Review of Related Literature
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Review of research studies pertaining to the problem under investigation is of fundamental importance, it broadens the general concepts, principles and sharpens the understanding.

In this chapter, an attempt is made to present a background of research done so far in this area.

Occupational stress among school teachers can be fully comprehended only by taking a multidisciplinary approach. On the basis of the review of related literature the problem was postulated and hypotheses formulated.

STUDIES ON STRESS

Prevalence of Stress Among Teachers

Studies pertaining to stress among teachers, inventories to measure stress among teachers and stress in relation to various psychological characteristics have been presented.

Taylor and Dale (1971) conducted a postal questionnaire survey. The item 'General feeling of being under the stress' of adopting to teaching was ticked by 36% of probationary teachers.
DUNHAM (1976) BOOTH, ALLENE (1987) SIMLANSKY (1984) reported that teachers are experiencing stress and severe stress is being experienced by more teachers.

WAHLAND AND NERELL (1977) FRENCH, NANCY (1987) have reported studied that teachers were the most exposed occupational group to job related stress.

KYRLACOU AND SUTCLIFFE (1977, 1979) identified that mixed comprehensive schools, experience a great deal of occupational stress. Their results also suggested that the summer term may be associated with lower levels of teacher stress for their population.

COX et al (1978) compared 100 school teachers with 100 semi-professionals matched for sex, age and marital status. 79% of the school teachers mentioned work as a source of stress in their life.

CACHA (1981); FARBER and MILLER (1981), LANDSMAN (1978), PAONE (1981) have identified teaching as a particularly stressful occupation.

FLETCHER and PAYNE (1982) concluded that teachers who were their samples reported high levels of stress.

MEACHER, KATHLEEN WHITED (1983) studies on public school teachers indicated that teachers are (a) under considerable stress (b) Disillusioned with their career choice and (c) are actively seeking a career change.
HOUTMAN and BAKKER (1987) studied that lecturing imposes a severe load of stress on the teacher especially at the beginning of the teaching experience.

Inventories used to measure stress among teachers

PRATT (1976, 1978) has reported the results as the teacher stress inventory (TEST) items indicated six clusters as follows (1) staff relations (2) non-co-operative children (3) inadequate teaching (4) aggressive children (5) extra jobs and (6) concern for children’s learning.

KYRIACOU AND SUTCLIFFE (1978) measured teacher’s stress with 51 items grouped as 4 factors (1) pupils misbehaviour (2) poor working conditions (3) time pressures and (4) poor school ethos.

BAUMGREN BERG (1982) have noted four basic approaches to stress management as self report, performance based measurement, psycho-physiological and biochemical measurements.

PETTEGREW and WOLF (1982) developed a teacher stress measure consisting of 64 items representing 13 factors, resulting in, ‘task/event stress’, ‘role-related stress’, ‘work events stress’.

SCHUTZ and LONG (1988) revised the teacher stress Inventory prepared by Pettegrew and Wolf resulting in 36 items. The nine factors which were identified are Role ambiguity, Role over load, Role conflict, Non participation,
Job satisfaction, Management style, Life satisfaction, Task stress and Supervisory support.

Teachers' Stress and Identifying environmental Factors

Aetiology of Stress

Aetiology implies the specific causes of stress. The sources of teacher stress in other words 'stressors' reviewed here are classified as environmental stressors and teacher personal characteristics which are sources of stress.

Environmental stressors

Environmental stressors include factors in the work environment of the teachers like students' behaviour, teacher's working conditions, role in the organisation, interpersonal relationship, leadership style of the Principal etc.

† GABRIEL (1957), TAYLOR and DALE (1971), KYRIACOU and SUTCLIFFE (1978), COMBER and WHITEFIELD (1979), BROWN (1983), CHANCE (1985) and KAY-CHENG (1986) reported that disobedience, lack of pupils progress, time pressures, poor school ethos, inadequate salary, poor student motivation, student values or attitudes, student absenteeism, lack of parents' interest, relationship with administrator, peer relationship and interpersonal conflicts were found to cause stress for the teachers.

their competence in teaching subject matter, administrative approval, respect from colleagues, discipline over children, group interaction, job over load, administrative incompetence, conflict, professional disillusionment, isolation, lack of student participation and inadequate pay.

WAHLAND and NERELL (1976), LORTEN et al (1979). TANTON (1983) have reported that teachers in large schools and large class size, have been associated with higher degrees of stress.

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


SCHWAB and IWANICKI (1982) found empirical relationship among burnout, role ambiguity and perceived role conflict in teachers.
TELLEN BACK et al (1983) found that relationship with pupils was the most important source of stress and elderly teachers had better relations with school personnel and parents.

JARRATT (1983) found that teaching experience, sex and size of school did not influence the amount of stress.

HUGHES (1983) found that female teacher’s perception were high regarding professional responsibilities and job overload.

CEDLER (1984) found that the significant background predictors of stress were teacher ethnicity, sex, motivational stress, years of experience, grade level taught and economic deprivation of the school.

