CHAPTER- II

REVIEW OF LITERATURE

A number of research studies have been undertaken with regard to occupational stress of Higher Secondary school teachers and its relationship with other factors in past several years. Some of the most famous organizations of the world and in India practiced occupational stress burnout strategies in their organizations successfully. These success stories are brought out by some of the authors who have carried out research prior on this topic.

1. Blase, J. (1986). A Qualitative Analysis of Sources of teacher Stress: Consequences for Performance. American Educational Research Journal, Vo. 23, No.1, 13-40. Time was a significant factor in several of the stressors and Blase emphasizes the importance this plays in all aspects of teacher stress. His study also found a strong correlation between Occupational stress and negative feelings in teachers. Clearly, the data suggested that dealing with Occupational stress results in considerable anger toward others. Blase strongly encourages attention to the organizational orientation of schools which he discerns as “preventing productive teaching and learning” (p.33).
2. Borg, M. (1990). Occupational stress in British educational settings: A review. *Educational Psychology, 10*, 103-126 reports that up to one third of teachers perceive their occupation as highly stressful. In the United States, thirty-nine percent of teachers leave the profession in the first five years. Teachers who perceive a lack of support and poor treatment will more likely view their work as highly stressful, and high levels of stress are reported to be one of the main reasons for teachers leaving the profession in the early years of their career.

3. Brown, M. and Ralph, S. (1998). The identification of stress in teachers. In J. Dunham and V. Varma (Eds), *Stress in teachers: past, present and future*. London: Whurr. 27 identify the well-known Type ‘A’ and Type ‘B’ personality factors: according to this theory, Type ‘A’ people are busy, rushed, tense, self-confident and aggressive, and more prone to stress, whereas Type ‘B’ people, on the other hand, are slower, calmer, more secure, and less likely to experience stress.

elementary education, and male teachers show more depersonalization than female teachers.

5. Chalmers, A. (2004). *Workload and stress in New Zealand universities: a follow-up on the 1994 study*. Wellington: New Zealand Council for Educational Research reports similar conclusions. It is apparent that more research is needed into the complexities of professional satisfaction and its relationship to teacher stress, which may have some features unique to the profession.


positive ones”, and of “being aware not only of the things which cause stress but also of those aspects which offer support, satisfaction and joy” (p.156)


In a study done in New Zealand, Dewe (1986) identified the following work stressors: task overload, lack of control over activities and outcomes, insufficient satisfaction from work, role conflicts, rapid or unpredictable changes, interpersonal conflicts, unrealistic expectations, and feelings of teachers.

9. Dollard, M. (2001). Occupational stress theory and interventions: from evidence to policy. National Occupational Health and Safety Commission symposium on the OSH implications of stress. December 2001, Melbourne: NOHSC. A useful overview of current research is provided by Dollard. She identifies a range of theoretical approaches which seek to explain work-related stress - in terms of stimulus- response combinations, sociological or psychological paradigms, or emphasis on factors in the environment or in the individual as the source of stress. Inadequacy. Dollard (ibid.) examines in detail two psychological theories of work-related stress, interactional and transactional approaches. Interactional models emphasise the work environment and an individual's interactions with it as the source of
stress: Transactional theories, in contrast, focus on the thoughts and feelings of the individual in response to their interaction with their environment, and the meanings they ascribe to what happens; they emphasise the importance of the individual’s coping resources.

10. Dunham, J. (1992). Stress in teaching (2nd ed.). London: Routledge. A more sophisticated analysis was made by Dunham (1992), who defined stress as a process of behavioural, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures that are Occupational Stress Among School teachers significantly greater than the availability of "coping" strategies. He advocated that three main approaches could be used to understand the nature of stress in teaching. The first one is analogous to the "engineering" model of stress. There are external pressures exerted on teachers in schools, and teachers have limits to stress. In this approach, stress is a set of causes (Dunham, J. (1976). Stress situations and responses in stress in schools. Hemel Hempstead: National Association of Schoolmasters.)

