CHAPTER III

STRESS AND ITS IMPACT ON TEACHERS – AN OVERVIEW

3.1 STRESS

Stress is the summation of effects on all non specific biological experience extracted by difficult and unpleasant exterior pressures. One can feel it when he/she is confronted with a difficult and/or unavoidable situation. Stress has been defined by so many scholars in different period of time. All their points seems to be important in one point of view i.e., stress as an external event or internal drive threatens to upset the equilibrium of organism (Selye 1956), stress is a dynamic state within an organism in response to a demand for adaptation (Wolf and Goodell, 1968), as a perceived imbalance between demand and response capacity under conditions where failure to meet demand has important consequences (McGrath 1970). Spielberger (1979) defined stress in two different ways. According to him, it is a dangerous potentiality, harmful/unpleasant external situation/conditions (stressors) that produce stress reaction; and secondly the internal thought judgment, emotional state and physiological process that are evoked by stressful stimuli. Stress is the state of an organism; it is perceived that its well-being is endangered and it must direct all its energies to its protection (Ryhal and Singh, 1996).

3.2 JOB STRESS

Stress is created because of workers’ under privileged skills that are not matched with the demands of job as it creates job dissatisfaction among the workers state of mind. Otherwise, the expanded dissatisfaction with one’s job may show the way to job stress. Job stress can be defined as the harmful physical and emotional responses that occur when the
requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury (United States National Institute of Occupational Safety and Health, Cincinnati, 1999). It is a physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Akinboye et al., 2002).

3.3 STRESS AMONG TEACHERS

Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou 2001).

In general, people believe that the teacher’s life is stress free or less stressed in nature. It’s because of the myth in the community that teachers has to work only two to three class hours in school or college and they are in leisure for the remaining five to six hours. Whether it is true or not, teaching profession is also not exempted from the stringy stress. Wilson (1979) in his work on ‘Teaching Teachers to De-stress’, found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers are willing to take stress coping training events to manage their stress. Vance, Miller, Humphreys & Reynolds (1989) in their study for the ‘Teacher Education Division Council for Exceptional Children’ pointed out that in an average 30,000 teachers involved in special education wants to leave from their profession every year to stay away from the stressful special school environment. Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Cooper, 1991).
King and Peart (1992) found that 66% of teachers had vigorously considered leaving the teaching profession which is an outcome of stress. Schaufeli and Enzmann (1998) scrutinized 73 different studies pertaining to the United States with an aim to find which work-related field is more vulnerable to stress. They found that emotional fatigue level is high among the teachers. Reglin & Reitzammer (1998) stated that the teachers are more stressed in this regard. Kyriacou et al. (2003) found that the school level factors impact negatively on teacher preservation. Factors which include emoluments, workload, troublesome pupils and the position of the teaching career are the reasons behind teachers leave the profession early.

Jayashree Nayak (2008) in her study about the factors influencing stress and coping strategies among the degree college teachers of Dharwad city stated that 28.5% of (34% of male and 23% of female teachers) college teachers are always blended with stress due to the complex nature of work. In a study on job satisfaction and occupational stress among primary school teachers and school Principals in Ireland, explored that 45% of teachers and 70% of Principals are experienced job-related stress (Merike Darmody and Emer Smyth, 2011).

The above studies reveal that the teachers are also not exempted from stress, but the proportion of vulnerability is different in every case.

3.4 STRESSORS OF TEACHERS

Factors which are root cause for the stress is known as stressors. Multiple factors influence the stress among college teachers. Findings of so many research studies pointed out that organizational stressors like over work load, frequent changes in working environment, new innovations, pay amenities, pupils’ discipline, work culture, lack of communication, career hurdles, administrative problems, lack of management support and funding polices are some of the causes of stress. Now, let us see the different causes of teachers’ stress discovered by various researchers.
3.4.1 ORGANIZATIONAL STRESSORS

Factors which are related to an organisation and are the reasons for the ambiguity among employees are known as organizational stressors. They affect the employees working style and their efficiency. Its outcome may be positive or negative in nature. Kyriacou (2001) enlisted the key causes of stress among teachers like maintaining control; time demands and workload; frequent changes; evaluated by students and superiors; dealings with peer educators; self-respect and position; management and administration; role clash and vagueness and non-standard working conditions.

