Introduction
CHAPTER I

INTRODUCTION

Education is universally considered as a high yielding investment. It is a continuum and a basis for the development of the society. Human Resource is a positive asset and precious national resource which needs to be cherished, nurtured and developed for the future.

The success of any educational programme depends on the effective way the teacher works. Teachers are role models for students who provide inspiration, direction and meaning to all the activities of the school. The teacher is a potent force in any scheme of teaching and learning. Teachers today have to discharge challenging roles and functions and involve themselves in the job willingly. For this to happen, a congenial atmosphere has to prevail in the school.

ROLE OF THE TEACHER

Jacques Barzun says, "Teaching is not a lost art, but the regard for it is a best tradition". If the society knows what is good for it, the regard will be restored. The social activities of teachers can be classified into two major sets of inter relationships:

1. Relations between teachers and adults.
2. Relations between teachers and pupils.

These interrelations take place in various kinds of institutions: the schools, and the educational departments or
boards of governors. These in turn are part of the institutional framework of society as a whole. Teachers are expected to serve to a large degree as surrogate parents, dealing with the emotional tangles and torments of the adolescent years (Oeser, O.A. 1978).

A teacher has many roles in relation to his pupils: instructor and clarifier, expert, judge of achievements, assessor, ethical preceptor, moralist, legislator, judge, policeman, friend and counsellor.

The teacher must become a leader in knowledge and wisdom, not an officer who must be obeyed. All teachers are fond of their pupils and take pride in their work. That "LOVE" is the greatest constructive force in the world and has been understood ever since organisms attained self-consciousness.

A country's future is inextricably linked with its higher education system, which in turn depends on the quality of its teachers. Hence, the teachers occupy a place of crucial importance and play a vital role in shaping a nation's future. A teacher whose soul is wrungled and whose heart is atrophied, who is devoid of energy and enthusiasm, capacity and character due to stress will not be able to fulfill the expectations endowed upon them by the society.

Viewing the crucial role played by the teachers in their nation's destiny, it should be the responsibility of the educationists and researchers to take initiative and find ways and means of helping teachers break through the shackles of stress. Teachers are incharge of the future. The fate of
people in the future depends on how well they are taught today. Thus the role of the teacher in modern society is multifaceted and when the teacher is called upon to take up contradicting responsibilities, stress, miseries and pains may result.

STRESS AND THE TEACHER

Stress originating in a particular sphere of life can influence other spheres. Stress is an essential accompaniment to executive performance. In fact excellence in any sphere of life is essentially accompanied by stress. Stress, when controlled and reined in properly, it can add to the quality of performance. If it overtakes, it can cause problems with performance, interpersonal relationships and even physical well being of the individual.

The phrase 'Stress in Teaching' is used as it puts more emphasis than the phrase 'Teacher stress' in the notion that effects or symptoms occur to individuals in particular situations.

Dunham (1977) identified that educational, social change, role conflict, poor physical, social working conditions, poor communication and problem teachers were the categories of stressors.

Balse (1982) writes of first and second order stressors which tend to interfere with the teacher's work. First order stressors interfere directly with the work and include time,
student discipline and work load. Second order stressors have a less direct effect like low salary.

"Time" has been found to be an important stressor for teachers. (Cook, 1979; Fletcher and Payne, 1982; Carter 1987).

Cook (1982) suggested that, "Perception of lack of time as a stressor is directly proportional to the infringement of school related work on personal time".

Also number of pupils, the spatial arrangements and size of classrooms feature as work related stressors (Dunham, 1976). Kanaga and Flynn (1981) explain how inappropriate spatial closeness means that individuals are invading one another's personnel space and are forced into face to face interactions.

Caplan (1979) finds that good relationship at work acts as a 'buffer' against stress. It tends to enhance feelings of self-esteem and to enable teachers not to feel isolated. A teacher, satisfied with his job is characterized by his spirit of devotion and determination for the fulfilment of the set goal. A tenable satisfaction as a feature of an individual's personality structure is a clear manifestation of his mental health. The optimum level of efficiency is attained by the teacher by virtue of his being satisfied at the job.

PROBLEMS FACED BY THE TEACHER

The teacher has to perform multiple roles in keeping with the diverse expectations and needs of his several reference
groups such as principal, colleagues, pupils and community. Contradictory role expectations from role senders lead to role pressures, which in turn lead to experience of stress.

Factors which may be included under wider social stressors include salary, training, the low esteem of profession, changes in educational organization of the educational system and threat of school closure.

Dunham (1977) points out that the government policies and reorganization of the system have caused severe adjustment problems for some teachers. He lists these problems as:

1. Leaving the security of a known environment
2. Working in a large organization.
3. Teaching children who have a much wider range of abilities, attitudes and behaviour.
4. Major organisational changes.
5. Major curricular changes.

Often training has not prepared teachers to meet new demands and they feel inadequate. In addition, there is a lack of appreciation and value of their work from society at large. Extra demands have required teachers to become more highly educated and skilled. However, rewards are poor in comparison with many other professions. Career prospects tend to be restricted and conditions of work are poor. Teachers have nowhere to turn for help and support like pastoral and counselling services.
Pratt (1978) explains that teachers are often uncertain about an appropriate course of action because of the role-conflict and demands of many teaching situation factors, which to a greater or lesser degree, affect our place of mind, thus cause stress in this century.

CONCEPT OF STRESS

The term 'stress' has become part of our everyday vocabulary. The concept of stress becomes more diffused and complex because theorists have examined and defined it from different angles. Three main types of definitions have been advanced by different authors. The first one treats stress as a dependent variable, describing in terms of the person's response to the disturbing environment (Selye, 1956). The second one regards stress as a stimulus in the environment and treats stress as an independent variable (Lazarus, 1976). The third regards stress as a dynamic psychological process, intervening between stimulus and response (Cox, 1977).