DUNHAM (1984) identified three common categories of stressors (1) Reorganisation (eg) leaving the security of familiar environment, working in large schools, teaching pupils who have a much wider ability. (2) Role conflict and ambiguity (eg) Poor communication between teachers and parents. (3) Poor working conditions. (eg) inadequate building and high noise levels.

BROWN, VIRGINIA VAN PELT (1985) conducted a longitudinal study of middle school teacher’s weekly stress patterns during an academic year. Teachers reported above average commitments to the teaching task. Few weeks during the year were without unusual stresses.
BORGES (1985) found that salary, opportunity for advancement and personal growth ranked first with regard to the teachers decisions to leave teaching.

KASS (1985) indicated that regular classroom teachers and special education teachers did not differ significantly in terms of the magnitude of occupational stress experienced.

MARTIN and BURKS (1985) examined that everyday problems as a significant source of stress.

TUPES (1985) reported that sex was the significant predictor of perceived stress.

BOOTH and ALLENE (1987) interviewed 25 teachers which lead to teacher stress grouped as inter-personal stressors and environmental stressors.

The Experience of Stress and Psychological characteristics

MASLOW (1954) presented a study of "self actualising people". They showed superior perception of reality, greater acceptance of self, more profound interpersonal relations, more democratic character, structure and richness of feelings etc.

LOCKE (1976) reports that fulfillment of the person's needs in a way which does not offend his values leads to feelings of satisfaction and failure to fulfill these needs leads to feelings of dissatisfaction which contributes to the experience of stress.
FRENCH et al (1976) states that stress poses a threat to the individual either excessive demands or insufficient supplies to meet his needs.

MC CLELLAND, E. FLOOR, DAVIDSON, and SARON (1980) studied that one specific need area namely power need and the outcome of relevant stressors. They found that men who had a strong need for power had experienced high amount of power stress resulting in stress related illness.

BURCH FIELD, SUSAN et al (1982) experimented the role of fulfillment of affiliative needs as a moderator of the interpersonal stress-illness relationship with 44 female subjects. It was predicted that individuals whose affiliative needs were unfilled would report more symptoms of stress than would individuals whose needs were fulfilled.

CHARLES WORTH and NATHAN (1982) concludes that when a person fails to realise his needs he feeds in to his stress spiral.

DUNHAM (1984) concludes that stress arises from the discrepancy between the teachers' needs, values and expectations on the one hand and the capacity of the worker to meet these requirements on the other.

GEORGAS and GIAKOUMAKI (1984) studies that the psycho social stress and level of mainfest anxiety had high correlation only with women.
Teachers Stress and Job Related Characteristics

DANIEL et al (1984) have found the effects of job-related stressful events among teachers. A set of sociodemographic variables and variables related to the teacher's job were regressed on the number of stressful events reported by teachers. A greater number of job related stressors were reported by younger teachers.

WELCH et al (1986) studied that the teachers regardless of grade level taught, sex, age, race, teaching experience and level of education, share common perceptions about events associated with teaching that produce greatest degree of stress.

The Stress Factors And Inter Personal Relationship

RICHARD et al (1980) found that the stress for the teachers center around 'relationships with others' and 'role in the organisation'.

MEAGHER KATHLEEN WHITED (1983) revealed that the most frequently reported stressors were (a) lack of support from administrators (b) Working with other teachers and (c) discipline and behaviour problems.

DANIEL et al (1984) examined the effects of job related stressful events among teachers. Teachers with supportive supervisors reported less emotional exhaustion, more positive attitudes towards students and greater personal accomplishments.
SCHWAB et al. (1984) reported that the higher levels of social support from colleagues was associated with lower levels of stress.

PANDEY (1987) identified the interpersonal relations with principal, colleagues, and students as the most stressful factors.

The Level Of Stress And Leadership Style

COOPER and MARSHALL (1976), BEEHR and NEWMAN (1978), SCHULAR (1980) found that principal and his behaviour seems to be the most powerful determinant of stress.

WILLIAMS (1982) and LARCO (1983) found that there was no effect of leadership behaviour of principal acher stress.

CHAPMAN (1983) found a significant inverse relationship between principal's leadership behaviour and the level of perceived stress in the teaching environment.

ROBERTS (1983) found that teachers under low consideration and low structure leadership styles of Principals experienced higher role stress, higher absenteeism, lower job performance and lower job satisfaction.

REED (1984), PACIOLLA (1984) and PANDEY (1986), reported significant and positive relationship between stress and leadership behaviour.

COURTNSY, MICHAEL BRUCE (1987) found that the instrumental leadership, positive school learning climate, providing
incentives for teachers and promoting professional development were the significant predictors of teacher stress.

The Experience Of Stress And Behaviour Traits-Type-'A' And Type - 'B'

CAPLAN (1971) concluded that type - 'A' persons are prone to perceive stress in a exaggerated fashion.

HOUSE (1972) concluded that a central psychological trait of the Type - 'A' is his 'desire for social achievement'.