3.4.1.1 WORK LOAD

Kasyoki (1997) conducted a study to determine the teachers’ perceptions on causes of stress in South Dakota in regular and special education class rooms, with 200 samples each from both segments. He found that regular class teachers perceived workload and teachers’ respect are the significant causes for stress. Whereas special class room teachers perceived excessive paper work was the reason for their stress. Wilkinson (1988) concluded the same in his work on teacher stress and coping strategies. Kyriacou and Chien (2004) concluded the same in the case of Taiwan primary school teachers and suggested to reduce the workload for the elimination of stress among school teachers.

Manjula (2007) conducted a study to identify the personality factors that cause stress among school teachers. She found that seven out of ten teachers are exhausted because of inflexible working hours and lost their control in class rooms. Jayashree Nayak (2008) in her study on the factors influencing stress and coping strategies among the degree college teachers of Dharwad city, stated that 28.5% of (34% of male and 23% of female teachers) college teachers were always in stress due to the multifaceted nature of the work. Sudalaiyandi et al., (2011) in their study on the impact of work load on job satisfaction of self financing engineering college teachers in Tirunelveli found that more than half of the teachers were not satisfied with the work load and specifically on extra special coaching classes given by the colleges.
3.4.1.2 CHANGES IN THE PROFESSION

Change is the unchangeable thing in this ever changing world. Change takes place everywhere in the globalised competitive world. It takes place in teaching profession too. Cohen (1991) said that every change is base for stress and more changes leads to distress in the minds of teachers. Even mentally healthiest teachers are also affected by the rapid changes that take place in teaching environment (Hayward 1994). It was further confirmed by Potgieter (1996) that changes will increase the teachers’ stress level. Smit (2000) found that sustained change and alteration are key sources of stress in South African education system. The primary school teachers in Taiwan reported that one forth of them were extremely stressful because of government’s frequent changing educational policy (Kyriacou and Chien 2004).

3.4.1.3 JOB SATISFACTION IN INSTITUTIONAL CLIMATE

Borg, Riding and Falzon (1991) found in their study, occupational stress and its determinants among Maltese primary school teachers, that environmental factors such as students’ misbehavior, non availability of professional appreciation, poor interpersonal relationships and lack of time/resources significantly contributed the teacher stress. They further found that stressed teachers are less committed and satisfied towards their job. Perie and Baker (1997) acknowledged the institutional climate factors which are associated with teachers’ satisfaction, namely support from administration and superiors, pupil’s behaviour in the school environment, affairs with parents, and teacher sovereignty (their intellect of manage over classroom dealings). They concluded that positive operational conditions scored more on teachers’ satisfaction and there is a negative correlation existed between job satisfaction and stress. Less satisfied teachers stressed more in their job (Chaplain, 1995).

Travers and Cooper (1998) carried out a study to determine the factors of stress in UK teachers with 1,790 teachers. They exposed that institutional pressure and culture played a vital role in teachers’ dissatisfaction. Institutional pressure and culture includes
departmental specialism and systemization with slight opening for personal development. Work spot settings like executive control, teaching capability and institutional ethnicity positively exaggerated teacher satisfaction in Canada (Ma and MacMillan 1999). But, Abel and Sewell (1999) found that rural and urban school teachers reported stress from pupil misbehavior was considerably greater than stress from poor working conditions of the schools in US.

Rastogi and Kashyap (2003) studied about job stress and work adjustment among working women with a sample consisting 150 nurses, clerks, and teachers. They found that nurses were more stressed than clerks and teachers. It’s because of nurses worked in harsh working environment. The low stress perceived group is teachers and that’s because of their best working environment comparative to other two groups. Zembylas (2004) exposed that emoluments, working hours and the holidays related to the teaching profession played the key role in the selection of teaching profession for Cyprus - Cypriot teacher.

