A Study on Personality Factors Causing Stress among School Teachers

M.Phil. Dissertation

C. Manjula, M.A., M.Phil., Ph.D.

A STUDY ON PERSONALITY FACTORS CAUSING STRESS AMONG SCHOOL TEACHERS

Submitted in partial fulfillment of the requirement for the M. Phil degree in Psychology to Mother Teresa Women's University, Kodaikanal

By

CHANDRESAN MANJULA [MPSY061343]

Under the guidance of   DR.RETHI DEVI\, Department of Sociology ,

Mother Teresa Women's University, Kodaikanal

2007

CONTENTS

Declaration

I, hereby declare that the project work entitled **A STUDY ON** PERSONALITY FACTORS CAUSING STRESS AMONG SCHOOL TEACHERS

.

submitted for the award of the degree of Master of Philosophy in Psychology, Mother Teresa Women's University, Kodaikanal, is a record of original work done by me under the supervision and guidance of Dr.Rethi devi\, Department of Sociology , Mother Teresa Women's University, Kodaikanal

Acknowledgement

It is a great pleasure to acknowledge my obligations to many persons who have helped me a lot in this research process...

I am deeply indebted to my guide Dr.Rethi devi\, Department of Sociology ,

Mother Teresa Women's University, Kodaikanal

 for her valuable guidance, critical evaluation and timely suggestions in each and every step of this research work. I express my gratitude for his trust, patience and much needed timely encouragement during the course of this work.

 I am extremely grateful to **Dr. Kannan**, Reader-, Madurai Institute of Social Science, Madurai, for his help in data analysis, encouragement and support during the various stages of this work.

I am thankful to the **Principals** of the schools allowing me to carry out the study in their schools.

Last but not the least a personal note of gratefulness to my beloved family members. My special thanks to **my husband**, my **sons,** my **daughter** and my **Parents** for being a tower of strength to me throughout this work

INTRODUCTION

INTRODUCTION

The term "stress" is borrowed from the discipline of physics. Stress actually means pressure. It is inner pressure caused by three set of factors as mentioned below:

a) endogenous
b) exogenous and
c) interaction of endogenous and exogenous factors

Endogenous means internal (endo means inter; genous means origin or genesis) or origination from within; exogenous means external (exo means outside) or originating from outside. The third set of factors would emerge when the internal and external factors interact with each other.

Causes of Stress

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world, environment is which one lives or works or the family. It may come from one's own

irresponsible behavior, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual. It depends on the personality general outlook on life, problem solving abilities, and social support system. Many different things causes stress-physical to emotional. Identifying what causes stress is the first step to deal with stress.

Threat: a perceived threat will lead a person to feel stressed. This can include physical threats, social threats, and financial threats. Any threat to needs is likely to lead to stress.

Fear: Threat can lead to fear which again leads to stress. Fear leads to imagined outcomes which are the real source of stress.

Uncertainty: If one is uncertain, one is unable to predict, and therefore feel out of control and hence may feel fear feel threatened. This leads to stress.

Cognitive Dissonance: When there is a gap between what one does and what one thinks, there is cognitive dissonance and feel stressed. Dissonance also occurs when one cannot meet commitments and the possibility of being perceived as dishonest or incapable.

Life causes: There are many causes of stress in life like death, ill health victim of crime, self abuse, family change, sexual problems argument, physical change, moving to new location, financial crisis, environment and increase in responsibility.

Frustrations: These are obstacles that prevent from meeting one's needs or achieving personal goals. They may be external (discrimination) or internal (physical handicap, lack of desired ability or trait).

Conflicts: Involving two or more incompatible needs or goals, the choice between two desirable options, or decision involving disagreeable alternations.

Pressures: Stress can stem from expectations of others or demands placed on one. Pressure to get good grades is one of those .Survival stress is common response to danger in all people and animals. When one is afraid that someone or something may physically hurt him or her, this leads to stress.

Environment: It is a response to things around that cause stress like noise, crowding, pressure from work/ family.

Fatigue and Overwork: This kind of stress builds up over a long time and takes a hard toll. It can be caused by working too much or too hard at jobs or home. It can also caused by not knowing how to manage the time well and take time for rest and relaxation.

SYMPTOMS OF STRESS

Every one reacts to stress differently. But there are common symptoms of stress. People may shake uncontrollably breathe faster, deeper than normal or even vomit. Stress can trigger an asthma attack.

Intellectual symptoms:

- Memory Problem
- Difficulty in taking decision
- Confusion
- Poor judgment
- Lack of concentration

Physical symptoms

- Digestive problem
- Sleep disturbance
- Fatigue
- High Blood pressure
- Weight gain or loss
- Skin problems
- Asthma or shortness of breath
- Decreased sex drive
- Heart palpitations

Emotional Symptoms

- Moody and hypersensitive
- Restlessness and anxiety
- Depression
- Anger and resentment
- Irritation

- Lack of confidence
- Apathy
- Urge to laugh or cry at inappropriate times

Behavioral symptoms
- Eating more or less
- Sleeplessness
- Isolation
- Neglecting responsibilities
- Increased alcohol and drug use
- Nervous habits
- Teeth grinding or jaw
- Clenching
- Overdoing activities such as exercising or shopping
- Losing temper
- Overreacting to unexpected problem

Managing Stress

If one is suffering from stress, the aspect of life that causes it has to be identified. Changes in lifestyle or other small strategies can help to deal with stress. The work can be delegated or shared and avoid confrontation with problematic colleagues. Learning to be assertive, taking regular exercise, avoiding alcohol, drug can reduce stress. On the other hand, eating a healthy, balanced diet rich in fruits and vegetables, finding humor in stressful situations, time management, talking to friends or family and sharing thoughts and fears can fight stress. The person who is stressed

should never take up more work that he knows or can cope with. Listening to music or relaxation tapes, tensing and relaxing muscles are some of the simple ways to manage stress.

Occupational Stress

"Workplace stress" then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress.

Fear of job redundancy, layoffs due to an uncertain economy, increased demands for overtime due to staff cutbacks act as negative stressors. Employees who start to feel the "pressure to perform" can get caught in a downward spiral of increasing effort to meet rising expectations with no increase in job satisfaction. The relentless requirement to work at optimum performance takes its toll in job dissatisfaction, employee turnover, reduced efficiency, illness and even death. Absenteeism, illness, alcoholism, "petty internal politics", bad or snap decisions, indifference and apathy, lack of motivation or creativity are all by-products of an over stressed workplace.

In the workplace, stress can be the result of any number of situations. Some examples include:

Categories of Job Stressors	Examples
Factors unique to the job	- workload (overload and under load) - pace / variety / meaningfulness of work - autonomy (e.g., the ability to make your own decisions about our own job or about specific tasks) - shift work / hours of work - physical environment (noise, air quality, etc) - isolation at the workplace (emotional or working alone)
Role in the organization	- role conflict (conflicting job demands, multiple supervisors/managers) - role ambiguity (lack of clarity about responsibilities, expectations, etc) - level of responsibility

RIVIWE OF RELATED LITERATURE

REVIEW OF LITERATURE

The study focuses on the factors causing stress among teachers. At one point or other everybody suffers from stress, relationship demands, physical and mental problems, pressure at workplace, traffic, meeting deadlines, growing-up tension-all of these conditions and situations are valid cause of stress.

