characteristics of teachers, teaching acts and their effect on the educational outcomes of classroom teaching” - Flanders & Simon, 1969, p.1423) A teacher’s “behaviour” in the classroom in other words, happens to be an important source of information regarding a teacher’s teaching effectiveness.

Teacher behaviour: Classroom organisation does not merely involve handling the people and materials; it is one of the vital aspects of the teacher-pupil relationship and the communication structure which exists in the classroom (Gammage, 1971). The chain of all acts which the teacher performs in the classroom constitutes his classroom behaviour. As the primary responsibility of a classroom teacher is to guide the learning activities of children, every teacher adopts a particular strategy of behaviour in the classroom. As he helps children to learn in the classroom situations, the teacher as the leader, interacts with the children both, as individuals and group. In the process of this interaction, he influences the children sometimes, intentionally with planned behaviour, sometimes, unconsciously without planning but often, without awareness of his behaviour and the effect which it might have on the learning process.

Teaching behaviour, but its very nature, exists in the context of social interaction.
The acts of teaching lead to reciprocal contacts between the teacher and the pupils and the interchange itself is called teaching (Flander 1970). The reciprocal contacts can either be maintained by a verbal communication or physical indications. Thus teachers' behaviour in the classroom can further be divided into two categories viz., verbal and non-verbal.

Verbal teaching behaviour which as a direct impact upon the students is known as direct verbal behaviour. This includes teaching activities like lecturing, questioning, giving directions and criticism by the teacher. The direct verbal behaviour of the teacher has also been referred by different names by different researchers according to its nature. This refers to the indirect impact or the influence of the teacher which is reflected when a teacher praises the students or accepts their feelings or asks open-ended questions while developing his lesson. The behaviour of the teacher in the classroom other than his verbal behaviour comes under the non-verbal behaviour. The non-verbal behaviour on the part of a teacher includes his gestures, signs of confusion, irritation, movement of the eyebrows, acting, casual glances, silent demonstration, nodding, shouldering etc., acts which communicate meaningful information to the pupils.

A teacher's behavioural responses differ from class to class and from situation to situation. It is situational in character (Ryans-1969). That the teacher behaviour influences the general tone of the class because it works as a stimulus to a particular type of student behaviour. Teachers' Effectiveness plays a pivotal role in the teaching-learning process. It being the hub of the whole programme, needs close observation and critical analysis, as the enrichment in effectiveness may have a direct bearing on the learning outcome of the pupils. Importance of a teacher in the educational process is unquestionable. However, the entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. The importance of an effective teacher in the educational process is, indeed, in disputable.

In spite of universal recognition of the importance of an effective teacher, relatively little progress has been made in defining effective teaching or specifying the
distinguishing characteristics of effective teachers.

Education is a tri-polar process. At the one end, stands the educator, on the second, the student and on the third, the content. What transpires between the teacher and taught is education. It, basically affects modification in the natural endowment of the child, who is the learner, Modification as a net result or outcome of education requires two factors.

- one who brings out the modification, and
- the other in whom this modification is brought

While engaged in the process of educating the educator or teacher, not only transmits some curricular contents, but transfers his own personality. This transference is either automatic or deliberate. Generally the transference of personality is unintentional and unplanned, but there is little denying the fact that it does take place. Thus an education process the communication between the two - the teacher and the learner both forming two apices of the triangle. There is certainly some content-value transpiring between these two. The outcome of this academic exercise is the modification or change for the better in the learner.

The teacher is obliged to transplant the best in him on the pupil in order to make him a better human being, who can suitably fit himself to socio-cultural milieu of the country. One who does it more usefully and forcefully can claim to be an effective teacher and who fails to do so is of little consideration as such. Thus, a teacher to claim effectiveness in his calling, must pass on the contents to the target group to see the at the modus operand passing the learning matter gets into the learner and shows its result in an obvious manner. It causes change in the overt and covert behaviour of the learner, for learning is nothing but a change in the behaviour of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better and more manifest this change in the students, the more effective is the teacher.
The researcher intended to study the relationship of stress, anxiety and burnout in respect of teacher performance. The figure no.3 Schematic diagram of study shows that Stress has sub components like Intensity of Work, Student’s Behaviour, Professional Growth, External Annoyers. Anxiety has sub components like Low Self control, Emotional Instability, Tension, Suspicion, Comprehension. Burnout has sub scales like Emotional Exhaustion, Depersonalisation, Personal Accomplishment. Teacher performance has three sub components like performance in the classroom, in the school and in the community. The study mainly concentrated that, whether is there any in relationship of stress with teacher performance, anxiety with teacher performance and burnout subscales intensity and frequency with teacher performance if so what extent. In order to know more about the relationship of stress also studied the relationship of stress components with teacher performance and components of teacher performance, similarly to know more about the relationship of anxiety also studied the relationship of anxiety components with teacher performance and components of teacher performance. The researcher also studied the inter and intra relationship of each variables.
SCHEMATIC DIAGRAM OF RESEARCH STUDY

STUDY OF STRESS, ANXIETY AND BURNOUT IN RELATION TO PERFORMANCE OF PRIMARY SCHOOL TEACHERS

Intensity of Work
Student’s Behaviour
Professional Growth
External Annoyers

Emotional Exhaustion
Depersonalisation
Personal
Accomplishment

Low Self control
Emotional Instability
Tension
Suspicion
Comprehension

PERFORMANCE OF TEACHER
In the Classroom
In the School
In the Community

Figure-3