Ololube (2005) in his study evaluated the relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The results revealed that the teachers are dissatisfied because of the climate prevailing in the profession like learning policies, management, salary and other emoluments, financial and non-financial benefits. The job satisfaction of Cambodian primary school teachers was strongly linked with pay level and their welfare conditions. However, it is also intertwined with non-financial benefits, such as professional advancement, principal position and participation in management (Lee 2006).

Skaalvik and Skaalvik (2009) scrutinized the associations between teachers’ perception of the school context, teacher burnout and teacher job satisfaction among elementary and middle school Norwegian teachers. They found that the job satisfaction was positively related to emotional fatigue and reduced personal achievement. Emotional fatigue was correlated to time pressure whereas depersonalization and reduced personal accomplishment correlated to teachers’ relations with parents.
3.4.1.4 ADMINISTRATIVE PROBLEMS

King and Peart (1992) found that the teachers in school are less stressed when the management extends its support to all of them with well time-honored and corrective policies in critical and crucial situations. Earlier it was also recognized by Vance et al. (1989). Ferreira (1994) in his study on organizational stress in education intended to establish the factors affecting stress among school teachers. He also found that administrative duties emerged as a third big factor among the list of factors which contributes teachers stress.

Mbokodi (1995) indicated that the key portion of work load is administrative duties only. Extreme and unnecessary paperwork is wasteful. It has reduced the teaching time of the teachers, which is the most important duty of a teacher. It puts a stop to teachers’ key role and degraded as clerks. Vandoan (1999) evaluated sources and symptoms of stress between Genessee County Catholic and public elementary schools teachers. 81 teachers from catholic schools and 104 teachers from public schools were participated. He found that public school teachers recognized the administrative support, fundamental attitude of the schools and the variety of learners attending the schools are the reasons for their stress.

Kyriacou (2001) administration and management support are identified as the source of teachers stress along with students’ low level motivation, discipline maintenance, over workload and time pressures, coping with changes, evaluated by others, interpersonal relations with peers, poor functional area and conflicts as well as ambiguity in role of teachers’ are other sources stress.

3.4.1.5 STUDENTS BEHAVIOUR

Wilkinson (1988) conducted a study on reasons, impacts and defending methodology concerning to comprehensive high school teacher stress. He found that lack of students’ motivation was spelled by most of the respondents as stress indicator and pull them to mess. High school teachers face assorted problems with teen age students also. Pierce and Molloy (1990) established that the propensity for teachers to develop
unenthusiastic, sarcastic attitudes on the road to learners is the second peak factor of teachers' reactions to stress.

King and Peart (1992) conducted a study on teaching profession with 17,000 teachers from crossways of Canada by means of questionnaires and 223 by interviews, giving wealthy information concerning the profession. They found that teachers who relate themselves with the students satisfied more in their profession. Teachers attracted by any other reasons are satisfied less in teaching.

Leung (1994) in his work on causes and prevention of teachers’ suicide in Hong Kong exhibited the importance of environmental factors in the family or society that cause teacher stress. He identified the motives for three Chinese teachers’ suicide in 1994, which happened because of pupils’ suicide. He also pointed out the changes that took place in the Chinese society on child nurturing practices. When addressing the issues of disturbed learners, teachers are said to have a greater workload and stress. Kasyoki (1997) conducted a study to determine the teachers’ perceptions on causes of stress in South Dakota regular and special education class rooms, with 200 samples each from both segments. He found that there are differences between special school and ordinary education. But student’s violent behavior is significant in both the education systems.