Stress therefore is not only the subject of psychology, management studies, HRM, and organizational behavioral studies. Medical field also study the dynamics of stress. Research on work-related stress was conducted by the European agency for safety and Health at Work OSHA in the year 2000. The study in detail discuses on the experience of stress at work which has undesirable consequences for the health and safety of individuals and health of their organization.

The study of OSHA is more general compared to study of Friedman and Rosenman 2000 who tried and discovered link between stress and coronary heart disease. The sample was small yet it was a representative one and further the study proves that middle aged men who show symptoms of stress are more likely to develop depression.

Kiecolt and Glaser et al's 2002 study of stress and the immune system categorically states that stress causes a reduction in the effectiveness of immune system.

Frankenhauser's study (1991) is different from the above two. It does not deal with physical little illness but lack of control and stress. It was found that workers with little control over work have higher stress level- high BP, higher rate of stomach disorders and headaches. Because their work was monotonous and repetitive they had little control over it and greater stress.

The objective of gallery and Whitley's study 1990 of occupational stress and depression among emergency physicians is to find their level of stress and study the variables.

Emergency physicians are again the subject of Doan-Wiggine and Cooper 1997 MA's study on stress and job satisfaction among them. He report burn out and plans to change their specialty within 5 years. The study confirms high level of projected attrition.

The work life of women physicians studied by Mc Murray Nelson K (2000). They described the difference in stress among men and women US physicians. The findings declare that women physicians are more stressed than male colleagues. Three fourth of the female physicians report to have on the job stress. Problems at work and family problems at work and family problems, clinical work are stated to aggravate the stress.

The association of work stress type of work and gender role orientation were investigated by Evans and Steptoe (2002). Health was impaired among women working in male-dominated occupation (accounts) and men in female dominated occupation (nursing). By anxiety scores – job strain, social support, were found as variables.

Occupational stress of teachers by John Mc Cormick in the Journal of educational administration, Mar 1997 Vol 35 Issue, Page 18-38 report poor job description and specifications for stress. They stress the importance of differentiating between executive and classroom teachers, primary and infant teachers.

Sargio Guglienin and Kristin Tatron's (1995) occupational stress and health in teachers shows a methodological analysis about teachers burnout. The teachers are not properly rewarded, difficult working conditions, heightened job pressure and reduced professional satisfaction are said to cause stress. The potential negative repercussions of these occupational hazards have caused stress irritable Empirical investigations have identified the threats on the teacher's health.

The longitudinal study of occupational stress in First year teachers by Schonfeld and Irvin Sam (1991) examines the link between occupational conditions and depressive symptoms in newly appointed teachers. Findings suggest that teachers show increase in depressive symptoms in accordance with working conditions. There is no pre employment difference. It is concluded therefore that teaching conditions causes stress.

Teachers Stress: The high levels of stress are associated with a range of caused factors, those intrinsic to teachings, system influences stress creates an impact on teacher retention. The number of factors in teachers stress involves a transaction between the individual and environment. A critical review of recent findings and suggestions for further research directions by are some of the important points given by Matt Jarvis in the study.

Class room discipline is a significant source of stress evaluation apprehension in a stressor. Different studies have identified the causes. Classroom management, better working conditions were suggested by Travers and Cooper 1997.

Teachers stress is a real phenomenon and associated with number of variables. There are important gaps in understanding of teacher stress. The current research base is to allow effective programmers to reduce stress. Women in the government dual role causes stress by Khwaja and Shauta Kohli Chandra. Vol 46. No.2 May 1999 Social Welfare (Journal). The study reports that stress among female government service workers is caused by physical conditions in work and work at home.

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

Statement of Problem: To find the factors causing stress among teachers.

Need for the study: The current belief in our society is that school teaching is an easy job and that school teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher's role is quite simple having no complexities, tension and conflicts. This widely prevalent belief is incorrect for this is outsider's perception of the role of women school teachers.

Therefore a thorough research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to stress. By this study the causes can be identified that lead to potential harm to health, emotional well being and relationships to others.

Besides in the last 20 years number of people are reporting that the stress affecting their work has gone up to four time Statistics also show that

teacher are at high risk of being stress, since it can be caused by range of situations. Most of them are able to cope with it others could not although stress is usual part of life, prolonged or extreme stress can lead to illness. The stress faced by teachers is substantial. Therefore my focus in the study is to identify the factors causing stress by doing so suggestions can be made to overcome them. This will lead to a better environment, health and productivity in work.

Objective of the study:

To elicit

1. Personality factors causing stress
2. Interpersonal factors causing stress
3. System factors causing stress

Definitions of concepts: Medical Dictionary defines stress as a condition or feeling experienced. Hans Selyle M.D, expert in the field of stress-defines it as a non-specific response of the body to a demand.

Researchers define stress as physical, mental or emotional or emotional responses to events that cause bodily or mental tension.

R S Lazarus (1966) in the study 'Psychological stress and coping process-define stress as that which arises when individuals perceive that they can adequately cope with the demands being made on them or with threats made to their well-being.

Definition of teachers

Merriam- Webster Dictionary

- ✓ A teacher is a person whose occupation is teaching
- ✓ A teacher is one who is hired to teach
- ✓ A teacher is one who teacher instructs; one whose business or occupation is to instruct others.

Operational definition of Teachers:

'Teachers' include all female teachers who are teaching in government recognized schools in and around Madurai. They may be part-time or full-time teachers. They are either rural or urban.

Research Design

The research design of this study is descriptive. The study is concerned about the factors that lead to stress among teachers. In a descriptive study, the methods and tools are suitable for researches without much experience. But it needs careful planning to obtain complete and accurate information consideration of economy and protection against bias i.e. taken in to account.

The problem of stress is ever-growing. The age of mechanization, computerization has led to distress. The working women face stress as they have to ride two horses- home and career.

The 'Population' is all the female school teachers working in schools recognized by the state or centre, in and around Madurai.

The sample: With the help of purposive sampling method, 150 samples have been selected. They are from 20 different schools of rural and urban type.

Tools of study: The data was collected with the help of a questionnaire. The questionnaire was prepared after considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature, reflection and imaginative 'role taking' and at the same time keeping in kind the measuring and analyzing of data.

The tentatively formulated questionnaire was pre-tested to detect the shortcomings. Changes were made before administration. The questionnaire is divided in to 3 categories.

- ✓ Personality Characteristic
- ✓ Interpersonal Relations
- ✓ System Factors

This enables measurement and analysis easier. It was a structured questionnaire. Few of the questions were open-ended questions. Though many of them had the options of Yes or No, by open-ended questions the respondents were encouraged to freely express themselves. Though analysis

is difficult, these responses gave deep insights to the problem. By these questions, more information was provided.

Procedure for data collection: After random selection of schools, the schools were approached personally to get permission. Some schools refused entry as the teachers were busy with annual day celebration or mid-term tests. In those cases, by simple random sampling, the schools that matched the qualities were selected.

The teachers were approached during the lunch break. After a short introduction, the test-form was first administered in order to identify the teachers who have stress. After identifying teachers with stress the final questionnaire was administrated. The questionnaire had 30 questions in all, which the teachers found it not very difficult.

Analysis: Analysis was done with the help of percentage. Marital status, income, education, locale, type of family, type of employment were taken as independent variables. Exhaustion, communication, decision making, supervision, relationship with management, well ventilated class rooms were taken as the dependent variables.