11. Education Commission. (1990). Education Commission Report No. 4. Hong Kong: Government Printer. Based on the research findings obtained in Hong Kong and worldwide, "misbehaviour of students" appears to be the most important source of teacher stress, particularly at the secondary school level. The Education Commission (1990) then proposed the "whole school
approach” to alleviate students’ misbehaviour. In this approach, teachers are responsible for guidance. The Report (Education Commission, 1990) recommended that "all teachers in a school actively participate in assisting students to resolve their developmental problems" (par. 3.2.6, 3.3.1 [a]), and "training for secondary school guidance teachers should be strengthened" (par. 3.2.9). This suggestion may create increased workload for teachers. Besides teaching, teachers must attend training courses for guidance. Even though it has been found from Chan and Hui’s (1995) study that school guidance teachers did not have a higher level of burnout than no guidance teachers, some teachers may feel more stressful if they do not have the formal training but need to take up a specialist's responsibility.

12. Farber, B. A. (1984b). Teacher burnout: Assumptions, myths, and issues. Teacher College Record, 86, 321-338. Farber (1984b) even argued that "teachers are not burned out, they are worn out. Instead of burning out from overwork, they turn off to the job and stop attempting to succeed in situations that appear hopeless" (p. 328). He went on to argue that those burned-out teachers had once been the most dedicated teachers in their schools. Therefore, he tried to clarify that there are more worn-out teachers than burned out ones.

14. Guglielmi, R. and Tatrow, K. (1998). *Occupational stress, burnout and health in teachers: a methodological and theoretical analysis*. *Review of Educational Research, 68* (1), 61-99. A sustained criticism of the literature is made by Guglielmi and Tatrow, in their 1998 review of research into teacher stress and burnout. They discuss a range of methodological issues, including the importance of moderating variables, which they believe to have been substantially overlooked; the problems inherent in the cross-sectional design used in almost all the empirical research in this field; and the lack of consensus about conceptualisations of stress and of uniform measures of stress.

16. Haikonen, M. (1999). Konfliktista aiheutuva stressi ja siitä selviytymen opettajantyössä. (Conflict stress and coping in teachers’ work). Helsingin yliopiston sosiaalipsykologian laitoksen tutkimuksia, 1. Haikonen (1999) found teachers’ stress to be related to threats which were directed at one’s personality and being as a teacher, and to the concrete consequences of conflicts and concern about the situation continuing.

In the study by Haikonen (1999) teachers reported on how their ways of coping had changed during their careers. Conflicts were evaluated to depend more and more on occupation than own personality. Teachers gave up an aggressive mode of action and tried to move towards calmness and control of their feelings.


18. Jones, F. & Bright J. (2001). Stress: Myth, theory and research. London: Pearson Education Limited. To avoid confusion of multi-definitions, Jones and Bright (2001) maintain that the term stress “…should be used as an umbrella term that includes a range of potentially demanding
environmental stimuli and responses and other variables, such as personality factors, that influence the relationship between the two (p. 259)."

19. Kyriacou, C. & Sutcliffe, J. (1978b). Teacher Stress: Prevalence, Sources, and Symptoms. *British Journal of Educational Psychology, 48*, 159-167. The concept of stress appraisal has been studied in conjunction with interactive models. Kyriacou and Sutcliffe (1978a) initially believed that how a teacher assesses the demands made upon him was dependent upon his or her personal characteristics and his/her perception of the demands. However, further research (1978b) with 257 teachers in 16 schools convinced them that the demographic characteristics (sex, qualifications, age, length of teaching experience, and position held at school) had little to do with stress appraisal. They found though, that personality characteristics might be a determinant and they reported that perception played a large role.

20. Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review* 53, 27-35. Other studies have found that taking direct action to solve problems and using relaxation techniques have helped reduce stress (Kyriacou, 2001). However, studies recommending these techniques tend to have methodological limitations, thus evidence for their usefulness is weak.
*Educational Studies, 4*, 1-6. An early analysis came from Kyriacou and Sutcliffe (1978a), who presented a model of teacher stress which conceptualized teacher stress as "a response syndrome mediated by an appraisal of threat to the teacher's self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat" (p. 5).


A new synthesis. London: Free Association Books.) has tried to unite the concepts of stress, coping and emotion.

24. Merrow, J. (1999, October 6). The teacher shortage, phony cures. Educational Week, 48, 64. After examining national and state efforts to recruit new teachers, Merrow (1999) concluded that the teacher shortage problem has been misdiagnosed. He strongly asserts that the problem is not recruitment, but retention of teachers.

25. Nagy, S., & Nagy, C. (1992). Longitudinal examination of teachers' burnout in a school district. Psychological Reports, 71, 523-531. S. Nagy and C. Nagy (1992) argued that one of the weaknesses in research design in teacher stress is "the single-time analysis which has led to the premise that burnout is a relatively stable trait" (p. 524).

27. R Holahan, C. J. & Moos, R. H. (1986). Personality, coping and family resource in stress resistance: A longitudinal analysis. *Journal of Personality & Social Psychology, 51*, 389 – 395. Researchers have usually defined stress by utilizing well-known models or definitions of stress and applying them to their empirical starting-points and data base. In these models the starting point is that psychological stress affects physical health. The effects of stress on health depend on how a person copes with stress in a particular situation. The effects of stress are mediated by coping which is modified by social support and personality (Holahan & Moos, 1986).


29. Schwarzer, R. and Greenglass, E. (1998). Teacher burnout from a social-cognitive perspective: a theoretical position paper. Schwarzer and Greenglass (1998) point out that there is a difference between perceived and actual levels of social support, and that the relationship between social support and stress can also be explained by reverse causation: that is, that
highly stressed individuals are less likely to form or maintain supportive workplace relationships.

30. Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors: Perceived collective teacher efficacy and teacher burnout. *Journal of Educational Psychology, 99*, 611-625. Poor Student Behaviour is another factor contributing to teacher burnout. If supported by research, school-based stress management programs may provide a method for reducing teacher burnout and improving school and classroom environments. This article describes an experimental study that evaluated the impact of a school-based and collaboratively implemented stress management program on teachers’ emotional exhaustion, depersonalization, and personal accomplishment perceptions.

31. Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, & Coping, 21*, 37-53. Teachers suffer from stress and burnout in numbers greater than those in similar professions. Although teaching is said to be a relatively easy job, teachers are said to be more prone to stress.

(p.63) that teachers can be much stressed and still experience satisfaction with some aspects of work.


Wainwright and Calnan (2002), on the other hand, challenge the contemporary conceptualisations of work-related stress, and argue that the current discourse is based on selective interpretation of the empirical evidence, much of which is itself based on questionable presuppositions; and that it represents a reframing of the historical antagonism between worker and employer, in terms of the ability or inability of the individual to withstand the excessive demands of work. This, they argue, merely maintains the status quo and undermines the individual’s sense of agency, rather than encouraging the development of “more emancipatory modes of interpretation and opposition” (p.197).
RESEARCH GAP

Based on the Review of Literature presented above the researcher has identified the following Research gaps.

1. Research on teacher related stress has not been carried out earlier extensively with reference to India and particularly to Tamilnadu and in particular higher secondary school teachers from the management subject of view.

2. Prior research combining occupational stress & personality traits have not been done with special reference to higher secondary teachers of Thanjavur.

3. There exists a research gap where earlier researchers have failed to look into contributory factors outside School.

4. The Schools of India are now opening up to accommodate the changing face of the education scenario across the globe, this offers the researcher an opportunity to carry out research in the new atmosphere with a paradigm shift atmosphere.

5. The foreign educational institution (regulation of entry and operation) bill, 2010, cleared by the union cabinet puts the onus on the Indian teachers so the researcher is all justified to carry out his research in the present title.