Abel and Sewell (1999) inspected the basis of stress and signs of exhaustion in 51 rural and 46 urban secondary school teachers from 11 schools in Georgia and North Carolina, United States. He concluded that poor working conditions and staff relations are less significant than students’ behaviour in perceived stress among both rural and urban school teachers. Saptoe (2000) wanted to determine the share of teachers suffered from stress in the Southern Cape. The Fimian Teacher Stress Inventory (FTSI) was used to get access the related information from the teachers. He found that lack of dedication of students soon wears a teacher behind and the condition can become so intolerable that teachers can reach a state of being exhausted or go on medical leave.
3.4.1.6 CAREER HURDLES

Chaplain (1995) explored the causes of stress and job satisfaction between primary school teachers in England’s North and Eastern regions. He identified three reasons: professional anxieties, student behaviour and approach, and professional tasks as causes of stress. The strongest correlations were found between professional anxieties and job stress.

Upadhyay and Singh (1999) evaluated the level of job stress experienced by 20 executives and 20 college teachers. They found that teachers experienced significantly high level of stress than executives on inbuilt hardship and status factors. The authors reported that teachers felt that their special wishes and desires for improved and flourishing career were infertile.

Gaur and Dhawan (2000) scrutinized the correlation between work associated stressors and adaptation pattern among women professionals. A sample of 30 teachers, 30 doctors, 30 bank officers and 30 bureaucrats were into consideration. They explained the openings and blockages in professional development and found that teachers are more stressed than others. Tang et al. (2001) exposed that teachers are stressed more in course of their profession advancement.

3.4.1.7 INTERPERSONAL RELATIONS

Fimian (1986a, 1986b) scrutinized 1,107 Vermont and Connecticut teachers on the reception of peer and supervisory support experience and found that the receipt of peer and supervisory support as an active eliminator of teacher stress. Buwalda and Kok (1991) studied about the stress factors among middle level managers in schools and exposed that 62.3% of the teachers significantly accepted teacher-principal communication as a stress problem while 73.7% rejected teacher-teacher communication as a stress problem.

Cook (1992) found that teachers feel helpless and frustrated when working in a school with low infrastructure and worst maintenance. The unrelieved problems of withdrawal are emotionally exhausting and lead to regular conflicts. This situation is linked to stress. Griffith et al. (1999) in their study on coping strategies for teachers job
stress in UK found that high occupational stress was correlated with low social support at work and that took place because of detachment and repression of rival activities in the institutions. Upadhyay and Singh (1999) evaluated the job stress level experienced by the 20 executives and 20 college teachers. The executives confirmed lower levels of stress than teachers on participation and good peer group relational factors. But, some studies found that student misbehavior and time pressure were significantly greater than poor staff relations in case of rural and urban school teachers (Abel and Sewell 1999).

Dick and Wagner (2001) found that German school teachers felt overload of assignment assigned as a major cause of stress. Smith and Bourke (2002) discovered job-related stress and job satisfaction among Australian secondary school teachers and found that staff tensions and conflicts are vital in stress formation among the teachers. Merike Darmody and Emer Smyth (2011) said that teachers stress is correlated negatively with interpersonal relationship of co-staff members. Good and healthy interpersonal relationships reduce/eliminate job stress among teachers.

3.4.2 DEMOGRAPHIC FACTORS OF STRESS

Demographic variables of teachers like age, sex, marital status, type of family, number of dependents, spouse’s employment status, qualifications, designations, nature of college and job, work environment, period of experience and income also influence stress among teachers. Many studies have explored that there exist relationship between these variables and stress.

3.4.2.1 AGE OF TEACHERS

Sarros (1988) proved that age and experience contributed to the knowledge of stress. School teachers with 16 or more years of experience in the current spot evidenced significantly more exhaustion symptoms than those with 10 or below 10 years of experience in the current spot. Rastogi and Kashyap (2003) in their study on occupational stress and work adjustment among working women constituting 150 nurses, clerks, and teachers found that their typical age is pretty matured and experienced which shield them to overlook stress and preserve the smoothness in their organization.
Manjula C (2007) in her study on personality factors causing stress among school teachers found that teachers in the age group of above 40 years and teachers below 30 years experienced high level of stress.