<u>Analysis</u>

The analysis of the study was done with the help of tables. The questionnaire is divided into 4 sections. The first section consists of information- seeking questions about the respondent such as age, education, income, marital status.

These are the variables. The study shows relationship between these variables and the different aspects. The main questionnaire is divided into 3 sections. The sections are divided as

♦ Personality Characteristics

♦ Interpersonal Factors

♦ System Factors

The first section relates to the personality characteristics that may cause stress. **Personality** can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations and behaviors in various situations. There are several personality characteristics that influence stress. But in the present

study the investigator with the help of pilot study identified ten common characteristics that cause stress. These ten characteristics are given below.

Loss of Control: The individual is unable to take charge of the situation He/She feels that the condition is beyond her control and feeling of desperation is likely.

Anger: is being unable to bear the object, or the intention to cause harm to the object. It is an aversion with stronger exaggeration. It is a response to a perceived threat to self or others whom they consider as important. The threat may be real or imagined. Anger is a response to the perception of threat due to physical conflict, injustice, negligence, humiliation or betrayal. Expression of anger can be through active or passive behavior. The expression of 'active' anger is lashing out verbally or physically to an intended target. When anger is passive it is characterized by silent sulking, passive – aggressive behavior and tension.

Fear: is a powerful, unpleasant feeling of risk or danger, either real or imagined. Fear is a defensive, survival advantage, response to a particular stimulus. Fear is related to number of emotional state. It is spontaneous and has a number of physiological reaction-run fast, freezing of body, hormones released etc. It is innate in all human beings.

Hostility: is a form of angry denial. In everyday speech it is more commonly used as a synonym for anger and aggression. Hostility is a useful refusal to accept evidence that one's perception of the world is wrong. Instead of reconsidering, the hostile person attempts to force or coerce the world to fit their view, even if this is a forlorn hope and however harmful it cost. Hostility is a response which forms part of discounting of unwanted cognitive dissonance.

Dependency: A pervasive and excessive need to be taken care of that leads to submissive and clinging behavior, fear of separation, difficult to take everyday decision. A dependent person needs others to assume responsibility for major areas of his/her life. He has difficulty in expressing disagreement with others because of fear of loss of support or approval. He has difficulty is initiating projects or doing things or/on their own. He feels uncomfortable or helpless when alone because of exaggerated fear. He is unrealistically preoccupied with fears of being left alone. He is unwilling to make even reasonable demands.

Introverts and Extroverts: are central dimension of human personality. Extroverts are gregarious, assertive and generally seek out excitement. Extroverts enjoy human interactions and they tend to be enthusiastic, talkative. They take pleasure in activities that involve large social gathering such as parties, community activities, public demonstrations and business or political groups. Introverts in contrast are more reserved, less out going, and

less sociable. They tend to have smaller circle of friends and less likely to thrive on making new friends. They tend to be quiet, low-key, deliberate, and non-engaged in social situations. They take pleasure in solitary activities such as reading, writing, watching movies, inventing and designing.

Assertiveness: Is the ability to express one's, positive or negative feeling without violating the rights of others. It is direct, open and honest communication which is self enhancing and expressive. It gives self-confidence and gains expect from peers and friends. This helps in decision-making ability. An assertive person has the ability to say 'no'. He is able to express his thoughts clearly though it is against the opinion of others. He has the ability to 'start' and 'end' a conversations with ease. He asks for information or help, and changes his mind if he finds his decision and act with full understanding and acceptance of the consequences. Assertive person communicates what he really wants to in a clear fashion, respecting own rights and feelings of others.

Exhaustion: is a frightening experience. Demands, failures, set-backs, worries pressure or threats bear heavily and the person is less and less able to respond to the situation. He is constantly tired, becomes dysfunctional and desperately 'wants to' be out of the distressing situation. There is a danger in taking hasty action that the person may regret late. It is dangerous when performing tasks that require constant concentration.

Friendliness: is being favorably disposed. The feeling of warmth and comfort is felt. They are not antagonistic. There is an informal feeling, easy understanding and easy to relate to. In friendliness there is kindness, helpfulness, familiarly, intimacy, closeness, congeniality, approachability, affinity. There is a feeling of liking the person and enjoying their company. There is good-will. There is care and understanding.

Table No:1 Personality Factors

Personality characteristics	Yes	No
Loss of control	94	56
Fear of failure	66	84
Anger	68	82
Submissiveness	88	62
Dependency	80	70
Introvert	84	66
Exhaustion	104	46
Assertiveness	48	102
Hostility	60	90
Friendliness	64	84

After identifying the personality factors causing stress, it is decided to analyze four predominant factors. That is exhaustion, assertiveness, submissiveness, and loss of control with relevant variables and they are dealt in detail subsequently.

Table No: 2. Relationship Between exhaustion and age.

Exhaustion	Age		
	20-30	30-40	Above 40
Yes (104)	25(24.03%)	26(25%)	53(51.45%)
No (46)	21 (45.6%)	15 32.6%)	10 (21.7%)

Table No 2 shows the relationship between the age and exhaustion. The age of the respondents in the study ranges from 20-55 years. Hence they have been grouped under three categories- young (20-30), Middle (30-40), old (above 40). The general belief goes that age primarily causes exhaustions, tiredness and fatigue. The study shows higher level of exhaustion (51.45%) among the age group of above 40. They feel exhausted at the end of the day. Among them majority are the teachers of standard X and XII who feel exhausted during exam time preparation and test paper corrections. Besides they are made to take coaching classes at the end of the day and hence feel exhausted. This age group that is above 40 may also have exhausted feeling as they are nearing menopause and may be under medication. The teachers of age group 20 -30 have less responsibility and do not feel exhaustive.

Table No:3 Relationship between Exhaustion and Flexibility of working hours

Exhaustion	Flexibility of working hours	
	Yes	No
Yes (104)	50(29.9%)	74(71.1%)
No (46)	24(52.2%)	22(47.8%)

Nearly three fourth of the teachers with no flexibility of working hours show signs of exhaustion. Flexible timings make them psychologically free and they feel easy. By flexibility of working hours the school authorities give them freedom of choice in selecting timings for classes. Though this is not possible to a large extent for full time teachers, part time teachers-art and craft teachers, spoken English teachers enjoy flexibility of timings. Rigid timings makes them tensed to reach in time and stay long hours away from home. Teachers with toddlers and infant are stressed because of rigid timings. When timing is flexible they feel less forced by the management. Teachers without flexible timings feel that they are made to follow rigid rules.

Table No:4 Relationship between Exhaustion and type of employment

Exhaustion	Employment	
	Temporary	Permanent
Yes (104)	77(74 %)	37(26%)
No (46)	20(43.4%)	26(56.6%)

Teachers may be appointed as temporary or permanent staff. Nearly 75 percent of the temporary teachers report to have exhaustion. Temporary staffs face problems of dismissal. The thought of being removed from the job makes them feel stressed. It is not the case with permanent staff. Though there are other variables that cause stress, the idea of permanency of job makes them feel easier.   Mostly the permanent staff are seniors who knows the rules and do not face the problem of the removal from the job. Some of them are very senior that they enjoy fairly good rapport with the management. Some of them have say in the management. This enhances their self esteem and self confidence. Hence they do not feel stressed. On the other hand temporary staffs are almost juniors who are not aware of the rules and regulations and hence they are pulled up even for slightest mistakes.