FRIEDMAN and ROSENMAN (1974) JENNINGS and CHOI (1981)'s studies elicit that type - 'A' subjects tend to show a greater heart rate, blood pressure responses to a variety of psychomotor and cognitive laboratory stressors and to develop premature coronary heart disease.

CARVER, COLEMAN and GLASS (1976) concludes that type - 'A' individuals tend to work near their maximal rate even when there is no explicit time deadline. They produce more work of higher quality than type - 'B' and try to display greater work involvement, strongly enclose the work ethic. Such behaviour in turn results in the experience of greater stress.

SUINN (1977) observes that a consequence of type - 'A' behaviour is reinforcement, as the individual is likely (a) to achieve his or her goal and (b) to reduce the original stress situation. Type 'A' behaviour which are strengthened through reinforcement, are themselves stress producing, as such individuals tend to put themselves in situations which involve stress because of high level of drive. Thus, the individual is
caught in a vicious circle from which he finds it difficult to extricate himself.

ROSENMAN and CHESNEY (1980) have reported that type - 'A' individuals have been particularly challenged by situations in which their control is threatened. The persons to these situations has to struggle aggressively to exert and to maintain control over their environment. Thus, TABP (Type - 'A' Behaviour Pattern) is a characteristic style of responding to and coping with environmental challenge (stress).

MATHEWS (1982) analysis showed that even though type - 'A' construct grew out of research implicating stress and negative feelings in coronary heart disease, these have often been ignored in studies of Type - 'A'. Being Type - 'A', does seem to place one, at higher risk for injury or death from stroke and from physical trauma but the evidence linking type - 'A' to other stress related disease is weak and mixed.

The Manifestations Of Stress And Their Consequences

BERNARD (1979) and CANNON (1939) introduced the term 'Homeostasis' to refer to internal state of equilibrium. Any physiological response on the part of the organism was to restore this equilibrium. Research on stress and illness originated with this concept though they approached the problem, with related concepts like anxiety, frustration and adaptation.

SELYE (1956, 1974, 1976, 1980) a pioneer in the field of stress research referred to the homeostatic functions of the
organism as 'General Adaptation syndrome' (GAS) which involves three phases namely: Alarm reaction, Resistace phase and Exhaustion.

FELDMAN (1974) recognized that in both males and females severe sustained stress can effect deficits in sexual and reproductive functions which appear to mediate through central control of endocrine rhythms or responses.

SIMPSON (1976) has argued that sickness absence allows teachers to withdraw temporarily from stress at work without having to make a distinct break. Such occasional withdrawals enable teachers to readjust continually to stressful work situations.

HODGES (1976) has reported that the number of male teachers dying while approaching the end of a career in teaching had doubled in the previous ten years.

DUNEAM (1976) identified two main types of common stress responses among teachers namely frustration and anxiety.

COX (1977) argued that a teacher experiencing job stress will be characterized by a number of symptoms which together will form the person's individual syndrome.

SYLVESTER (1977) found a number of stress response and categorized them as fighting the stressor, fleeing from it and ignoring and tolerating it.

KYRIACOU and SUTCLIFFE (1978b) reported significant associations between self-reported teacher stress and job
satisfaction, total days absent and intention to leave teaching for a sample of 218 secondary school teachers.


PRATT (1978) reported a significant association between perceived stress by the teachers and an index of mental ill health.

GOLD (1982) found that a significant relationship exist between perceived job stress and teacher absenteeism and job stress, life stress and teacher absenteeism.

Cook (1982) found relationship existing between teacher stress, attribution of responsibility, social support and the teacher characteristics of sex and age.

KYRIACOU and RATT (1985) reported the most frequent symptoms of stress were being unable to relax or 'switch off' after work, feeling very tense being emotionally and physically drained at the end of the school day.

FRENCH, NANCY (1987)'s study shows stress to have negative consequences for the personal health of teachers and their effectiveness in the classroom.
Teacher Stress Role Conflicts In The Organisation

GRACE (1972) identified that the teacher's role, is regarded as prime conflict situation and an important potential source of stress.

DODDS (1974) reported that the teachers' felt their role, had become more diffused and exacting and so were important sources of stress.


AARON (1976) concludes that most reactions to role conflict are maladaptive and include such emotions and behaviours as lack of job motivation and satisfaction hostility and aggression, with drawal and apathy, depression, loss of self esteem, symptoms of anxiety and psychosomatic disorders.

BLACKIE (1977) has argued that the need for teachers to assume several roles is a major factor in teacher stress.

Personality And Stress

TAYLOR and REINKOFF (1967) found people with more external orientation reported more debilitating anxiety, more neurotic symptoms and more self punitiveness in response to frustration.
HOGAN and HOGAN, (1982) identified that self esteem is also related to stress. People who are high in self esteem should feel less threatened by rejection and therefore less vulnerable to stress from such events.

STONE (1982) found an inverse relationship between stress and job satisfaction and positive relationship between stress and external locus of control.