Jayashree Nayak (2008) found that the age of teachers persuaded significantly the sources of stress because of its direct relation with capacity to learn, prospect cleverness and working proficiency and efficiency. Merike Darmody and Emer Smyth (2011) found that teachers in the midst of forty years had higher stress level than other age clusters.

3.4.2.2 GENDER

Ushashree et al. (1995) conducted a study with 80 samples each from male and female high school teachers in the age group of 25-40 years and 41-60 years. They aimed to know the impact of gender on teacher’s job satisfaction and stress. Results indicated that significant impact of gender prevailed on stress.

Sahu and Mishra (1995) made an attempt to discover the gender differences in connection with stress in various vicinity of life with the sample size of 240 consisting 120 each from men and women teachers. The findings revealed that there exists significantly positive correlation between job stress and society stress among males while in case of female, a significant positive correlation was found between family and society stress.

Chaplain (1995) discovered biographical features with regard to job stress in UK primary schools and established significant differences between men and women teachers. Male teachers accounted more stress than female in professional tasks and pupil behavior/approach while female teachers accounted more on professional issues.

Bhagawan’s (1997) study on job stress and burn out in teachers of secondary schools in Orissa consisting 53 male and 47 female teachers from 20 Orissa schools found that male teachers acknowledged more stress contrasted to female teachers. Ma and MacMillan (1999) investigated 2,000 elementary school teachers in Canada. They found that female teachers were satisfied more in professional role as a teacher. They further concluded that teachers who have more experience in teaching field were less satisfied with their professional responsibility.
Klecker and Lodman (1999) found that female elementary school teachers in US acknowledged their job satisfaction positively, even though they have more number of teaching experiences. Triveni and Aminabhavi (2002) in their study verified the gender difference in job stress of professional and non-professionals with 300 professionals (doctors, lawyers and teachers) and 100 non-professionals. The findings exposed that women professional’s experience significantly higher job stress than men due to under/non participation in work environment.

Jangaiah (2005) carried out a study on job stress among school teacher and explored that female teacher’s job satisfaction was higher than that of male teachers. Kaur (2008) in her study on job stress of the school teacher found that women senior secondary school teachers are more significantly under job stress than their male counterparts. Merike Darmody and Emer Smyth (2011) in their study found that female teachers were more satisfied in their job than male teachers, even though gender was not a significant factor in teacher stress.

3.4.2.3 EDUCATION

Ansari and Singh (1991) in their work to study the nature and impact of job stress among Agriculture University teachers with a sample of 235 in total segmented into professors, associate professors and assistant professors. Explored that there was a correlation exist between stress and qualification of teachers in different positions.

Chand and Monga (2007) scrutinized the association between job stress and burnouts among the faculty members of two universities with a sample size of 100. They found that higher educational qualification helps to fight against the stress and burnout issues among university teachers.

3.4.2.4 EXPERIENCE

Ansari and Singh (1991) in their work to study the nature and impact of job stress among Agriculture University teachers with a sample of 235 in total segmented into professors, associate professors and assistant professors. The findings explored that associate professors’ total experience was correlated positively with stress.
Blix et al. (1994) in their study on job stress among university teachers found that teachers with below 10 years of experience has high level stress than teachers more than 20 years of experience. Ryhal and Singh (1996) measured job stress of university faculty which included 30 professors, 31 associate and 39 assistant professors and explored that teachers with 16-25 years of experience have more stress than teachers with experience of 5-15 years. They further concluded that 26-35 years experienced teachers have more stress than that of teachers with 15-25 years of experience. Experience and stress has positive correlation among them; High experience leads to high stress.

Bishay (1996) in his study on teachers’ motivation and job satisfaction of US secondary school teachers found that years of teaching experience reduced stress levels. This happens because of high experience which gives the mental ability to face the critical situations. Bhagawan’s (1997) study on job stress and burn out in teachers of secondary schools in Orissa consisting 53 male and 47 female teachers from 20 Orissa schools found that higher the teaching experience, lesser the alleged burn out.