Selye (1950) views stress as the non-specific response of the body to any demand and stressor as a stimulus which evokes stress at any time.

Equation Of Stress Concept

\[
\text{Stressors} + \text{Individual 'make up'} = \text{STRESS}.
\]

A condition that regularly induces stress is known as stressor. The 'make up' of the individual is determined by hereditary and environmental factors. The stress can be aroused as a result of interaction between stressor and the
individual and it can be modified by the person’s state at the
time.

Stress is the non specific response that the body elicits
to any demand according to Dr. Gans Selye, one of the leading
stress researcher. Stress is generally seen to have two major
components: stressors and stress responses. Stressors are
internal or external stimulus events which causes some sort of
response. Internal stressors include thoughts, feelings,
external stressors include such things as noise, cold and
interactions with other people. A stress response is a complex
reaction to a stressor. It usually has physiological,
cognitive and or behavioural components.

According to Mc Grath (1970) stress is a perceived
imbalance between demand and response capability, under the
conditions where failure to meet demands has an important
consequences.

Glass and Singer (1972) defined stress as a person’s
experience of stress in closely related to his perception of
himself in lacking control over a potentially threatening
situations.

French et al (1976) have defined stress as a any
characteristics of the environment which pose a threat to the
individual, either excessive demand or insufficient supplies
to meet his demands.

Woolfson and Richardson (1978) define stress as a
reaction experienced in situations in which one’s well-being
is threatened. Stress is used to describe the various unpleasant situations or events alternatively, it may also be used to describe the behavioural or physiological response.

Kyriacou and Sutcliffe (1977) have defined teacher stress as 'a response of negative affect such as anger or depression usually accompanied by potentially pathogenic physiological changes, such as increased heart rate, resulting from the aspects of the teachers' job and mediated by the perception of the demands made upon the teacher constituting a threat to his self esteem, or well being and coping mechanisms activated to reduce the perceived threat.

Dunham (1984) has suggested three approaches that are useful to understand teacher stress. The first approach is concerned with the pressures exerted on teachers in schools. The second approach is concerned with teachers' reactions to the pressures which consists of unpleasant emotional state such as tension, frustration and so on. The third approach to explain stress is concerned with the pressures, reactions and coping resources which teachers use as they attempt to cope with their difficulties. Stress from this perspective means a significant excess of pressure over coping resources. This interactionist approach emphasizes the importance of identifying the demands which teachers perceive and experience as stressful and the behaviour they use to tackle these demands.

Dunham (1984) defined teacher stress as a process of behavioural, emotional, mental and physical reaction caused by
prolonged, increasing or new pressures which are significantly greater than coping resources.

The concise Oxford Dictionary defines stress in three different ways. The first definition offered is that 'Stress is a constraining or impelling force' and 'one example used is 'under the stress of poverty'. The second definition treats it as an 'Effort or demand on energy' as in 'subjected to great stress'. The third definition offered talks of it as 'A force exerted on a body' (Tom Cox 1978).

The Webster's Reference Dictionary defines stress as 'a factor causing mental or emotional strain or tension, physical or mental state resulting from such strain'.

In biological terms, stress may arise if the person's life style differs too much from the kind of life to which primitive man became evolutionarily adapted.

In the 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 in consistent roles. In phenomenal terms stress may arise if the person's life style fails to match his aspirations or ideals (Henry and Stephens, 1977).

From the psychological point of view stress is defined as the internal response of the individual to pressure. When the pressure experienced is greater than the normal ability to
adapt to it (Lazarus, 1961). According to Lazarus (1966) the way people react to potentially stressful situations depends on the way they appraise the conditions.

International Encyclopedia of the social sciences (Lazarus 1966) defines stress as any demand made on man and animals, that produces disturbances in the physiological, social and psychological systems.

The Penguin Medical Encyclopedia sees stress as any influence which disturbs the natural equilibrium of the body, and includes within its reference physical injury, exposure, deprivation, all kinds of disease, and emotional disturbance (Marshall and Cooper, 1979).

Stress Path

\[
\text{Stressors} + \text{Individual} \quad \text{'make up'} \quad = \\
\quad \text{\downarrow Eustress - Health} \\
\quad \text{\downarrow Neustress - Homeostasis} \\
\quad \text{\downarrow Distress - Disease}
\]

When the stress response is necessary for the day to-day adaptability of man to his environment and it results in maintenance of an internal steadyness, it is called neustress (Homeostasis). When the stress response is unfavourable and potentially disease producing, it is called ‘Distress’ (Disease). If the stress response is favourable and leads to improvement in physical and mental functioning, it is called Eustress (Healthy). (Hans Selye, 1983).
Our goal should be to strike a balance between the equally destructive forces of hypo and hyperstress, to find as much eustress as possible, and to minimize distress.

Over Stress
(Hyper stress)

| Good Stress  ----    STRESS    ------    Bad Stress
| (Eustress)    (distress)

Under stress
(Hypo stress)

If the level of stress arousal increases, performance also increases, thus the individual is well motivated and he may function at an optimal level. However, when the arousal becomes excessive, performance deteriorates and the functioning becomes disrupted (Hans Selye, 1983).

DIFFERENT STAGES, APPROACHES AND MODELS OF STRESS

THE STAGES OF RESPONSE

Selye called the three stage response, the general adaptation syndrome as stage of alarm reaction, stage of resistance and stage of exhaustion.

1. The Stage of Alarm reaction

The body sends messages from the brain, which stimulate the pituitary to release its harmones. This in turn, induces the adrenaline glands to pour out adrenaline. It increases heart beat and rate of breathing. Resulting in a series of bodily changes and huge out burst of energy, muscular strength
and better hearing and vision, all the activities that the individual can use to cope with the demands.