Thus it can be inferred that age flexibility of working hours and type of employment may lead to stress.

Assertiveness another personality characteristic it's shown related to variables, income, education and locale.

Table No:5 Relationship between assertiveness and Income

Assertiveness	Income	
	>5000	<5000
Yes (102)	77 (75.42 %)	25 (24.6%)
No (48)	18 (37.5%)	30 (62.5%)

From the table it can be inferred that teachers getting more than Rs. 5000 as their pay are assertive. The range of income and assertiveness show a positive relationship (i.e.) as the income increases level of assertiveness increases. The better paid teachers naturally are assertive. They are senior, better performers. This raises their self-esteem and confidence. Assertive trait makes them put across their opinion with confidence. They are respected more both in the student community and among colleagues

Table No:6 Relationship between Lack of assertiveness and education

Assertiveness	Education	
	Graduates	Post graduates
Yes (102)	62(60.76%)	40(39.3%)
No (48)	14(29.1%)	32(70.96%)

From the table it can be inferred that about 60 percent of graduates show lack of assertiveness. From the table it can be concluded that the minimum qualification of respondents were undergraduates, the difference in assertiveness is not remarkable. Yet post graduates showed more assertiveness and hence less stressed. They express their opinion as they have better opportunities to do so. Many of them are senior in their term of employment. They are assertive in their work, relationship with colleagues and management gives them ample opportunity in decision making. This helps them to develop their skill of assertiveness.

Table No:7 Relationship between assertiveness and locale

Assertiveness	Locale	
	Rural	Urban
Yes (102)	67(65.6%)	35(34.4%)
No (48)	8(16.6%)	40(83.4%)

Rural teachers are less assertive about 65% than urban teachers according to table No.7. Their rural teacher with limited exposure makes them less self confident.   Their exhibition of assertiveness is not appreciated.   Rural teacher are less paid if not for government service. They are not as qualified as the urban teachers.   Their language skills are in most cases average. Therefore their assertiveness is less.   In contrast, due to exposure, better qualification, proficiency in language and ability to shift jobs makes them more assertive.   Being assertive the urban teachers show patterns of less stress than rural teachers.

Loss of control, personality trait varies according to type of family, marital status and hours of work.

Table No: 8 Relationship between Loss of control and type of family

Loss of control	Type of family	
	Joint	Nuclear
Yes (94)	54(57.42%)	40(42.62%)
No (56)	11(19.64%)	39(80.36%)

More than half of the teachers, living in nuclear family lose control less than in joint family. Married teacher in joint family tend to loss control where as teachers in joint family find this family system suited for their work with lots of pressure. But teachers who have small children to attend find joint family, better so that their children can be looked after. But teachers with grown up children feel that joint family is a liability.

Table No:9 Relationship between Loss of control and marital status

Loss of control	Marital status	
	Single	Married
Yes (94)	23(24.6%)	66(75.4%)
No (56)	23(41%)	33(59%)

Three fourths of the married teachers feel loss of control according to the study. The tension of looking after home and children is less among singles. But the exception to the single category is those who are divorced. Divorced though in nuclear or joint family lose control. This generally they relate it to their inferior status in society. They have to answer a few embarrassing questions and feel depressed. Divorced mothers have to handle the children single handedly.   Therefore the divorced category shows more loss of control.

Table No: 10 Relationship between Loss of Control and hours of work

Loss of control	Hours of work	
	Less than four	More than four
Yes (94)	74(78.7.%)	20(21.3%)
No (56)	16(28.5%)	40(71.5%)

Teachers who worked less than four hours per day showed less loss of control (21%) than teachers who worked more than four hours according to table no.10. Longer working hours means staying in the school campus for a longer time and therefore time spent for themselves and their family becomes less. This causes them to lose control often. Hours of work thus place an important role.

Table No: 11 Relationship between Submissiveness and Income

Submissiveness	Income	
	Less than Rs.5000	More than Rs.5000
Yes (88)	50(56.8%)	38(43.2%)
No (62)	20(32.21%)	42(67.74%)

The income of the teachers ranges from Rs.2000 per month to Rs. 10000 per month. For the purpose of analysis the income variable is divided in to two categories- less than Rs. 5000 and more than Rs. 5000. 56.8 percent of the teacher earning less than 5000 show submissiveness than teacher earning more than 5000 (43.2%). Income alone cannot said to be the sole factor. The teacher earning more than Rs. 5000 are mostly senior teacher, permanent staff, and have longer experience. Many of them say they have a say in the management. Thus these teachers do not show submissiveness. On the other hand teachers earning less than 5000 are less experienced, temporary employee and juniors among the staff; they display a submissive attitude.

Table No:12 Relationship between Submissiveness and Locale

Submissiveness	Locale	
	Urban	Rural
Yes (88)	36(40.9%)	52(59.1%)
No (62)	23(63%)	39(37%)

More than half of the rural teachers tend to be more submissive than urban teachers. Urban teachers are more exposed to these legal rights environment and better treated which may be the reason for their less submissiveness. Rural teachers lack many skills as the urban teachers. These may lead to their submissiveness.

Table No:13 Relationship between Submissiveness and Type of employment

Submissiveness	Type of Employment	
	Temporary	Permanent
Yes (88)	70 (79.5%)	18(20.5%)
No (62)	60(3.3%)	2(96.7%)

Permanent staff display nearly no submissiveness according to Table No.13. Teachers may be permanent or temporary. Permanency in employment means that within the rules they cannot be removed. Temporary teachers work is contract in nature. They are not bound by any job security. They also lack many additional facilities like medical reimbursement, PF, gratuity and TA or DA. Permanent teachers are less submissive than temporary teachers. The fact of permanency of employment which includes job security less anxiety, more confidence, security and experience may overcome their submissiveness. Permanent teachers know their rules, work pattern better and these are conducive to their growth. Temporary workers see the rules are over riding and have less right. This leads to submissiveness.

Table No:14 Relationship between Submissiveness and Education

Submissiveness	Education	
	Graduates	Post graduates
Yes (88)	44(50%)	44(50%)
No (62)	30(48.3%)	32(51.7%)

Both graduates and post graduate teachers do not vary much in displaying submissiveness. Some other variables like experience seniority are the real criteria. In fact lack of training even among the post graduates makes them submissive. They are treated differently in relation to trained teachers. Trained teachers though graduates are paid more than post graduates. They have more say in creation of worksheets, handling syllabus and other related work. Thus their education levels as such do not lead to any difference in submissiveness.

Table No:15 Interpersonal Factors

Interpersonal Factors	Yes	No
Lack of communication	96	54
Competitiveness	99	51
Role in decision-making	40	110
Pressure to be well before morning bell	79	81
Constant supervision	119	31
Constant Ratings	95	55
Humiliation in front of others	26	124
Support of colleagues	77	83
Class room presence mandatory	72	88
Flexibility in access to management	41	111

Interpersonal factors is the next factor identified that may cause stress. Interpersonal is between persons; It occurs in an environment. There must be at least two persons in an interpersonal relationship. It may be verbal or nonverbal. Some of the interpersonal relations are parenting, intimate relationship, management, coaching, selling, and conflict management. Some of the barriers of effective interpersonal relations are – emotion, filtering, overloading with information, defensiveness, cultural difference,

Jargon. The ways to improve good interpersonal relationship is to constrain emotion, active listening, and proper understanding. Interpersonal relationship may be overt, covert, and face-to-face. There are stages of formation of interpersonal relations- contact, involvement, intimacy and deteriorations.