DRIPS (1984) found that teachers with low anxiety proneness were more flexible and more humanistic in their attitude towards pupil control.

HOLT (1985) reported a significant interaction of burnout and hardiness among women of elementary school teachers.

All the stress related studies mentioned above have been done in foreign countries. For the past two decades, stress related problems are given importance in India and studies were carried over by Indian researchers.

Following are a few Indian studies on stress among working class.

Stress Among Working Class

SINGH and SINGH (1971) reported that the need for achievement was higher among business entrepreneurs than among agricultural entrepreneurs.
KEENAN and NEWTON (1987) in a comprehensive study on role stress found that social support could act as a precedent to role stress by influencing the perception of role stress.

SREEKUMAR (1988) found that difference between stress among public and private sector supervisors was not significant.


SRIVASTAVA and JAGADISH (1990) found that the supervisors' perceived occupational stress negatively correlates with their job attitudes and mental health.

SHAKEN SINGH and ARVIND SINHA (1990) their study explored the structure of stress experiences of junior and middle level executives belonging to three public and seven private sector work organisation. On the basis of cluster structure factors were named as lack of group cohesion, role conflict, feeling of inequity, role ambiguity, role overload, lack of leadership support, job difficulty, and inadequacy of role authority.

RASHI GUPTA and RAVINDER DAN (1990) explored 'Burnout' Syndrome among Indian school teachers. It was based on Maslach's model of burn out (1986) consisting of three key components i.e emotional exhaustion (EE), Depersonalization
(DP) and reduced personal accomplishment (PA) A2x2 (AxB) factorial design with two levels each of teaching experience (0-5 yrs 6+yrs ) and gender was used.

Job Stress Factors And Their Problems

SRINIVASA MURTHY (1975) studied that in different types of life events, the problems of retrospective correlation bring in to play many problems such as definition of life events, dating of events and the illness on set, the estimation of severity of events (stress), problem of controls, the problem of recall, and the need for homogenous group of patients.

HARIGOPAL K. (1980) found that high and low ego strength differed significantly with role ambiguity and role conflict due to stress.

PARASURAMAN and ALUTTO (1981) studied stressors as inter-unit conflict, rechical problems, efficiency problems, role frustration, staff problems, short lead times and too many meetings. PARASURAMAN and ALUTTO (1984) reported the significant relationship between role frustration and felt stress through net regression weights (P=.27 significant at .01 level). Similarly, relationship between role stress and job satisfaction (P =-.15 significant at .05 level) is also reported.

JAMAL, MUHAMMED (1985) examined job stresses were absenteesism, teaddiness and anticipated turnover. Data were
more supportive of the negative linear relationship between stress and performance.

MISRA (1986) pointed out the need of vocational change to earn adequate money, performing uninteresting work, student’s failure to give correct answers and lack of time to point out errors in student’s answers.

JASMIN and JHARAKAN (1987) measured job stress factors as working conditions, role conflict, role ambiguity, extra-organisational factors.

USHA and RAMAMURTHI (1988) examined that the individuals who were ill, cancer or otherwise had experienced more stressful life events than the healthy individuals.

BHOOMA (1988) found that the existence of a significant negative relationship between organisational role stress and social support. Education, experience and age contribute greatly to the relationship between organisational role stress and social support.

KUMAR REDDY and RAMAMURTI (1992) examined that the people who enter in to old age at about sixty years continue to experience stresses to about the same extent, even as they grow older. Sex differences in the experience of stress appear to be present only in some areas viz economic and social aspects.
Discussion

Studies reviewed yield a wealth of knowledge concerning the prevalence of stress, psychological characteristics, job related characteristics, the behaviour traits - type 'A' and type - 'B' factors related to leadership style, interpersonal relationship, role conflicts in the organisation, personality and the manifestations of stress and their consequences.

Researchers indicated that stress for the teachers center around relationship with others, role in the organisation, time pressures, student absenteeism, teaching subject matter, job over load and student behaviour.

It was also reported that greater emotional exhaustion was reported by younger teachers and negative attitudes towards students were reported by male teachers.

The Burn out stress is by institutional organisational and teaching environment. Those with higher level of burnout felt more alienated.

STUDIES ON SOCIAL DESIRABILITY
Measurement of Social Desirability

LARSEN, KNUD et al (1976) examined studies concerning the development of a scale measuring attitudes towards approval-seeking and relationship between approval - seeking social cost and agression.

Validity problems of the marlowe-crowne social desirability scale indicate the need to employ new
methodological approaches. Using responses from 408 university students, 21 statements were selected for the final scale. The scale showed a satisfactory split-half correlation coefficient and significant relationships to self esteem, competition and aggression.

RYDEN, MURIEL (1978) reported that S. Copper Smith's self-esteem inventory was modified for use with adults, was found to have a test-retest reliability. Correlation of the scores with the marlowe-crowne social desirability scale for 51 college students was .47. The use of lie scale on the self-esteem scale to identify S's whose self-reports were influenced by a social desirability factor reduced this correlation to .32.