2. The Stage of Resistance

In the stage of Resistance, the body tries to return to the normal condition. The body repairs the damage caused by the stressors. Most stressors result in the body only going through the stages of alarm and repair. In life situations many experience these two stages thousands of times. Stress increases our concentration and enhances our capacities to accomplish physical tasks.

3. The Stage of Exhaustion

Frohlich (1977) pointed out that Selye did not include cognitive and emotional factors and their impact on the adaptive process.

For an extended period of time, if the body remains in a state of high stress, the exhaustion occurs. If this stage continues, a person is apt to develop some of the disorders due to stress such as ulcers, headache and cardio vascular diseases.

APPROACHES

1. The Response Based Approach

Stress is with in a living creature which results from the interaction of the organism with noxious stimuli (Quoted in Hinkle 1973). This approach describes stress in terms of the person’s response to disturbing noxious environment. Selye
(1956) defined stress as the non specific physiological response of the body to any demand made upon it.

RESPONSE - BASED MODEL OF STRESS

2. The Stimulus Based Approach

Lazarus (1966) says that the following stimuli such as events of failure or threat of failure, noxious or unpleasant agents in the environment, isolation, bereavement and rapid social change as stimulus situations. Stress is viewed in terms of the stimulus characteristics of environment which are recognized as disturbing or disruptive in some fashion. This approach when applied to teachers, treats stress as the pressures exerted on teachers and only certain group of teachers experience stress.

3. Transactional Approach

'Stress' arises through the existence of a particular relationship between the person and his environment.
Lazarus (1966) suggests that stress occurs when there are demands on the person or when the demands tax or exceed his adjustive resources. According to him stress is not a stimulus or response or an intervening variable but a collective term.

McCarth (1970) says that stress is the result of a perceived substantial imbalance between demand and response capability, under conditions where failure to meet demand has important consequences.

Selye (1974) distinguishes between an excess of demands which causes hyperstress and a deficiency which leads to hypostress. The experiences of pleasure, satisfaction are referred to as Eustress and the unpleasant, unhealthy are referred to as distress.

According to French et al. (1974) refers stress to a 'misfit' between the person and his environment.

Mandler (1975) views stress from the cognitive side. When the interpretative and cognitive activities of the organism transforms the input in such a way that the perceptible internal change results due to the interaction between autonomic activity and stress.
The stimulus and response based explanations do not provide a real status to the individual and psychological process. So, a new explanation was arrived at combining the stimulus and response based, called as 'Transactional' definition.

Model 2 Psychosomatic Model Of Stress

In the psychosomatic model of stress, the strain is experienced in one bodily system that may produce pathological conditions in other parts of the body (Dunbar, 1959). An individual's physiological process may be seriously affected by conflicts to which the organism is incapable of responding adequately. If the conflicts are raked, and for which solutions are found tend not to result in organic changes.

Model 3 Protective Reaction Pattern Model Of Stress

Wolff and his colleagues (1948, 1950, 1953) in 'Protective reaction pattern model of stress' states that when
the body is threatened in some way, or complex reaction takes place to protect the body and to remove the threat.

Wolff illustrates this model as the process which take place when poisonous fumes are inhaled (Physical threat) mucous membrane is secreted and the eyes begin to produce tears (reaction), thereby removing the poisonous substance (removal of threat) from the body. The threats which assail the body may be either physical or symbolic, and either kind will trigger off the same or similar reactions. Researchers have drawn attention to an important limitation of the model i.e., that it fails to explain adequately why some people react in one particular way to harmful stimuli while others react quite differently.

Model- 4 Psychological Responses To Traumatic Experiences

Jains (1954) studied on the people who had experienced disasters or traumatic events of some sort, such as air raid attacks or major surgery. It was to investigate the psychological responses of the victims to these events.

The three phases of major disasters according to Jains:

Phase 1 : THREAT. Individuals become aware of approaching danger are warned of imminent danger though no actual danger is yet present.

Phase 2 : DANGER - IMPACT. Individuals come face to face with danger. Survival mainly depends on the efficiency of their responses to the situation.
Phase 3: DANGER OF VICTIMISATION. This takes place when the danger is over. The victim recognizes the consequences of the danger for himself and other people (i.e., suffering, losses, etc.).

According to these phases, there are five different kinds of reactions.

1. Apprehensive avoidance - where the person uses denial in order to free himself psychologically from the stressful event.
2. Stunned immobility - which refers to the almost complete lack of mental and physical activity.
3. Apathy and depression - where the individual is impervious to the stressful event.
4. Denial a dependency - where people exhibit - no signs of independent behaviour.
5. Aggressive irritability - where people will attack anyone who causes them anger or frustration.

It is said that each of these reactions will reduce the individual's intellectual and mental efficiency. However, lies a major criticism of this particular model. Jains does not allow for the possibility that some persons in stressful situations may react in a way which does not cause a lowering of mental efficiency.

Model-5 Responses To Extreme Stress

Basowitz and his colleagues (1955) have produced a model of stress which includes the concept of anxiety. He suggests
that anxiety will occur when the well being of the organism is subjected to any kind of threat. Basowitz defines anxiety as the conscious and reportable experience of intense dread and foreboding, conceptualized as internally derived and unrelated to external threat. In this model, stress refers to certain types of stimuli which are anxiety-provoking.

Model -6 Modification of Biochemical Model of Selye

Modifying Selye's biochemical model, Dohrenwend (1961) applied it to the study of mental disorders in the social environment. In the stress reactions, five major factors ought to be found.

1) There are the external stress variables which tend to upset the equilibrium of the organism.
2) The effects of the stressor can be reduced by certain mediating factors.
3) The result of the interaction between the mediating factors and the stressor is the experience of stress itself.
4) The organism make a response to the adaptive syndrome.
5) The organism makes a response to the stressful situation.