Types of interpersonal relationships

- ➢ Formal relations
- ➢ Non formal relations
- ➢ Friendship relations
- ➢ Brotherhood relations
- ➢ Professional relations
- ➢ Community relations
- ➢ Association relations

In this study the interpersonal relations include

- ➢ Relations with Management
- ➢ Relations with Colleagues
- ➢ Relations with Students

Many factors have been identified among interpersonal factors that may lead to stress. Few are stronger as per the table No.15. In order of importance – constant supervision, relationship with management, role in decision making, lack of communication and competitiveness show greater impact.

Supervision is an activity to supervise productivity and progress of employees. It depends on the size of the organization. It is a management activity supervisor is a person who reports directly in a organization. He/She is an immediate superior in the work place. They have to have some basic management skills like training, performance management, designing new job roles, ensuring conformance to personal policies and other internal regulations. They work and ensure that work is done properly by the subordinate and report to the high level management.

In school management supervisors are immediately above the teaching staff and report to the central committee or principal/ vice principal/ Head master whichever the case may be. In some schools where there are several sections for the same class, then there is a supervisor for that particular class. Generally there is a supervisor for junior section, middle school and high school.

Table No: 16 Relationship between Supervision and type of employment

Supervision	Type of employment	
	Temporary	Permanent
Yes (119)	79 (66.3%)	40 (33.7%)
No (31)	22 (70.9%)	9 (29.1%)

The relationship between supervision and variables like type of employment education, and age is studied. Type of employment may be permanent or temporary.   About 66.3 percent of the temporarily employed fear supervision and are harshly supervised. The reasons they attribute is that being temporarily employed the supervisor assume that they are not aware of the rules and take work lightly. They are strict with the temporary teachers knowing the fact that they are not going to continue with the job. Permanent staff are less supervised but even then they are accustomed with the procedure and do not feel the pressure. Besides permanent staff know the loop holes of the system; some of them are very seniors; few of them have a say in the decision making. For the permanent staff some of the lapses are often excused. Therefore the temporary teachers feel that supervision is harsh and may lead to stress.

Table No:17 Relationship between Supervision and Education

Supervision	Education	
	Graduates	Postgraduates
Yes (119)	82(68.9%)	37(31.1%)
No (31)	20(64.5%)	11(35.5%)

Education is an important variable in interpersonal relation. In the study teachers were categorized as graduates and post graduates. 69 percent of graduate teachers report that they are more harshly supervised compared to post graduate teachers. Graduate teachers are thought of to have less orientation in the subject. Most of them handle lower classes. Lower class teachers are supervised more in the areas of book correction, coaching and friendly relation with the students. These are important for the image of the school. So supervision for graduate lower class teachers is more. Post graduate teachers handle higher classes and often experienced. They are well versed in their subject. So supervision is less but it cannot be denied that there is no supervision. Hence it can be concluded that graduate teachers subjected to more supervision which may cause stress.

Table No:18 Relationship between Supervision and age

Supervision	Age		
	20-30	30-40	Above 40
Yes (119)	59 (49.5%)	36 (30.2%)	24 (20.3%)
No (31)	3 (9.6%)	9 (29%)	19 (61.4%)

Age seems to be an important variable in showing supervision as a factor causing stress. The table shows that teachers below the age group of 30 are more supervised than other age groups. The reasons reported for this is lack of experience, young age and handling lower classes. The teacher who are relatively new to the job, have less orientation towards the rules and regulations of the school and hence there becomes a need for a stricter supervision. Age commands respect, senior teachers respond differently to supervision. They take it in a healthy attitude.

Relationship with Management has a positive or negative effect on the staff. Poor relations with management lead to a chronic problem which cause anxiety and depression. Many teachers who do not share good relationship with management often report antagonism, frustration, despair, confusion and fear. The expectations of each other are not known. In many

cases where it is found that relationship with management not only leads to reduction in quality of work but also leads to emotional problem. It can lead to under- participation in work related activities when it is deducted, by improving relations stress can be reduced.

The work place is a zone which should be filled with peace. The relationship not only among co-workers but also with management is basic for smooth running of an organization. Good relations make them understand the organization better adherence to rules and improving quantity and quality of work. A good relationship helps the management to understand the staff's capabilities, resource and his needs and will be able to cope to difficult situations. It creates a balance in workplace. A good relationship leads to a dynamic equilibrium, better interaction with others and with environment.

Relationships cannot be said to be always normal but quick adoption will help the organization to perform to optimal level. This has become a global problem affecting all organization. It is not peculiar to industries. This is faced in all organizations even in a school, shows the present study. The problem of relationship with management has lead to further problems like unrealistic goals, unsympathetic treatment, time-pressured work, abrupt changes in work, abrupt changes in work schedules, lack of control over content and organization of work. Therefore it has very light cost for individual organizations and society. So the problems are identified at an early stage before the situation gets out of hand. The variables that are taken for analysis are education, type of employment and locale.

Table No:19 Relationship between management and type of employment

Relationship with Management	Type of employment	
	Temporary	Permanent
Yes (111)	20(18%)	91(82%)
No (41)	31(75.6%)	10(24.4%)

Type of employment may be temporary or permanent. 82 percent of the permanent teachers enjoy good relationship with management. Temporary teacher's relationship with management is not very smooth. They are recent recruits and take time to understand the rule and regulations of the school. They do not take part in decision making and cannot meet the managements demands. Most of the time, the temporary teachers have to carry out orders without question.   On the other hand permanent staff who are senior, experienced share good relations with the management. In extreme case, they formulate notes of lessons, activities and also rules concerning the department. They have direct access to the management. They can meet them without any appointment. The management are also cordial with the permanent teachers rather than temporary teachers. They confide better with

permanent teachers. Temporary teachers are dealt with diplomacy. This wide gap also creates anxiety and frustration among the temporary staff.

Table No:20 Relationship between management and Education

Relationship with Management	Education	
	Graduation	PG
Yes (111)	22(19.8%)	88(81.2%)
No (41)	32(78%)	9(22%)

Education is an important variable for analysis regarding relationship with management. The teachers are categorized as graduates and post graduates. Majority (80%) PG teachers share better relationship with management than graduate teachers. PG teachers especially trained are more trusted & respected. They are considered superior to graduate teachers. They are better oriented with their subject and the management holds discussions with them more often regarding the progress of the school. The graduate teacher's views are given secondary importance. Even for inter school meetings PG teachers are involved. They can meet the management easily. Graduate teachers therefore have inhibitions to take initiative to build good relationship with management. This may cause stress among them

Table No:21 Relationship between management and Locale

.

Relationship with Management	Locale	
	Urban	Rural
Yes (111)	79 (71.1%)	32 (28.9%)
No (41)	20 (48.7%)	21 (51.3%)

Locale the next variable is classified as 'rural' and urban. About 71% urban teachers share better relationship with management. The urban exposure and the general work environment give the urban teachers an opportunity to have good relationship with management. Urban teachers with better exposure feel that there should be a say in decision making, setting goals and other plans. Generally in urban areas it is so. They take decisions single-handedly. They management feels that teachers voice in management will affect the smooth running process of the institution. Small, up coming schools in rural areas managed by few teachers see this sort of relationship. But this cannot be generalized for rural schools. There are few schools that believe in symbiotic relations between teachers

and management but rural teachers as per study state that their relationship with management is not as effective as urban counter part and this may be a cause of stress.