RAY, JOHN (1984) administered the reliability of short social desirability scale. Eight items from marlowe-crowne social desirability scale were administered to 95. Results indicate that contrary to the findings by I.G.O. Gorman short marlowe-crowne social desirability scales may have satisfactory alphas with general population samples. O’Gorman’s result may show the effect of coercion on social desirability.

ZOOK et al (1985) presents a cross-validation of a short form of the marlowe-crowne social desirability scale. The authors administered the 13 items as a separate entity. Data indicate that this 13 item short form is a viable alternative to the full scale.

DIENER, SANDUIK, PAVOT et al (1991) studied response artifacts (social desirability, current mood, moral beliefs
about happiness and happiness image management) and their effects on self-reports of subjective well being. A measure of social desirability was found to be a significant predictor of non-self reported and self reported measures of happiness, indicating that social desirability is a substantive personality characteristic that enhances well-being, rather than being a response artifact and source of error variance.

Stress and Social Desirability

RAGBORG WINSON (1991) investigated the relationship between counsellor source characteristics and client perceptions of outcome, as well as the source characteristics relationship to reported psychological distress. The relationship between them gained limited support. However, a major finding was the not able influence of social desirability on counsellor ratings.

LEONG et al (1991) administered the multiple Affect Adjective check list. Marlowe-crowne social Desirability scale and life-event inventory to 163 university students. The stressful life events, such as physical illnesses and school events had less of a psychological impact on S's mental health. The link between life events and psychological symptoms was not influenced by social desirability.

Social Desirability and Personality Factors

FARLEY, FRANK (1968) investigated that 3 global self-ratings measuring anxiety, drive, extraversion and social desirability did not correlate consistently with the
personality questionnaire measures. Social desirability scale was substituted for true-false questionnaire measures of these variables and that drive and anxiety as measured do not form clearly separate conceptual dimensions.

BRAUN et al (1968) examined the 10 alternatives in each of the 20 items in the Thorndike dimensions of temperament (TDOT) and the highest in social desirability among undergraduates. All 20 chi-squares were significant, showing that the TDOT forced-choice format did not produce alternatives equivalent in desirability.

JOHNS HOPKINS (1972) found that correlation between social desirability scale with psychosocial maturity scale (PSM) were very modest, and the trend in the direction of mean scores from grade 5-11 was different for social desirability and psycho social maturity.

SOELBERG SHAUL (1976) studied the personality characteristics of children from different cultural groups. The Arabs had significantly higher social desirability scores than Jewish at all ages with in the Arabs sub sample, Muslims (SIC) scored significantly higher than Christians, in the Jewish sub sample no significant differences were found between religious and non religious.

BEUTELL et al (1984) correlated adjectives from the learning styles inventory with the social desirability scores (the marlowe-crowne social desirability scale) of 146 undergraduate business students. Results indicate that 4 of 20 correlations were statistically significant. Since these
ipsative scales were based on social desirability assumptions. (i.e. homogeneity with in scales).

KOZMA et al (1988) evaluated the relationship between measures of psychological well-being and social desirability. Data from interviews and 5 standardized inventories yield high correlations between 3 measures of well-being and the Edwards social desirability scale for all age groups. The high 0-order correlations exists between measures of well-being and the Edwards scale are more readily attributed to content than to a social desirability response bias in well-being measures.

Social Desirability in Relationship with Students

WEINSTEIN, DAVID (1972) examined the relationship between success-failure inventory and the marlowe-crowne social desirability scale using 48 male and 72 female undergraduates. Results indicate that the inventory is not contaminated by social desirability. Reliability data are presented in the new form of the inventory.

TOBIAS, SIGMUND and HANLON, ROBERT (1975) examined the student attitude towards instructors was related to the behaviour and whether social desirability affected this relationship. The undergraduates completed instructor ratings and used short form of the marlowe crowne social desirability scales. The first instructor rating factor and instructor skill correlated. No other relationships or interactions were significant.
EYO, ISIDORE (1984) examined the relationship between need to appear socially desirable, achievement motivation and attribution of academic outcomes in secondary school students. The relationship between need to appear socially desirable (NASD) and need to achieve was negative and significant for men and women, they possess a need to achieve in socially desirable directions. The correlation between attribution of academic outcomes and the need to achieve was significant only for women, indicating that the manner of attributing responsibility for academic outcomes is predictive of achievement motivation for women but not for men.

There is a dearth of previous studies on social desirability among teachers. The pioneer research study was done in late 60's on counsellors, students and so on. Indian studies on social desirability are as follows.

BISWAS (1977) studied the interpersonal relationship in classroom situation as reflected on social desirability. It was found that there was sufficient relationship between sociometric choice status and social desirability, friendship fluctuation and social desirability were inversely related. The internal consistency reliability co-efficient of the social desirability scale was 0.694.