Dohrenwend conceives stress as any form of behaviour which is the result of pressures; it is an intervening state which is the internal reaction to stressors.
Model-7 - An Interaction Model

Stress is not something which exists in isolation outside of the individual. Lazarus (1976) says that stress is concerned with an individual in the context of his environment. He has pointed out that stress is not merely dependent on external factors but on the individual himself and how well he can face up to stressful situations.

Lazarus is concerned with the person's perception and evaluation of his situation, and with the concept of conflict, frustration and threat. According to Lazarus, the stress is experienced when there are demands on the person which tax or exceed his adjusitive resources.

Model-8 Cognitive Appraisal Model

Woolfolkson and Richardson (1978) proposed this model of stress and aligns itself to that of Lazarus. It proposes that stress response are not the direct result of environmental factors, therefore incapable of creating stress reactions. Stress is seen as the product of the organism's appraisal of situations and events. It is the way in which we perceive and interpret things that whether or not they will be stressful for us. Environmental demands exist only in so far as they are perceived.

Model-9 Person - Environment Fit Model

French, Rodgers and Cobbs (1974) Person Environment fit model is based on the programmatic view that behaviour is a
function of characteristics of the person and of the environment.

Model-10 The Inter Personal Model of Teacher Stress

The interpersonal model of teacher stress attempts to relate, (a) an enlightened information process account of factors within the teacher, to (b) a social situational account of how this teacher then has to play out episodes in real school situations.

The teacher's present emotional state is the key determinant of the extent to which a given episode will be experienced as stressful. The most general influence on this state is (i) core stress, which sensitises (ii) ambient life stress, which in turn further sensitises (iii) anticipatory stress, which then exerts direct influence on the most proximal cause of episode stress namely (iv) situational disturbances being experienced as the episode unfolds.
INTERPERSONAL MODEL OF TEACHER STRESS

Figure 1

(NORMAN WORRALL AND DEREK MAY, 1989)
Models Describing The Effects of Psychological Stress In Terms Of Fit Between The Person And The Environment

[Concepts within circles are discrepancies between the two adjoining concepts. Solid lines indicate casual effects. Broken lines indicate to interaction effects] (Earrison, 1978).

This model distinguishes between two types of fit each measured in terms of the person and the environment. There is the fit of the needs and values of the person with the environmental supplies and opportunities to meet these needs and values. The second element of the PE fit model is the distinction between the objective and subjective components of fit. PE fit theory recognizes processes of discrepancies between objective and subjective components of fit. This model provides the basis of several hypothesis. These hypothesis states that retrospected and anticipated fit have both main as well as interactive effects on strain.

We can derive from the above model, the fact that stress is an internal, environmental or real condition or event that
elicits a physical or psychological response in a person. The important aspect is that for a condition to be a stress, it must elicit a response in the person. No response means no stress. The condition that has the ability to elicit a response in the person is called the stressor. The empirical research, indicate that certain social- psychological conditions in the profession are likely to contribute to stress.

SOURCE OF STRESS

Stress touches the life of every individual and may result in complete psychological and physical breakdown and stress is generated both by the environmental and personal factors, that lead to threat appraisal. Stress is an inherent characteristics of life. Stress like success, failure or happiness means different things to different people. Now-a-days, regardless to educational background or profession, every one sees to be talking about stress, yet the meaning of stress is still elusive. It is discussed in detail below:

1. Physical Stressors

The physical aspects of the working conditions include lack of space which is accentuated by high class numbers, poor visibility, badly constructed buildings with inadequate sound proofing, harmful atmospheric pollution, heat, cold and wind are the general physical stressors.

2. Financial Stressors

Financial deficits may block the expansion and development of new courses which place a more general burden
on staff as it may result in narrowing of promotion opportunities and restriction of career prospects (Bone 1983).

3. Environmental Factors

The external demands of life that require a person to adopt are 'environmental stressors'. Under environmental factors pupils' behaviour, the physical, social and psychological aspects of working conditions come to the forefront.

4. Organisational Stressors

The difficult working situations in organisations make teachers' stressful. The major organisational problems are given below:

Communication

Communication takes an important role between teacher - headmaster and teacher - teacher. Inadequate information transmission and poor sharing of information between the staff and the headmaster lead to uncertainty and confusion. The ill defined roles may lead the teachers to make wrong decisions.

Staff Relationship

The interpersonal relationship between individuals and their supervisors and administrators is an important aspect that exists in the social dimension in work environment. Poor relations involve low trust, low supportiveness and low interest in listening and dealing with problems. Stress itself sometimes turns a stressor and accede problems in the staff relationship.
Role Conflict And Ambiguity

The two important organisational stressors are role conflict and ambiguity. Teachers may experience role conflict when parental expectations of pupil achievement, behaviour and attitudes are in conflict with management expectations. The problem of role ambiguity arises as a consequence of factors such as lack of clarity about the scope, responsibilities of the job, uncertainty about what their colleagues expect of them, lack of information required to perform their tasks adequately, uncertainty about how their work is assessed, and doubt about their own career opportunities.

Heavy Work Load

A work environment can impose two different kinds of objective over load, a quantitative over load and qualitative over load (Cooper and Marshall, 1976). The teachers' may not be able to complete all the tasks they are given or set for themselves. It is a question of not being able to achieve a level of performance that would bring warm feelings of a job well done.

Administrative Influence

Administrative influence often transmitted via, rules and regulations and policy influences which is a certain work environment. These result in stress when it exceeds.
Bureaucratic Features

Now-a-days most of the bureaucratic organisations are slow and unresponsive. The most problematic from the bureaucratic features of the work environment is that it cause stress, are red-tape, paper work and communication problem (Pines, 1982).