Thus relationship with management is seen as a factor with three variables. This qualitative and quantitative study proves that there is in fact a relationship between these variables and these interpersonal factors.

Role in decision making is taken as an interpersonal factor that may lead to stress as higher number of teachers have stated that they have less or no role in decision-making process.

Decision making is a cognitive process leading to selection of a course of action among alternatives. Every decision making process produces a final choice. It can be an action or an opinion; decision making is a psychological construct. It means commitment to action. It takes place in the face of uncertainty about whether one`s choices will lead to benefit or harm. The techniques of decision making are:

- ❖ Listing the advantages and disadvantages of each option.
- ❖ Flipping a coin
- ❖ Accepting the first option
- ❖ Prayer
- ❖ Consulting an expert
- ❖ Calculating expected value or utility of each option.

Good decision making is an essential skill for career success. Role in decision making is an important factor in the interpersonal relations, higher quality decisions depend on a team work. By more roles it facilitates a positive attitude and co-operative relations, commitment to the decision. It creates trust. Better role in decision making makes them expressive. They get involved with their work. They know their choice. They get to know the information.

Table No:22 Relationship between lesser role in decision making and type of employment

Lesser Role in decision making	Type of employment	
	Temporary	Permanent
Yes (110)	15 (13.6%)	95 (86.4%)
No (40)	35 (87.5%)	15 (12.5%)

Role in decision-making are analysed taking in to amount the following four important variable.

- Type of employment
- Marital Status
- Education
- Age

Type of employment may be temporary or permanent.   As the popular thinking goes, the permanent staff have greater role in decision making.   . Permanent staff has more experience, know the procedures of the institution and are seniors.   They are consulted in forming syllabus, other activities, planning

Role in decision	Marital Status

for special occasions like school day, sports day and others.   They also have a say in fixing dates for exams portions for the exam and also bringing about some changes in the system.   Some of them hold important positions in the education, or cultural committees and many times their ideas are implemented.   Some management passes their decisions through a committee of permanent staff and accepts certain amendments in it.   Some permanent staff even deputed in the place of the headmistress or principal in their absence.   Even temporary staffs brightest ideas are not openly welcome.   Their role in decision making is minimal. They meet the management with prior appointment.   Sometimes they are humiliated.   Their goals are set without their agreement.   Academic or non academic consultation is not done.   There are extreme cases where the students also come to know of it and approach the permanent staff.   This makes them more frustrated.   This may be a cause for stress.

Table

	Single	Married	**No:23**
Yes (110)	22 (20%)	88 (80%)	
No (40)	32 (80%)	18 (20%)	

Relationship between lesser role in decision making and Marital Status

Marital status is divided as 'single' or 'married' 80% of married teachers have greater role in decision making. They are thought to be more responsible. Besides their views on coaching classes, timings are taken so that their time with family is no completely taken off. Single teachers within (20-30) age groups do not try to interfere into the management activities especially when it comprises of men. In the case of single teachers there is frequent mobility as single teachers move from one job to another. Married teachers decide to stay with the school especially when the school is in the neighborhood or when their children study in the same school. Many

schools give them fee concessions to keep the teachers with the institution. Therefore married teachers to a large extent stay with the organization. Singles change jobs more and there is a difficulty with female teachers quit the job that either resign the job or migrate with marriage. Married teachers because of their marital status are given more roles in decision making. Seniority, experience and age are added credentials for married staff. So they enjoy better status in decisions making process in comparison to singles, which may lead to stress.

Role in decision making	Education		**Table No:24**
	Graduate	Postgraduate	**Relationship between role in decision making and Education**
Yes (110)	11 (10%)	99 (90%)	
No (40)	29 (72.5%)	11 (27.5%)	

Education is an important variable to be considered in role in decision making process. Majority of PG teachers are proved by this study to have better role in decision making process. They are senior have age at their advantage, in depth knowledge in their specialized subject, which makes them accepted by the management in decision making PG teachers who had come from some other schools are given more role in taking decision, they are expected to 'bring with them' certain good ideas from the previous Schools. PG teachers are rated better, their experience is taken as an advantage. On the other hand graduate teachers themselves take a back step when it comes to decision making. They feel that their voice would not be heard especially when the system has many steps in the hierarchy. They are expected to consult with PG teachers regarding their subjects. In most cases they paid lower than the PG

Role in decision	Age

teachers. Exception are still found UG teachers are sometimes praised and given rewards for good suggestion, which is often disliked by PG teachers. The fact because of their education they are discriminated makes them less involved in the overall activities of the school. They are at the receiver's end. They play very little role in decision making which may be a factor of stress.

Table No:25 Relationship between role in decision making and Age

	Less than 30	Greater than 30
Yes (110)	25 (22.7%)	85 (77.3%)
No (40)	24 (60%)	16 (40%)

Age has to be given importance as a variable especially in the role of decision making. The teachers were categorized as less than 30 years and more than 30 years. From the study it can be inferred that teachers above 30 years have better role in decision making than teachers who are less than 30 years of age. The older teachers have better control over their own work and others. There are looked upon for support and they support their collagens of lesser age. Their relationships are one of understanding, responsible. Therefore they are consulted before taking a decision. Once the decision is arrived, the older staffs are given the responsibility to communicate to the other staff and get feedback from them. They in turn communicate it to the management. Many a times they are given leadership roles. Therefore they take large role in decision making. In contrast the younger teachers though they expect to be a part of decision making feel left out. It takes time for them to adjust to decision which are not their own. These decisions are altruistic. This may be exhausting and demanding and it is a strain in coping skills. This becomes a potential cause for stress. It is linked with the state of the organization (i.e.) lesser role in decision making. The goals become

external. Therefore it leads to frustration, conflict and pressures. They have to change their personality traits. They are uncertain about their new changes. Disorganization is the result. Therefore we find younger teachers who are less involved in decision making are more prone to stress. Thus from this study it can be concluded that relationship with management role in decision making and supervision play an important role in causing stress

SYSTEM FACTORS

System is a set of entities, real or abstract, comprising a whole where each component interacts with or is related to at least one another component and they all serve a common objective. System has different meanings in different disciplines – engineering computer science, biology. In this context, system has interacting components which are carriers of number of complex processes and organizational structures.

System is dynamic. It is a social arrangement which pursues goals, which controls its own performance and which has a boundary separating it from its environment.

- ❖ It is a process.
- ❖ It is a functional
- ❖ It is institutional

The system is defined by the elements that are a part of it. By coordinated and planned cooperation of the elements, system is able to solve tasks that lie beyond the abilities of the single elements.

Advantages of a system are

- ❖ Addition (Combination of different features)
- ❖ Enhancement
- ❖ Extension

In any system there is a hierarchy.