BHATNAGAR (1979) studied some factors affecting student involvement in studies. Boys having high involvement in studies showed more socially desirable behaviour than girls. Besides, boys belonging to both high and low involvement groups showed higher level of aspiration than girls.
RAMESH KUNDER and CHANDIDAS BISWAS (1982) found that the individuals possessing socially desirable characteristics will develop social skills necessary for gaining social acceptance and for formation and maintenance of stable friendship relations with others.

CHATTERGEA and PAUL, BHASKAR (1983) investigated the association between field independence and ecology and field independence and social desirability. A non significant association was found between field Independence and social desirability in both the unmatched and matched intelligence conditions.

SUJARITHA MAGDALIN (1991) found that those who are high in moral values have been found to be high in social desirability and empathy, and low in externality. The tool used to measure social desirability was marlowe-crowne's social desirability scale.

Discussion

The influence of social Desirability and personality factors has been worked out by many researchers measured by Thorndike Dimensions of Temperament manifest Anxiety scale, Marlowe Crowne social desirability scale, lie scale of the Eysenck personality inventory and Raven's progressive matrices.

The measurement of social desirability examined by researchers concerned the level of a scale, measuring attitude towards approval-seeking, relationship between approval-
seeking, social cost, cross validation of a short form of marlowe and crowne social desirability scale.

Social Desirability in relation with students were studied and examined that the student attitude towards instructors was related to the behaviour, relationship between need to appear social desirable, achievement motivation and attribution of academic outcomes in students. There are only few studies relating social desirability to stress.

STUDIES ON COPING STRATEGIES

Teachers Stress Resources and Their Coping Strategies

LAZARUS and *et al* (1966) have identified (1) Appraisal (2) coping are the two important processes to mediate between the environmental stressors and the individual reaction.

DUNHAM (1977) has emphasized the importance of the support coming from colleagues, administrators and Principals rather than from professional counselling system.

COX (1978), argued that counselling may enable a teacher to improve his coping skills particularly by altering his perception of his own capabilities and the consequences of his actions. An imbalance in this mechanism gives rise to the experience of stress and stress responses. If normal coping is ineffective and stress is prolonged, abnormal responses may occur.

KYRIACOU (1980) identified three different types of resources. They are (1) Talking about problems and feelings to others and seeking support from friends, colleagues and
family. (2) Dealing directly with the sources of stress, (3) Distracting teachers attention away from stress at work to more pleasurable and relaxing interests.

LAZARUS (1981) suggests that coping requires the use of positive factors which he calls uplifts. The most frequently used uplifts were relating well with spouse, friends, getting enough sleep, spending time with one's family, eating out, meeting responsibilities, having pleasurable activities at home.

SPRADLING (1984) identified that the four coping techniques perceived by teachers as most effective. They were humour, improving perception of self worth, daily time out from work and time for non-professional activities.

DUNHAM (1984) found four resources of coping. They are: personal resources, interpersonal resources, organisational resources and community activities.

HOLT (1985) found that the coping activities were passive for high burnout teachers and active for low burnout teachers.

DEWE (1985) found the following factors of coping with stress. The palliative devices are: (1) Ignore and ride the situation (2) adapting a conservative approach to teaching (3) Utilizing colleagues' support, (4) become less involved and the direct action devices are: task oriented behaviour and putting things in to perspective.

Stress and coping strategies on professional group was also reviewed by Indian researchers.
ANAND, CHINNA SINGH (1961) found that yogic relaxation and pranayama techniques have been found to lower the physiological arousal level. The high B.P. related to stress situation is a maladaptive coping response. This can be unlearned by training the patient to lower their physiological arousal level.

JOSEPH, SRIDHARAN, PATIL, KUMARRIAH, SELVAMURTHY, JOSEPH, and NAYAR, (1981) studied yogic training and relaxation methods to reduce stress.

LATHA (1988) found that the training in yoga relaxation pranayama and thermal bio feedback reduces the systolic blood pressure that causes due to stress in the essential hypertensive patients.

LATHA (1989) reported that 21% of teachers, discuss their problems with colleagues or family members and relax by taking an evening walk, listening to music or going in for some other entertainment, playing with the children at home or sleeping or lie down and think of past pleasant experiences. 66.6% of the extreme stress teachers resort to meditation, praying, reading scriptures etc.

SHAILENDRA SINGH and ARVIND, SINHA (1988) found that the data were subjected to principal axis factor analysis with varimax rotation to explore the underlying dimensions of various strategies used by managers to cope with job-related stress. Seven factors accounting for a total of 72.40 percent of variance were obtained.
REHANA GHADIALLY and PRAMOD KUMAR (1988) studied the stress and coping styles of female professionals. It was found that Indian women do not report conflict between work, home and over load as major stressors. In coping styles, Indian and Taiwanes samples are similar, while American respondents show more variation in use of coping strategies. Americans show high life crisis events and greater probability of illness than Indians and Taiwan samples.

Discussion

Focussing on coping, it can be said that different persons utilize different strategies to cope with stressors. Some studies reveal that personal, interpersonal, organisational and community are some of the resources of coping.