Status Disorders

A different set of environmental stressors built in to the role of the individual in the work environment is related to the status disorders in career development. Career development refers to the impact of over promotion; under promotion, status incongruence and lack of job security.

Participation In Decision Making

Individuals' psychological well being is influenced by the amount and quality of their participation in decision making. Low participation has the greatest harmful effect on job satisfaction and threat (French and Caplan, 1972). Teaching is an extraordinarily lonely profession and the students disruptive behaviour too often has to be borne in painful isolation as many teachers feel, admitting to bad classroom discipline, as paramount to admitting that they are bad teachers (Galloway et al, 1982).
Figure 2

Sources of Stress and their Consequences

Sources of Stress at Work
- Intrinsic to Job
  - Physical working conditions
  - Time pressures and deadlines
  - Exorbitant work demands
  - Information overload, job design and technical problems
- Role in Organization
  - Role conflict
  - Role ambiguity
  - Responsibility for people
  - Territorial boundaries
- Career Development
  - Underpromotion
  - Poor promotion
  - Lack of job security
  - Thwarted ambitions
  - Success
- Relationships at Work
  - Poor relationships with peers, subordinates, and boss threats from below
- Organizational Structure and Climate
  - Lack of participation
  - Bureaucratic pettiness
  - Pressures toward conformity
  - Lack of responsiveness

Personal Stressors
- Extra Organizational Sources of Stress
  - Midlife crisis
  - Family problems
  - Exacting financial difficulties

Symptoms of Excessive Stress
- THE INDIVIDUAL
  - Loss of meaning in the job
  - Frustrated ambition
  - Excessive concern for work
  - Level of anxiety
  - Level of emotionality
  - Tolerance for ambiguity
  - Level of stress tolerance
  - Type A behaviour

- Hypertension
- Depression
- Heavy drinking
- Drug addiction
- High cholesterol

Disease
- Coronary artery disease
- Psychosomatic illness
- Mental health problems
- Numerous other diseases

(Jere E. Yates, 1979)
TEACHER PERSON RELATED STRESSORS AND CHARACTERISTICS

Teacher Person Related Stressors

The individual characteristics such as biographic, psychological and behavioural traits is that the research evidence indicates are predisposeers to stress (Cooper and Marshall J. 1978). Individuals with deficit personal factors often confront challenges and problems with which they are ill equipped to cope.

Teacher Characteristics

The teacher characteristics which may be associated with the experience of stress as follows:

Socio Demographics

Sociodemographics play a vital role in the magnitude of stress experienced by a person. Research shows that greater number of job stress is experienced by younger teachers. (Russell et al (1984). Considerable difference is generally found between females and males in their behavioural trait.

Career Demographics

A more qualified and experienced teacher will be more confident and familiar with the problems that face in the class, handle them tactfully with courage.
Psychological traits

Anxiety is a factor contributing to the experience of teacher stress (Keavney and Sinclair, 1978). Non-gratification of needs of people leads to their over-reacting to stress and in evitably make them anxious, depressed, despairing, insecure self-downing and inadequate (Karen Horney, 1965).

It interfere with the task performance and result in lowered efficiency and the relationship between anxiety and performance conforms to an inverted ‘U’ shape as seen in the Figure 3. High anxiety reduces one’s decision making power. Stress is experienced by a teacher to the extent that the job does not gratify his/her needs (Beech, Burns and Sheffield, 1982).
REMOVING SURPLUS ANXIETY

Figure: 3

Highly efficient Performance

Very low efficiency

Low anxiety Moderate anxiety High anxiety

(H.R. BEECH, L.E. BURNS AND E.F. SHEFFIELD 1982)
Behavioural Traits

Behaviour patterns of individuals may include introverts and extroverts (Jung C.G. 1954) inner VS outer directness (Rotta J.B. 1966) flexibility VS rigidity (Marshall 1978). Type - 'A' VS, Type- 'B' (Friendman and Rosenman 1975).

Type- 'A' behaviour is a learned pattern of behaviour. Type - A persons experience many stressors, work over load, need for promotion and recognition, dead lines etc. They tend to produce more work of higher quality than Type- 'B' (Glass et al, 1980).

Type- 'B' people appear capable of giving and receiving praise and affection, which makes them less vulnerable to irritation (Friedman Ulmer, 1984).

STRESS RESPONSE

The individuals' reactions when experiencing stress is called stress response. There are three theoretical perspectives which have been found helpful in understanding teachers reactions to stress.

The first theory identifies three stages : the alarm reaction, the stage of resistance and the state of exhaustion op.cit (Selye 1956). The second theory looks at the relationship between the performance of the teacher's role and the demands which are experienced. Work with only few demands leads to boredom.
THE RELATIONSHIP BETWEEN THE TEACHER'S PERFORMANCE AND THE DEMANDS EXPERIENCED

Figure: 4

(HEBB, 1972)
The third theoretical perspective which is helpful in understanding stress reactions also proposes that individuals pass through stress threshold as they respond to increasing pressures.

The Stress response has a tripartite mechanism consisting of (1) the direct effect of the stressor on the body (2) internal responses that stimulate tissue defense or help to destroy damaging substances, and (3) internal responses that cause tissue surrender by inhibiting unnecessary or excessive defence.
Figure: 5

**Principal Pathways of the Stress Response**

**Agent**

**Stressor Effect**

**Specific Effect**

**Endogenous Conditioning**

**First Mediator**

**Hypothalamus (ME)**

**Catechol Amines**

**Adrenal Cortex**

**Corticotropins**

**Peptic Ulcers**

**Gluconeogenesis**

**Thymus**

**Lymph Nodes**

**Blood Cells**

**Immune Reactions**

**Inflammation**

**Other Syntoxic Reactions**

(Hans Selye -1973)
SOCIAL DESIRABILITY

Social desirability is a stable dimension of the individual personality itself. The need for approval as conceived by Crowne & Marlowe (1964) concerns behaviour that was along the dimensions of social acceptance, desirability and approval. Social Desirability in operational terms is defined by the score obtained on the S D Scale devised by Marlowe and Crowne (1964).