System Factors	Yes	No
Clear Job description	51	99
Well ventilated class room	31	119
Noise in the class room	87	63
Entire responsibility for students academic process	121	29
Leave sanctioned when needed	28	122
Get the pay for taking leave	130	20
Getting Bonus festival advance	52	98

incentives		
Scope of development	39	111
Plan to shift job	82	68

Rewards make them more committed to work. It is the crucial aspect of any system. For any healthy rewarding system that satisfies both the material and psychological needs is a must. 'What is in for me' is a basic question for any employee. Every person consciously or unconsciously asks before engaging in any form of behaviors. It applies to all employer. It serves as a motivation. The employee prefers to do the job on the perceived attractiveness of the rewards offered. The obvious rewards is pay. It acts as a motivation to join the organization, to work and perform effectively. Pay includes cash compensations and any return to labor. It is the cash paid for some specified quantity of labor. It is the product of market forces. A cutin pay for taking leave is not well received by the employees. The variables considered are Income, marital status and Nature of employment.

Table No:26 Relationship between Cut in pay for taking leave and Income

Cut in pay for taking leave	Income	
	Less than 5000	Greater than 5000
Yes (130)	89 (68.4%)	41 (31.6%)
No (20)	9 (45%)	11 (55%)

School management allows a stipulated number of days in a year as casual leave for which they are paid-Leave taken beyond this limit is not paid. Teachers getting a pay of less than 5000 complain of pay cut for taking leave, the teachers getting more than 5000 though the pay is cut do not report it seriously. The lesser paid teachers feel the pinch of the cut. Teachers getting more than 5000 as pay prefer taking leave though they have a reduced pay for unavoidable circumstances. Some of them feel that they are not penalized but just they get a day's salary cut. This is a burden for teachers who are paid less for they have to carry home even less pay packet. They argue that the management has to be more considerate as they take leave for unavoidable circumstances that go beyond their hands,.

Table No:27 Relationship between Cut in pay for taking leave and Marital Status

Cut in pay for taking	Nature of Employment	
Cut in pay for taking leave	Marital Status	
	Single	Married
Yes (130)	38 (29.2%)	92 (70.8%)
No (20)	12 (60%)	8 (40%)

As per the study nearly three fourth of the single teachers complain less about cut in pay than married teachers. Among married, teachers especially with children are anxious about the cut in pay. For married teachers there are more commitments than single teachers. And there are more chances for taking leave (ex) child falls sick, marriage in the family. When they get cut in their salary they are frustrated. On the other hand single teachers with less commitment and even lesser reasons to take leave do not complain as much as their married counter parts who feel stressed

Table No:28 Relationship between Cut in pay for taking leave and Nature of Employment

	Temporary	Permanent
Yes (130)	99 (76.1%)	31 (23.9%)
No (20)	5 (25%)	15 (75%)

Apart from marital status the nature of employment also has a role in their feeling. Only about me fourth of the permanent staff complains less about in cut pay than temporary staff. They feel it is one of the control measures by the employee to prevent them from taking leave. They feel less control over the situation. The cut has spiraling effect for temporarily employed. Already getting less paid, they are discontented with the fact of reduced pay for taking leave. Sometimes they are forced not to take leave to prevent cut in their limited salary. This is too demanding. They feel less autonomous. They get irritated, which results in poor job performance and emotional fatigue. Permanent staff does not complain as much as the temporary staff. They are better paid; get more causal leave than temporary colleagues. Therefore they do not react adversely on this system factor. The excessive pressure on the temporarily employed teachers makes them stressed.

Workplace is an important factor that causes stress. A well ventilated classroom is in good environment to study and to teach. It becomes a potential cause for stress if the class room is not well- ventilated. It creates a

higher demand physically and psychologically.   The variables are nature of job and locale.

Table No:29 Relationship between Well ventilated class room and nature of job.

Well ventilated class room	Nature of job	
	Full time	Part time
Yes (119)	99 (32.2%)	20 (67.5%)
No (31)	10 (83.1%)	20 (16.9%)

Classroom with not much ventilation is more a problem for full time teachers than part time teachers. 83% full time teachers are more burdened with no proper ventilation. The physical and mental health of the employee depends on the environment of work. Because of poor ventilation there is much noise in the class room. Besides full time teachers presence becomes a must in the class room. This makes them more exhausted. Some of the schools do not even have provision of fans for the classroom. They are exposed to noise. They get headaches often hence they feel that as the class room is hot. This has serious implications on their health. The part time

workers do not feel the strain as the full time workers. Part time teachers leave the campus as soon as they finish their duty. Besides their work is not as strenuous as full time teachers. They are engaged in teaching arts, spoken English and others. So they do not stay long hours in the poorly ventilated classroom. Today the state government has ordered that class room should be well-ventilated for the benefit of both students and teachers. It is slowly enforced. Until then the full time teachers may feel more stressed.

Table No:30 Relationship between Well ventilated class room and locale.

Well ventilated Classroom	Locale	
	Urban	Rural
Yes (119)	78 (65.5%)	41 (34.4)
No (31)	19 (61.2%)	12 (38.8%)

Well ventilated classroom are more a serious problem in urban concrete jungles than the natural rural areas. (65.5%) urban teachers complain of poorly ventilated classrooms more than rural teachers. Rural teachers have fewer students and with trees around they do not feel the sultriness. Teachers prefer to take classes in the open under the trees. Some rural teachers complain of poor infrastructural facilities but it is the urban teacher population who suffer under the conditions of poorly ventilated classrooms.

The schools have tried to improve these conditions by the orders of the state government urban teachers have raised this issue of work environment and this causes them more stress.

Table No:31 Relationship between Scope for development education

Less Scope for development	Education	
	UG	PG
Yes (39)	29 (73.4%)	10 (26.6%)
No (111)	26 (23.4%)	85 (76.6%)

Development program in an organization enables the employees to have a positive attitude. It creates rich encouraging environment and build effective and supportive relationships with than 'development' lacks a universally accepted definition but it is most used in a holistic and multi disciplinary context – development of livelihood and greater quality of life for humans. It encompasses healthcare, education, infrastructure, economics, human rights, environment issues.   Development must be continuous and appropriate to the cultural and social context and beneficiaries.

Difference in educational qualification plays an important role in scope for development Post graduate teachers see better prospects of

improving their positions than under graduates teachers This movement up the hierarchy cannot even be thought of by undergraduates. They are not sought for higher positions. The fact that many of them are studying their master degree through distant education throws light on the fact that better education has better chances of development. The present status of less scope of development may be a factor causing stress.

Table No:32 Relationship between Scope for development and nature of job

Scope for development	Nature of job	
	Part time	Full time
Yes (39)	30 (76.9%)	9 (23.1%)
No (111)	16 (14.4%)	95 (85.6%)

Full time teachers perceive better chances for development than part time teachers. Full time teachers are eligible for promotions. Full time teachers teaching the core subjects have the chances of becoming department heads, Supervisor, assistant head mistress. Part time teachers teach arts, spoken English and others. There is lack of promotion chances for these subjects. Therefore they feel stressed about the fact of stagnation in their position.

Table No:33 Relationship between Scope for development and employment

Scope for development	Type of employment	
	Temporary	Permanent
Yes (39)	34 (87.1%)	5 (12.9%)
No (111)	11 (9.9%)	100 (90%)

90% Permanent staff report to have greater chances to develop in their career. Temporary staff only on their permanency and experience in their permanent position will move up the scale. Temporary staffs are more anxious to make their positions permanent. Permanent staff on the other hand tries different ways to improve their position. They know the avenues open to them, the career development prospects and work towards their goals. Temporary staff though aware of the various positions in the hierarchy find it difficult with their present status to do so and hence stressed.