Perie and Baker (1997) in their study on job satisfaction among US teachers found that age and experience act as significant factors creating stress among teachers. Young and less experienced teachers experienced high satisfaction in public schools while in private schools more experienced and aged teachers are satisfied more as teachers.

Merike Darmody and Emer Smyth (2011) in their study on job satisfaction and occupational stress among primary school teachers and school principals in Ireland found that teachers with below 5 years of experience have lesser stress than other teachers and principals.

### 3.4.2.5 TYPE OF FAMILY

Abrol (1990) examined the strain experienced and coping methods adopted by 27 male and 27 female teachers. Findings indicated that teachers reported interpersonal and emotional stress. They dealt it with family and social support. Vashishtha and Mishra (1998) examined and discovered that common support from the family, colleagues,
managers and other people connected with teachers could minimize stress among the employees.

Pandey and Srivastava (2000) in their study about coping strategies adopted by the career oriented females consisting 16 nuclear family samples each from railway, bank and teaching institutions and another 16 samples each from joint family base. They observed that teachers from nuclear family experienced more stress on interpersonal basis. Manjula (2007) found that half of school teachers from joint family traditions lost their sense of balance in classes due to the compromising situation in work, family and society.

3.4.2.6 OCCUPATION AND POSITION

Ansari and Singh (1991) in their work to study the nature and impact of job stress among Agriculture University teachers with a sample of 235 in total segmented into professors, associate professors and assistant professors. The findings explored that the professors are stressed either moderately or higher than that of Associate and Assistant professors.

Ryhal and Singh (1996) measured job stress of university faculty which included 30 professors, 31 associate and 39 assistant professors and found that assistant professors stressed more than that of associate professors and professors. Orpen (1996) scrutinized the reasonable effects of known failure on the relationship between job stress and personal stress. He evaluated the job stress among 136 nurses and 120 college lecturers. The results revealed that nurses experienced more stress than the lecturers.

Upadhayay and Singh (1999) in their study to discover the different stress level of job stress experienced by the 20 college teachers and 20 executives found that executives reported significant high level of stress than college teachers on role over load, role ambiguity, and role conflicts. Gaur and Dhawan (2000) scrutinized the correlation between works associated stressors and adaptation pattern among women professionals. A sample of 30 teachers, 30 doctors, 30 bank officers and 30 bureaucrats was collected. They found that the four professional clusters have almost same level of job stress except in the categories of career development and stress factors precise to working women.
Pandey and Srivastava (2000) in their study about coping strategies adopted by the career oriented females consisting 32 samples each from railway, bank and teaching institutions observed that railway and bank clerks are more stressed than that of teachers. The findings further revealed that teachers are better and active in combating with stress than railway and bank employees.

Anitha Devi (2007) intended to identify the level of life and role stress acknowledged by professional women. Sample consisted of 180 women from six occupations for the study. The findings explored that women from science and technology and medical fields were significantly more stressed in life and role stress. Teachers and bankers were stressed less. Administrators and self-employed are moderately stressed in this regard. Chand and Monga (2007) scrutinized the factors correlated in job stress and burnouts among 100 faculty members from two different universities. University teachers with internal local support, external support and job involvement stressed less. Further it’s concluded that professors stressed high while assistant professors stressed low.

3.4.2.7 ROLE STRESSORS

Hayward (1991) found that role ambiguity plays a main character among stress causing factors. He also found that role ambiguity as the shortage of clear and constant information concerning the rights, duties and responsibilities of a teacher causes stress. Further it was confirmed by Harden (1999). Upadhyay and Singh (1999) evaluated the stress level acknowledged by 20 college teachers and 20 executives. They found that role over load, role vagueness, and role clash caused significantly high level of stress among executives than college teachers.