Differences in approval motivation, that is the desire to win the approval of significance of others, have been related to social conformity in general studies (Crowne and Liverant 1963, Crowne and Marlowe 1964, Moeller and Applezweig 1957, Strickland and Crowne, 1962). The more important it is to the individual that he be well regarded by others, the more frequently he conforms to group pressure.

This finding is consonant with the finding of numerous studies which focussed on deviation and rejection. In general, people who are interaction oriented (Mc David, 1959, Schuder and Hunt 1958, Wilson 1960) and who seek harmonious social relations and the esteem of others tend to be especially conforming.

The high need approval person does not appear to succeed in gaining the attraction of others. Perhaps the high need approval person works too hard at winning acceptance, is seen as unrealistically accommodating and is disliked as a consequence (Sujaritha, 1991).
SOCIAL STATUS AND SOCIAL DESIRABILITY

Social success and the acquisition of wealth have always tended to fall to those who show ability, enterprise, persistence of motive i.e. character, avariciousness, ability to forgo pleasures, unscrupulousness, material mindedness and other acquired or inborn traits.

The physical characters and social standing are comparatively obvious and they are frequently bound up with mentality, physical weakness and inferiority of vital energy are undoubtedly related to temperament differences and they determine the formation of character traits and there by social economic success.

SOCIAL DESIRABILITY AND THE TEACHER

It is necessary to realise that there is at no point, a sharp break where one can say, "These qualities are socially desirable where as those bring good only to the individual at the cost of the community". But, the social desirable qualities such as honesty and unselfishness are the policies which lead to success. As far as teacher's profession is concerned, we assume that the teachers must have only socially desirable qualities and if not their products - the students will be affected. One proverb in Tamil says, that 'Matha, Pitha, Guru Dhaivam'. The teacher takes his place before God and the society expects more from the teacher as they sow the seeds, water the plant and manure them to have good harvest. Therefore the teacher has to direct, motivate, guide the future citizens. The future of any country is in extricably
linked with its higher educational system. Which in turn depends on the quality of its teacher.

The teachers the most important character in the society have to be more socially desirable. The failure of the teachers in effectively carrying out the responsibility vested on them would result in disastrous consequences, which a developing nation like ours can't afford to incur.

SOCIAL DESIRABILITY AND STRESS

One can understand the amount of stress in maintaining the socially desirable qualities to maximum level especially for the teachers. They have to be perfect in every phase of the life in keeping up this standard of living. This, in addition to all other work related stress leads to additional stress in their career. Teachers with high social desirability have been assumed to have more stress than others. An approval dependent person greatly recognizes the society's standards for acceptable behavior and incorporates them as his internal standard to gain social approval, acceptance and recognition. As the teacher tend to approve these above said qualities naturally she will fall in to the net of stress.

COPING

Coping includes the individuals efforts, action and coping process. One may respond to the requirements of an external situation, as well as one's feelings about the situation.
Cox (1978) defined coping as a perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with it. An imbalance in this mechanism gives rise to the experience of stress and stress responses. The stress response represents attempts at coping with the sources of stress and this coping is both psychological and physiological. If normal coping is ineffective and stress is prolonged, abnormal responses may occur. The occurrence and prolonged exposure to stress, per se may give rise to functional and structural damages. The progress of these events is subject to great individual variations.

COGNITIVE APPRAISAL

Stress occurs in the face of a stressor as a demand that taxes or overpowers the person's resources according to the transactional view (Cohen 1985). A stressful transaction begins with the primary cognitive appraisal. The concept of cognitive appraisal is central to contemporary theories of stress and emotion. Cognitive appraisal refers to the ways in which people interpret their environment and stimuli that impinge upon them. The person makes the best response possible. The response or its absence has environmental reproof, and the external situation tends to be altered. This prompts the reappraisal of the situation and potential coping responses.

COPING EFFORTS

Stress is an inevitable aspect of modern life. Lazarus and Launier (1978) classified coping efforts according to
their mode and function. The four categories of modes are information search, direct action, inhibition of action and intrapsychic. The two functions of the coping process are named by them as problem solving and palliation. Palliative devices are aimed at dealing with the experiences of stress.

COPING RESOURCES

The person oriented coping resources are problem solving skills, general and specific beliefs and health, energy and morale. The environmental based coping resources are social support and material resources. Two major categories of coping resources have been identified by Folkman, Schaeffer, and Lazarus (1979) one is the person oriented coping resources, the other is environmental based. The concept of coping resources refer to any factor physical, psychological social or mental which help the individual to overcome the job related stressors.

Type A pattern of behaviour, social support system available, personal commitments, play mediating role in perception of stresses and coping with them. Thus, many of the behavioural approaches to stress management aim to correct the individuals cognitive, behavioural and physiological reactions.

Techniques are available to help people cope with stress and therapists ready and willing to use their skills but there is no opportunity within the system for teachers to make use of them.
JOBSATISFACTION

The large part of the individuals' lives are spent at work. Job-related stressors are bit peculiar. While they are clearly a factor in health problems, they also appear to contribute to job satisfaction.

Definitions of Job Satisfaction

Porter (1961) defined job satisfaction as "the level of perceived need discrepancy of an employee".

Smith (1969) defines job satisfaction as an affective state which is a function of workers' present job on the one hand, and his frame of reference and adaptation level on the other hand.

Blum & Naylor (1968) believe that job satisfaction is the result of various attitudes possessed by an employee which relate to the job and are concerned with several specific job aspects.