The main strategies adopted by the teachers are humour, improving perception of self-worth, daily time out from work, time for non-professional activities, adapting a conservative approach to teaching, utilizing colleagues’ support and becoming less involved.

Coping requires the use of positive factors which has been identified as uplifts and some of the studies reveal that the, uplifts as relating with spouse and friends, getting enough sleep, eating out, meeting responsibilities, spending time with one’s family and having pleasurable activities at home.
STUDIES ON JOB SATISFACTION

Job Satisfaction and Dissatisfaction

RUDD and WISE MAN (1962) reported the professional dissatisfaction by teachers were: salary, poor human relationship among staff, teaching load, inadequate teacher training and status of profession in society. Besides women were more pre-occupied with day today class room problems and stressors while men found their frustration from a wider context.

CORTIS (1973), PRICE (1970) found female teachers were more satisfied in their job than male teachers.

START and LAUNDY (1973) found higher satisfaction in older teachers.

PAYNE (1974) reported the teachers' satisfaction was due to the worthwhileness of their work, at the same time subject to greater teacher stress. They were more dissatisfied with the physical conditions, the pressure of work and the salary level than the teachers they know in neighbourhood schools.

SIMPSON (1976) found that the circumstances that lead to the experience of teacher stress also lead to lower job satisfaction.

COX (1977) grouped the sources of teacher stress/dissatisfaction as training and career development, working environment, school organisation, school, community and the nature of work.
COX et al (1978) identified five major sources of job dissatisfaction. They were: school organisation, job demands, teaching resources and job environment, career and training and pupils' behaviour. Male teachers in large comprehensive schools reported the greatest over all dissatisfaction.


MAKINEN (1982) has reported that the pupils' relationship was the strongest correlate of teachers' job satisfaction. Urban environments were associated with less satisfying relation, with school attitudes and pupils.

CHAPMAN and LOWTHER (1982) have found that women were more satisfied than men. They also reported that the recognition received from administrators and supervisors had strong positive relationship to satisfaction.

SONPON (1983) found that elementary school teachers were the most satisfied group than other group of teachers. Teachers were satisfied with their relationship with students, teachers and principals. Teachers were dissatisfied with salary paytime, pay procedure, instructional materials, physical facilities, professional growth, large classes, work load demands and other responsibilities.

ANDREW (1983) found that teachers perceived level of satisfaction with intrinsic and extrinsic factors declined as the number of years of experience increased.
LEE (1983) identified that the public school teachers were dissatisfied with their salary. There was upward progression in job satisfaction with increasing age. No significant difference was found in sex and degree held with satisfaction.

HOWDYSHEEL (1984) found that the secondary school teachers were unattracted with the administrative, supervisory functions.

MILLER (1984) found that achievement, recognition for achievement, work itself, responsibility and interpersonal relationship with peers were significant sources of satisfaction for the professional staff members of the curriculum and instructions service.

NEVELS (1984) identified a significant inverse relationship was found between teacher autonomy and the total job satisfaction of teachers. They received greater satisfaction from the intrinsic factors of their job than from the extrinsic factors. Pay and chances for advancement were the greatest sources of dissatisfaction among teachers.

SIMLANSKY (1984) found the lowest rates of satisfaction were related to the work load and behaviour of pupils in the school. He reported that highest rates of satisfaction were stemmed from interaction with pupils and among teachers in the schools.

HODGIN (1985) found significant relationship between job satisfaction and occupational stress.
GALLOWAY et al (1985) reported that teachers' whose head was less than fifty years generally had higher satisfaction levels. The sources of dissatisfaction mainly were conditions of employment, attitude of society towards education, and the status of teachers in society.

ENGELKING (1985) identified the factors contributing to job satisfaction were recognition and achievement. The most prominent factor of job dissatisfaction was relationship with students, parents and other patrons.

DUMPSY (1985) has indicated that teachers' role conflict was the only variable that explained a significant part of variance associated with teachers' job satisfaction and low conflict. Low intolerance of ambiguity was associated with low job satisfaction and role conflict.

Following are a few Indian studies on stress and job satisfaction among teachers and other professionals.

Stress and Jobsatisfaction

STEERS and SPENCES (1975) found that in the industrial setting, performance satisfaction and involvement were significantly higher in the case of subjects with a high need for achievement than for subjects with a low need for achievement.

SRIDHARAN (1978) found a significant positive correlation between job satisfaction and job involvement among bank managers.
KUMAR (1978) emphasised that proper attitude towards the profession will predict the success in the profession and hence provide satisfaction and professional adjustment.

SHYAMALA (1979) found that there is a negative significant correlation between job satisfaction and job involvement for self-employed graduates.

Stress and Job Satisfaction Among Teachers

ANJANEYULU (1968) studied that postgraduate teachers were dissatisfied on account of lack of bright prospectus and social status. Indiscipline among pupils and lack of social status were the chief factors of dissatisfaction among graduate and secondary teachers. The satisfied teachers contributed to more number of excellent, good and average ratings on pupils' qualities and behaviour than the dissatisfied teachers.