Hasnain et al. (2001) scrutinized the role stress and coping strategies in different occupational groups with 20 engineers, 20 managers and 20 teachers as samples. They found that role over load and role attrition is the causes for role stress among all the three clusters. Pandey and Tripathy (2001) too explored that teaching is a painful profession and further concluded that role vagueness and bad-tempered group pressure are the main factors of teachers’ stress.
3.4.2.8  SOCIAL SUPPORT AND LACK OF COMMUNICATION

Vance et al. (1989) scrutinized occupational stress of 30 teachers working in a Bureau of Indian Affairs schools by using the Teacher Stress Inventory (TSI). The total sample was 30 where 19 are white, 10 are inhabitant Americans and 1 Hispanic. The results indicated that management of time demands/pressure is the main cause of teachers stress. Bulwalda and Kok (1991) explored that 92.6% of teachers acknowledged slight, sensible or strong stress symptoms as a consequence of the time-overwhelming character of preparation, marking and teaching duties.

Cohen (1991) scrutinized the social reasons of the extension of teacher’s role in schools and in society and also explained it significances. She found that scarcity, family insecurity, abuse of tobacco/drug/alcohol, neglect and legal demands are the social pressures that affect teachers. Griffith at al. (1999) explored a study on coping strategies connected with job stress among teachers. The findings revealed that the existence of social support and effective coping behavior affects the teacher’s stress. Abel and Sewell (1999) in their study on stress and burnout among the US rural and urban secondary school teachers with 1100 samples found that urban teachers affected significantly more by stress than rural teachers. Poor functioning conditions and time demands were forecasted burnout among rural school teachers while students’ naughtiness and poor functioning conditions were forecasted burnout among urban teachers.

Manjula (2007) in her study on personality factors causing teachers stress pointed that seven out of ten teachers are exhausted because of inflexible working hours. Same numbers of exhausted staffs are temporary and submissive in working environment. Communication lack exists between temporary and regular teachers and teachers working more than 4 hours loosed their control. Perrie and Baker (1997) found that emoluments and other benefits didn’t give the impression that it affects the teachers’ satisfaction. Kasyoki (1997) concluded that teachers' greatest distress were those things over which they had no control.
The reason for teachers’ stress may vary from person to person. Demographic and organisational factors are behind this. The above reviews clearly show that the teachers are affected by many factors that cause stress.

3.4.3 OUTCOMES OF STRESS

The factors causes stress may pressurize the victims in many dimensions. Outcome may be positive or negative in nature. Positive outcome stimulates the affected person to work more and negative outcome will reduce the physical and mental health of the stress affected persons.

Fimian and Santoro (1983) indicated six strongest disturbing signs in their study. They are: hardly disconnection of job from private life, allowing social and professional performance to worsen, abnormal sleeping, dealing with students only as a scholar, unfriendly gesture and acting self-protective towards coworkers and students. They further pointed that most days of sick like persistent virus and stomach disorders were influenced by stress related causes only.

Wilkinson's (1988) found that antagonism moved into students and coworkers is a common indirect behavioural response to stress. Rash behaviour, restlessness, emotional explosions, extreme eating or loss of hunger, taking medicines, excessive drinking/smoking, non-appearance in work and unsteady service history are the behavior related outcomes of implied stress. Buwalda and Kok (1991) found a direct and positive relationship between stress and ill health of teachers and reported that 35.7% of the samples were endured some sort of sick health as a result of their teaching duties and responsibilities. King and Peart (1992) explored that depression, chest pains and physical collapses were reported by some teachers as reactions to stress.

Marais (1992) conducted a study in Orange Free State and Cape Province on the stress factors experienced by teachers with a purpose to recognize the factors that creates stress among teachers in various teaching conditions. The results showed that 63.7% of the teachers experienced the skewed responses of nervousness, anxiety and exhaustion resulted by stress.
Sargio Guglienin and Kristin Tatron’s (cited in Jayashree Nayak 2008) studied on teachers’ stress and health and identified the aspects causing stress and burnouts. They found that inappropriate reward system, risky working conditions, heavy strain in job and condensed satisfactions in job are the key reasons of stress and it accordingly affected the health of teachers. Mbokodi (1995) found that 23% high result showed school teachers experience health problems and/or family disagreements as a result of their harsh work requirements and only 17% of low result showed teachers experience the above said problems. It gives the impression that the high work pressure leads the possibility of worsen physical responses.