The psychologists such as Maslow, Herzberg and Lickert see development motivation as the central factor in job satisfaction.

THEORIES OF JOB SATISFACTION

Content Theories

Herzberg's (1959) theory postulates that the causes of satisfaction and dissatisfaction are separate and distinct. When relating Herzberg's theory to Maslow's needs hierarchy
theory, those factors which cause dissatisfaction when not satisfied are the lower level needs of Maslow's hierarchy.

Process Theories

The interaction between the individuals' expectations, needs and values and what the job offers which gives rise to satisfaction and dissatisfaction is claimed by the process theorists.

Vroom (1964), the process theorists accounted job satisfaction in terms of matching individual needs to what the job provides. Two models are considered, the subtractive and the multiplicative, but both have their limitations.

As far as the multiplicative model is concerned it fails to distinguish between how much need is wanted and how much of the need is wanted. The subtractive model fails to take account of the importance of different needs.

As Gruneberg (1979) points out that no single theory accounts for all the phenomena all the time, in such a complex field as job behaviour.

TEACHERS' JOB SATISFACTION

The level of the job and status of it is one of the important aspects inherent in the job that determines job satisfaction. A teacher may not be satisfied by getting higher salaries alone. He requires better working conditions and job security. Job satisfaction depends upon various other factors, such as the employee's age, health, temperament desires and
level of aspiration. Job satisfaction also depends upon the effective performance and intrinsic rewards that teachers get from the work, with students. Leadership style of headmasters, relationship between teachers, social status and respect from students also contribute to the satisfaction of teachers (Nias, 1980).

TEACHERS' JOB SATISFACTION AND STRESS

Stress is caused due to the bad fit between the teacher and the environment and a good fit enhances teachers' job satisfaction. It has been established that the experience of teacher stress leads to the experience of lower job satisfaction (Kyriacou, 1978). Thus, will be negatively associated with teacher stress. According to the person environment fit theory, a good fit exists to the extent to which the person's motives for working are matched by the supplies for those motives, in the job environment and to the extent job demands or requirement are most relevant abilities in the person, otherwise a bad fit will be the result.

THE PRESENT STUDY - A DESCRIPTION, SIGNIFICANCE AND EVOLUTION

The Webster's Reference Dictionary defines 'stress as a factor causing mental or emotional strain, or tension, physical or mental state resulting from such strain'.

Teaching is one of the most common professions in our society and it has been identified as one of the highest stress - Occupations (Dunham, 1976). The teacher has to play multiple roles such as supporting parent, disciplining task
master, stimulating actor and informative resource person. Teaching requires a focus on the present moment, which, in the class room is the present challenge. The multiplicity of conflicting roles that teachers have to perform and the poor working conditions often place them in stressful situations. Our culture, with its technology, is changing at a rate that outstrips our ability to adopt. As the teacher begins to feel somatic disturbances being activated, this can easily set up a feed back cycle which has the further consequence of exasperating the affective and cognitive components of stress.

In a school setting, the teacher is in ever-changing reciprocity with a net work of pupils and colleagues. A contented heart and tranquil mind are essential to all human beings more so to a teacher who is a beacon to clear the darkness of ignorance and show a path through pandemonium and confusion. As a consequence, pressures are felt causing a stress in teachers. Job stress reduces job satisfaction and the perception of stressful situation and subsequent experience of stress are very much influenced by the personality of the individual teacher.

Teachers role extends from the class room to the nation at large. He has to work hard for the proper development of the institution in which he is working on one hand and also strive for the national development on the other, so, the teachers are the pillars of the country and who throws light on the future citizen.
What we find actually at present, particularly in the Indian set up is that teachers face lot of problems and are pressurised due to heavy work load, crowded classrooms, with unmanageable size of pupils, lack of physical facilities, compulsion to get involved in other activities, problems raised by authorities, unsatisfactory working conditions, student indiscipline, poor school ethos, and so on. Under these conditions the teachers might be under stress. As the role of the teacher is very pivotal, it has been felt that a study of stress among teachers will help in getting an insight into the characteristic of teacher population. Stress is related to several physical, social and psychological factors. There have been studies relating occupational stress to job satisfaction, and few other factors, such as personality other psychological characteristics and social desirability. It was felt by the investigator that it would be useful to study teacher's stress in relation to social desirability, coping strategies and job satisfaction.

In order to be socially desirable certain individual efforts are needed. This might result in an amount of stress in individual. Teachers thus in addition to the work related stress, the drive to be socially desirable might lead to additional stress in the career of teacher. Hence, the inclusion of this variable.

Stress is an inevitable effect of modern life particularly for a teacher. The individuals' effort to cope with the demands is the coping process and the strategies employed by the individual are coping strategies. An
imbalance in this mechanism may give rise to the experience of stress and stress responses. Hence, it was felt that it is worth while to study the relationship of stress to coping strategies.

Job satisfaction is an essential condition for the mental health of the person at work. It is all the more important for a teacher who is responsible for the development of his/her ward. Hence, the need for present study, namely stress in relation to job satisfaction was felt.

Thus an attempt is made in the present work to study stress in relation to social desirability, coping strategies and job satisfaction among school teachers.

OBJECTIVES OF THE STUDY

1. To investigate the influence of social desirability, coping strategies and job satisfaction on stress among school teachers.

2. To find out the significance of difference in stress among government, aided, private and corporation school teachers.

3. To find out the significance of difference in stress among boys, girls and co-education school teachers.

4. To find out the significance of difference in stress among male and female teachers.

5. To find out whether stress is related to academic and professional qualification.

6. To find out the significance of difference in stress among teachers teaching different subjects.
7. To find out whether the teaching experience, has any influence on stress among school teachers.

8. To find out whether stress among teachers is related to the position held by the teachers in school.

STATEMENT OF THE PROBLEM

The aim of the present study is to find out the influence of social desirability, coping strategies and job satisfaction on stress among school teachers.