Thus it can be concluded that personality factors, interpersonal factors and system factors may lead to stress.

SUMMARY AND FINDINGS

SUMMARY, FINDINGS AND SUGGESTION

SUMMARY

Statement of Problem: To find the factors causing stress among teachers.

Need for the study: The current belief in our society is that school teaching is an easy job and that school teachers life is to be envied for they have lots of holidays and vacations, less working house, no pressure of work and no technicalities and rigors of bureau critic rules, procedures and discipline to stifle or crumble them. It is also believed that school teachers role is quite simple having no complexities tension and conflicts. This widely prevalent belief is incorrect for this is outsiders perception of the role of women school teachers.

Therefore a through research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to stress. By this study the causes can be identified that lead to potential harm to health, emotional well being and relationships to others.

Besides in the last 20 years number of people are reporting that the stress affecting their work has gone up to four time statistics also show that teacher are at high risk of being stress, since it can be caused by range of situations. Most of them are able to cope with it others could not although stress is usual part of life, prolonged or extreme stress can lead to illness. The stress faced by teachers is substantial. Therefore my focus in my study is to identified the factors causing stress by doing so suggestions can be made to

overcome them. This will lead to a better environment, health and productivity in work.

Objective of the study:

To elicit

4. Personality factors causing stress
5. Interpersonal factors causing stress
6. System factors causing stress
7. Job characteristics and stress

Research Design

The research design of this study is descriptive. The study is concerned about the factors that lead to stress among teachers. In a descriptive study, the methods and tools are suitable for researches without much experience. But it needs careful planning to obtain complete and accurate information consideration of economy and protection against bias i.e. taken in to account.

The problem of stress ever-growing. The age of mechanization, computerization has led to distress. The working women face stress as they have to ride two horses- home and career. The problem of teachers requires a descriptive study.

The 'Population' is all the female school teachers working in recognized by the state or centre, in and around Madurai. There are 760 schools and 340 are urban and 120 are rural.

The sample: Selected in 150. They are from 20 different schools of rural and urban type.

Tools of study: The data was collected with the help of a questionnaire. The questionnaire was prepared after considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature, reflection and imaginative 'role taking' and at the same time keeping in kind the measuring and analyzing of data.

The tentatively formulated questionnaire was pre-tested to detect the shortcomings. Changes were made before administration. The questionnaire is divided in to 3 categories.

- ✓ Personality Characteristic
- ✓ Interpersonal Relations
- ✓ System Factors

This enables measurement and analysis easier. It was a structured questionnaire. Few of the questions were open-ended questions. Though many of the them had the options of Yes or No. By open-ended questions the respondents were encouraged to freely express themselves. Though analysis is difficult, these responses gave deep insights to the problem. By these questions, more information was provided.

The test-form was first administered in order to identify the teachers who have stress. After identifying teachers with stress the final questionnaire was administrated.

The questionnaire had 30 questions in all, which the teachers found in all, which the teachers found it not very difficult.

FINDINGS

From the study it can be found that

- o Teachers above 40 years of age are highly exhausted which may lead to stress.
- o Teaches with no flexibility of timings are highly exhausted.
- o Temporarily employed teachers are highly exhausted which may cause stress.
- o Teachers with income less than Rs.5000 are less assertive which may cause stress.
- o Graduate teachers lack assertiveness which may lead to stress.
- o Rural teachers are less assertive which may be the cause stress.
- o Teachers in joint family lose control leading to stress.
- o Married teachers lose control leading to stress.
- o Teachers working more than 4 hours lose control which may be one of cause for stress.
- o Teachers earning less than 5000 are submissive which cause stress.
- o Rural teachers are more submissive which make cause stress.
- o Temporary teachers are more submissive causing stress.
- o Graduate teachers are more submissive and may cause stress.

- Temporary teachers are more supervised which may cause stress.
- Graduate teachers suffer strict supervision leading to stress.
- Teachers less than 30 years of age are closely supervised leading to stress.
- Temporary teachers do not share good relationship with management leading to stress.
- Graduate teachers lack cordial relationship with management leading to stress.
- Rural teachers do not have good relationship with management which may cause stress.
- Single teachers have lesser role in decision making which may cause stress.
- Temporary teachers have no role in decision making leading to stress.
- Teachers have lesser role in decision making which may cause stress.
- Teachers less than 30 years of age have less role in decision making leading to stress.
- Part time teachers lack communication among colleagues which may cause stress.
- Rural teachers lack communication among colleagues which may cause stress.
- Married teachers lack communication among colleagues which may cause stress.
- Temporary teachers lack communication among colleagues which may cause stress.
- Full time teachers suffer due to lack of ventilation in class rooms which is a potential cause for stress.

- Urban teachers suffer because of lack of well-ventilated class rooms leading to stress.
- Graduate teachers do not have much scope for development which may cause stress.
- Part time teachers have less scope for development leading to stress.
- Temporary teachers have less scope for development leading to stress.
- Teachers earning less than Rs. 5000 suffer due to cut in pay for taking leave which may lead to stress.
- Married teachers suffer due to cut in pay for taking leave which may lead to stress.
- Temporary teachers suffer because of cut in pay for taking leave leading to stress.

BIBLIOGRAPHY

1. Henry Clay Lindgren., Introduction to Social Psychology-II edition.

2. Taylor, Peplan & Scars., Social Psychology-X edition.

3. Oldfeld R.C: Occupational Psychology; London; 1941.

4. Abt, L. and Bellak; Psychology; Knoff; N.Y; 1950.

5. Green, B.F.; In Handbook of Social Psychology; Lindzey, Gardner(ed.) Addison- Welsley;

6. Krech, D and R Crutchfield ; Theory and problems of Social Psychology; McGraw Hill; N.Y.; 1948

REPORTS

1. Evans O and Steptoe A; Study of Work Stress; 2002.

2. John Mc Cormick; Journal of Educational Administration; Mar 1997, Vol: 35 Issue; Page 18-38.

3. Sergio Guglienin and Kristin Tatron's; Occupational Stress and Health in Teachers; 1995

4. Schonfeld and Irvin Sam; Study of Occupational Stress; 1991.

5. McMurry Nelson; The work life of women physicians; 2000.

6. Frankenhauser's Study;1991

7. Kiecolt and Glaser et al's study of stress and immune system; 1985.

8. FRIEDMAN and Rosenman; study of stress and coronary heart disease.

SUGGESTION

From the study the following suggestions are made.

- Flexibility of working hours can be allowed to reduce exhaustion which can reduce stress.
- Permanency in employment reduces exhaustion there by reducing stress.
- Higher the income, higher the assertiveness which reduces stress.
- Post graduation creates more assertiveness which tend to reduce stress.
- Rural teachers can be trained in assertiveness to reduce their stress.
- Lesser working hours can be maintained which can reduce the stress of teachers.
- Higher income can reduce submissiveness which in turn can distress the teachers.
- Rural teachers have to be given training to overcome their submissiveness.
- Jobs should be made permanent to make them less submissive.
- Better educational qualification reduces submissiveness.
- Harsh supervision can be avoided to reduce stress.
- The relationship with the management should be cordial.
- Teachers should have better role in decision making.
- Better communication with colleagues should be encouraged
- Cut in pay for taking leave has to be reduced.
- Well ventilated class rooms should be provided.
- The organization should provide scope for development.