SINGH (1972) found that teachers scoring high in theoretical and social values were highly satisfied. Teachers were not satisfied with the economic benefits, physical facilities and administration. There was no difference in the level of satisfaction of teachers due to difference in age, male and female.

LAVINGIA (1974) found that primary school teachers were more satisfied than secondary teachers. Female teachers were more satisfied than male teachers. Young, unmarried teachers were more satisfied in both groups of primary and secondary teachers.
BERNARD and KULANDAIVEL (1976) found that aided school teachers were dissatisfied with over crowded classrooms, heavy work load, lack of promotion and security. For municipal school teachers, the problems such as interference from outsiders, indiscipline among pupils and teacher pupil ratio were disturbing. The problem of government school teachers were fear of transfer, poor standards of pupils, lack of teaching aids and lack of appreciation from the head teachers.

THAKUR (1978) revealed that women teachers of primary schools were satisfied with their jobs because of three main reasons like academic, social and economic.

KOLTE (1978) found that policy and administration was satisfier where both husband and wife were teachers and were posted at the same place. Working condition and salary was mentioned as dissatisfaction.

PORWAL (1980) studied that the sex produced differences in the level of job satisfaction. The female unmarried teachers were more satisfied than the married teachers of both sexes.

GOYAL (1980) studied that the majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest.

GUPTA (1980) investigated that primary school teachers were significantly less satisfied than secondary school teachers or/and college teachers. Secondary school teachers
and college teachers were almost equally satisfied with their job.

RAO (1981) studied that there was no difference between the female and the male teachers in job satisfaction. Job satisfaction was also significantly related to work identification and organizational identification.

SHUKLA and SHUKLA (1981) found that degree teachers were more dissatisfied when compared to inter, high school or junior school teachers.

CHOPRA (1982) investigated that open climate schools showed the highest overall teacher job satisfaction, it was significantly different from that of the teachers in the closed and paternal climate schools.

ANAND (1985) reported the following factors of dissatisfaction: low salary, poorly equipped schools, lack of respect from students, lack of promotional prospects and head teachers' behaviour. The factors contributing satisfaction were students interested in studies, respect in society, teachers who actually wanted to be as teachers and students who reach higher positions.

SANTHAPPAN (1987) found that government school teachers are experiencing more stress than aided school teachers. Aided school teachers are more satisfied in their job. Female teachers are more satisfied in their job than male teachers. Science teachers experience more stress from their job than arts teachers. Arts teachers are more satisfied in their jobs.
Higher secondary teachers experience more stress from their job than secondary school teachers. Teachers over 20 years of experience have more stress than teachers of 0-4, 5-10, 11-19 years of experience. Teachers with 5-10 years of experience are more satisfied than other groups of teachers. A significant but negative relationship between total stress scores and job satisfaction has been reported. But it is also reported that highly satisfied teachers experience greater level of stress than the low satisfied group.

Discussion

The review of studies on job satisfaction reveals that it is caused by many interrelated factors, such as recognition, promotion opportunity, salary, job status, interpersonal relationship, participation, security and working conditions. It was reported that factors resulting dissatisfaction were teaching load, inadequate teacher training, teacher's salary, poor physical environment, role conflict, poor pupils' behaviour and the status of the profession in the society.

Few studies have reported that women were more satisfied than men and teachers have over all higher job satisfaction with open climate schools than in closed climate schools.

Stress and job satisfaction have been reported to be negatively correlated by a few and positively related by few others. A relationship is indicated, but the direction is contradictory.
Summary

The main sources of teacher stress identified by the investigators are pupils' misbehaviour, poor working conditions, facilities for teaching, role conflict, role ambiguity, time pressures and heavy work load. The biographical variables such as locality, sex, age and experience are the best predictors of job stress.

Teachers reported symptoms of stress include physical, psychological, emotional and mental. The anxiety and emotional exhaustion are the most commonly reported symptoms of stress.

The studies in Social Desirability are concerned with measurement of social desirability, its influence on personality factors and its relation with stress. It has been reported that link between life events and psychological symptoms was not influenced by social desirability.

Different strategies were utilized by the teachers to cope with stressors. Relaxation and seeking support from colleagues in times of crisis are the main strategies carried by them.

Job satisfaction is caused by many inter related factors such as job status, recognition, interpersonal relationship, participation, promotion opportunity, salary, job security and physical working conditions. The factors such as salary, status, poor physical environment, poor pupils' behaviour, heavy work load, are the major source of teachers dissatisfaction.
A few studies are there relating stress to job satisfaction among teachers. Studies relating to social desirability and stress and coping strategies and stress are not many particularly among teachers. Hence, an attempt is made by the investigator to study stress in relation to social desirability, coping strategies and job satisfaction among school teachers.

The details of the procedure followed in the present study on the relation of stress to social desirability, coping strategies, and job satisfaction, the hypotheses formulated in this connection, and the tools used to test the hypotheses have been presented in the next chapter.
A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.

Horace Mann.