The problem thus evolved; had been operationally defined under the section on the following variables.

VARIABLES STUDIED

The variables chosen for the present study have been defined and linked appropriately in the following manner.

Stress

Lazarus and Launier (1978) refers stress to events in which environmental, or internal demands or both exceed the adaptive resources of an individual. So, in the present investigation, the sources of teachers stress as perceived by them have been considered under three dimensions as pupils' unsatisfactory behaviour, unsatisfactory working conditions and poor school ethos.

One of the major sources of teacher stress is pupils' unsatisfactory behaviour. The frequent sources of teachers stress are indiscipline in the class room, teacher student
conflict and concern for pupils' learning and the effectiveness of teaching programme in reaching desired standards (Coughlim, 1970; Kyriacou and Sutcliffe, 1978; Pratt, 1978; Dunham, 1977). Teachers' energy is more drained by their efforts to maintain discipline over the children, he teaches than any other aspect of his work (Caspari, 1976). The teachers are the most exposed occupational group to job related stress (French, Nancy K., 1987).

The frequent sources of stress are working conditions, including such things as inadequate resources, over crowded classrooms, time pressures including too much work to do and too little preparation time (Cichon and Koff, 1978; Feshback and Campbell, 1978). The lack of promotion opportunities on the job, inadequate salary and dealing with pupils of wide ability also cause teacher stress (Fimian, 1984; Borges, 1985).

The school policies, rules and regulations, and interpersonal relationship are other sources of stress to teachers. Coughlin, 1970; Pratt, 1978; Kyriacou and Sutcliffe 1978 reported that sources of stress causing symptoms are poor relationship with colleagues and headmaster, and administrative influence associated with stress.

These three dimensions namely pupils' unsatisfactory behaviour, unsatisfactory working conditions and poor school ethos are considered as variables for analysing the teachers' stress.
Social desirability

At the school level, the teachers who possess social desirability are assumed to have high stress than the other group. In the present study, the need for approval or social desirability as conceived by Crowne and Marlowe (1964) is considered. Accordingly, social desirability is perceived as behaviour that is along the dimensions of social acceptance, desirability and approval.

Individual's efforts to be sociably acceptable and the desire to get social approval may add to the pressures causing stress. Hence, an attempt is made in the present study to relate teacher's stress to social desirability.

Coping strategies

Coping strategies are, in a sense, self-explanatory, involving the kind of self-corrective behaviours that reduce the stressful impact of life's vicissitudes (Beech, Burns and Sheffield, 1982).

The four coping techniques perceived by teachers as most effective are humour, improving perception of self worth, daily time out from work and time for non-professional activities (Spradling 1984).

Here, at the present context, teachers' stress in relation to coping strategies has been considered.
Job satisfaction

Job satisfaction reduces the amount of strain which affects the teacher in the form of anxiety, depression or irritation that he experiences on the job and there by reduces the likelihood of stress related illness (Santhappan, 1987).

In the present study, the following set of facets of job satisfaction are considered; school administration and conditions of employment, childrens' attitudes and progress, interaction with colleagues, and recognition by society.

A number of variables in the work environment play an important role in promoting or preventing satisfaction. For example, administrative influence in the school work environment is transmitted via, rules, regulations and policy influences. The more senseless the rules and regulations and the more arbitrary the policy influences the more will be the dissatisfaction.

The work environment should accommodate each worker's needs and preferences. Quiet and comfortable work settings promote job satisfaction (Payne and Harrison, 1978). On the other hand the sources of dissatisfaction have been identified as uncomfortable classrooms, lack of teaching materials, large size of classes, lack of time available for preparing lessons and correction work.

Every day teachers' have to deal with different characteristics of the pupils. The most significant factor affecting the teacher's satisfaction. Teachers' satisfaction is
associated with receiving adequate intrinsic rewards from their work with students, that is from the positive self evaluation of performance with students in instructional, moral and counselling terms (Balse, 1982). Co-operative, respectful, disciplined and interested students in studies and those who reach high positions in their lives serve as potential sources of satisfaction for teachers (Anand, 1977).

French and Caplan (1982) relates the relationship at work which includes the nature of relationship with one's colleagues, boss and subordinates to job satisfaction.

According to Chapman and Lowther (1982); Hutcheson (1981) a teacher should get his social recognition both in school and society. Social recognition enhances the status and satisfaction of the teacher.

These four dimensions are considered as variables for analysing job satisfaction of the teachers.

School teachers

The school teachers in the present context refers to male and female teachers working in aided, government, private and corporation schools in higher secondary, secondary and primary grade levels. The study aims to study the influence of certain other variables on stress among teachers. They are types of schools, sex, qualifications of teachers, subjects taught, teaching experiences and position held by the teachers.
MAJOR ASSUMPTIONS OF THE STUDY

The present study is based on the following major assumptions. Stress will be related to social desirability, coping strategies and job satisfaction among school teachers. The variables like type of schools, sex, teachers’ qualification, subjects taught, grade level taught, number of years of teaching experience and position held in school by the teachers will influence the occupational stress of school teachers.

METHOD

On the basis of the assumptions an appropriate method was evolved to formulate hypotheses and verify them using appropriate tools. It was decided to evolve a multivariate research design as the study involves many variables. Appropriate tools were chosen on the basis of the hypotheses formulated, suitable multivariate statistical analysis was done to verify the hypotheses.

The present chapter is followed by a review of related literature in Chapter II, research design, hypotheses and method of investigation in Chapter III, Analysis and Discussions of results, presented in Chapter IV and finally summary and conclusion in Chapter V.
The mediocre teacher tells. The good teacher explains, the superior teacher demonstrates. The great teacher inspires.

William Arthur Ward.