Friedman and Rosenman (cited in Devarajan 2011) found that middle age people experienced depression symptoms and there is a direct relation between stress and coronary heart diseases. Saptoe (2000) identified that teachers don’t involve themselves in consumption of alcohol, drugs and prescribed drugs to fight against stress. It is conceived that the existence of high levels of stress has connected to the symptoms of mental and emotional irritation.

Mc Murray Nelson K (2000) explored that home/family problems leads to problems origin in work spot and pressurize one another are the exposed sources for women physicians’ stress than their male counterparts in US hospitals/clinics. It showed that 75% of female doctors experienced stress in work place. Kiecolt et al (cited in Devarajan 2011) in their study on stress and immune system found that stress affects the resistant system harshly.

The above given literatures certainly show that stress affect the health of individuals in many ways. Different researchers explored the different outcomes of stress. Depending upon the environmental factors outcomes of stress may vary person to person. No one proved that a particular suffering is the outcome of stress.

3.4.4 COPING STRATEGIES

Plans and tactics used to overcome stress are known as stress coping strategies. Different individuals adopt different coping strategies to combat the stress. In general
physical preparation, psychological or mental preparation, usage of clinical methods, involvement in spiritual things and negative behavioural changes are the common coping strategies practiced by different peoples. Given below are some of the literatures relating to such strategies.

Sahu and Mishra (1995) discovered the life stress and coping styles among teachers with 120 male and 120 female teachers as samples. They found that male teachers adopted emotion-centric strategies while female teachers adopted only issue-centric strategies to combat the stress.

Gaur and Dhawan (2000) scrutinized the correlation between works associated stressors and adaptation pattern among women professionals. A sample of 30 teachers, 30 doctors, 30 bank officers and 30 bureaucrats were participated. They found that low-ranking cluster in job or low age cluster is significantly dynamic in coping stress. Active liveliness, humor, more funniness and more initiatives are taken by these clusters of employees as contrasted to middle aged and senior age clusters or high level of employment position.

Harshpinder and Aujla (2001) explored the various physical stress management strategies adopted by women. Outcomes indicated that working women were practicing to record the happenings in personal dairy, using customary furniture and high fiber diet as contrasted to non working women. These groups did not differ significantly in the other coping strategies.

Hasnain et al. (2001) in their study about role stress and coping strategies in different occupational groups constituting 20 engineers, 20 managers and 20 teachers found that there is no significant difference found in the coping strategies followed by them. They all were practicing the approaching strategy frequently than avoidance.

Khan et al. (2005) carried out a study on stress coping methods between male and female teachers with high and low job stress. There was no significant difference was found between the male and female teachers on different stress coping methods except humor. Teachers have practiced a wide range of strategies mostly practical or lively and
some are dysfunctional or submissive like self-disruption and use of humor. Both the gender didn’t give reaction to alcohol dimension of coping strategy.

Jayashree Nayak (2008) found that most of the teachers put their feet up (53%), water treatment like hot water bath (46%), prioritize the demands (46%) and avoiding hurting reminders to lessen and overcome their stress. None of the female teachers were consuming tobacco, alcohol and mood shifting drugs as a stress reliever. Female teachers were adopting psychological stress coping strategies more as compared to males and difference in mean scores was found to be significant statistically.

Different scholars identified and suggested different methods of stress coping strategies practiced by the teachers in different areas. Coping strategy is more psychological than physical. We can found that by some teachers’ humor and excessive sleeping tactics relieved their stress. They are mostly not turned up for negative remedies like consumption of drugs, tobacco and alcohol. This shows that even when the teachers suffer vigorously by stress they are not selecting a negative way of coping up with stress.