
SUMMARY AND CONCLUSION

Teachers are among the professions reporting the highest level of work-related stress. The increasing workload on teachers, the multiple role, the increased class size per teacher and an increasing number of pupils behaving in an unacceptable way are some of the trends identified as leading to a rise in stress related illnesses.

It was worth studying the issues of stress and related problems, so as to minimize the adverse effects of work stress of School Teachers on students, classrooms and teachers themselves. Excessive or improperly managed stress leads to anger and other adjustment problems. It was essential and important for the management and teachers to work together to improve the working environment and conditions so as to fight against their work related problems.

Therefore, Mental Health of Teachers is a crucial issue to be tackled by educationists and all those who are concerned with the teaching profession. It was found from the earlier researches that Positive Therapy developed by Hemalatha (2004) was very effective in managing stress and anger and enhancing adjustment in various samples. Hence, the action research on, 'Management of Stress and Anger and Enhancement of Adjustment in School Teachers through Positive Therapy' was taken up.

The objectives of the research were as follows:

- To assess the levels of Stress, Anger and Adjustment in the selected School Teachers
- To study the effect of Positive Therapy in the Management of Stress and Anger and Enhancement of Adjustment in the School Teachers

From 24 various Schools of Palakkad, Ottapalam, Trissur and Cochin Districts in Kerala, 432 School Teachers were assessed using various tools, out of which 200 School

Teachers with High Stress / High Anger / Low Adjustment were screened and selected as the sample by Purposive Sampling.

To begin with, Case Study Schedule, Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form) were administered on the entire School Teachers. Out of them 200 School Teachers were randomly assigned to Experimental Group and Control Group. All the 100 School Teachers in the Experimental Group were given Positive Therapy thrice a week on alternative days for two weeks; on the whole six sessions were given to each batch. The duration of each session lasted for one hour. The 100 subjects in the control group did not undergo any interventions.

Positive Therapy is a package evolved by Hemalatha (2004), based on the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy. It has four strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. Relaxation Therapy involves Deep Breathing Practice, Relaxation Training and Autosuggestion. Counselling consists of Rational Emotive Therapy, Thought Stopping, Symptom Stopping, Cognitive Restructuring and Assertiveness Training. Exercises include Tension Releasing Exercise, Smile Therapy and Laugh Therapy. Behavioural Assignments were given to have continuity in the therapy.

After 6 sessions of Positive Therapy, the entire School Teachers were reassessed using the Case Study Schedule, Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form). Follow-up was done after six months using the same tools.

CONCLUSION

- The most important negative emotions were Anger, Anxiety and Worry
- Positive Therapy was found to be effective in reducing the level of stress among the school teachers
- The level of anger got reduced due to the effect of Positive Therapy among the Experimental Group School Teachers and it also enhanced positive mood among them

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- Enhancing the adjustment among the school teachers was successfully achieved due to the effect of Positive Therapy and it further helped the school teachers to overcome their problems and to face it boldly and successfully
 - In short, the present action research brought to light the level of stress, anger and adjustment of the selected School Teachers. The research also indicated the beneficial effects of Positive Therapy in reducing Stress, Anger and Adjustment of the selected School Teachers.

SUGGESTIONS FOR FURTHER RESEARCH

- Since Positive Therapy was found to be effective in reducing Stress and Anger and increasing level of Adjustment of the selected School Teachers, Positive Therapy can be included in the School Curriculum
- Psychologists or School Counsellors can be appointed in schools to provide counselling and help to enhance positive mental health of the Teachers as well as the Students
- Workshops on Positive Therapy, Stress and Anger Management and Effective Teaching can be conducted for Teachers to help them to face the problems boldly and solve them successfully
- Research applying the same variables as well as other psychological variables can be conducted on Students, Management and also at Colleges
- Similar studies can be conducted on a larger sample size from Different Institutions in Different States using Stratified Random Sampling

LIMITATIONS

Any research will have its own merits and limitations. The limitations of the present study are as follows:

- The School Teachers were selected only from Government Schools of four districts in Kerala

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- Only Female School Teachers were included in the study
 - As the School Teachers had a heavy schedule, they were available for the research only for short period of six sessions. If Positive Therapy, was given for a longer duration, the School Teachers would have benefitted more