
REVIEW OF LITERATURE

The literature pertaining to the study, “Management of Stress and Anger and Enhancement of Adjustment in School Teachers through Positive Therapy” has been reviewed and categorized under the following headings:

- Teachers
- Stress and Teachers
- Management of Stress
- Anger and Teachers
- Management of Anger
- Adjustment and Teachers
- Positive Therapy and Stress
- Positive Therapy and Anger
- Positive Therapy and Adjustment

TEACHERS

According to Ruble, Usher and McGrew (2011) Teacher Self-efficacy refers to the beliefs teachers hold regarding their capability to bring about desired instructional outcomes and may be helpful for understanding and addressing critical issues such as teacher attrition and teacher use of research supported practices. Educating students with autism likely presents teachers with some of the most significant instructional challenges. The Self-efficacy of 35 special education teachers of students with autism between the ages of 3 to 9 years was evaluated. Teachers completed rating scales that represented Self-efficacy and aspects of the following three of Bandura’s four sources of Self-efficacy are sense of mastery, social persuasions and physiological/affective states. Significant associations were observed between Physiological/Affective States and Self-efficacy, but no associations were observed for the other sources.

Erkman, Caner, Sart, Börkan and Şahan (2010) investigated the influence of perceived teacher acceptance, children’s self-concept and children’s attitude toward

school on children's academic achievement. The sample included 223 fifth grade students in Istanbul, Turkey. The Teacher Acceptance Rejection/Control Questionnaire, Piers Harris Self-concept Scale and School Attitude Assessment Survey Revised were utilized in data collection. Achievement was assessed by Grade Point Average. Results showed that the perception of teacher acceptance was significantly correlated with both boys' and girls' positive school attitude and higher self-concept. Perceived teacher acceptance was also significantly correlated with the academic achievement of boys but not girls. Regression analysis revealed that perceived teacher acceptance and academic self-perception (one component of school attitude) were significant and independent predictors of boys' academic achievement, but only academic self-perception significantly predicted girls' academic achievement. The study supported the conclusion that boys' (but not necessarily girls') positive perceptions of teachers were an important factor in academic achievement. However, both boys and girls who perceived their teachers to be accepting tended to have a positive school attitude and a positive self-concept.

Fox and Stallworth (2010) studied the factors that moderate responses to violence, bullying and other stressors among Public School Teachers in the US. Grounded in Stressor Emotion Control/Support (SEC/S) theory, the study emphasized the relevance of specific forms of control and support to specific stressors in analyzing moderation effects. A total of 779 teachers completed an online survey of their perceptions of their work environments. Pervasive bullying and violent acts were associated with strains in zero order correlations, but when regressed, pervasive bullying rather than violence was associated with strains. Relations between violent acts and strains were moderated by satisfaction with the administrations' handling of violent acts. This has important implications for the development of public and educational policy. Finally, coworker social support interacted with supervisory/principal bullying, but, contrary to expectations, showed a reverse buffering effect.

Kaur, Kaur and Kaur (2009) conducted a study on the Psychosocial Problems of Women Teachers due to Institution (school/college), Area (rural/urban) and Age (below 35 years and above 35 years) in the State of Punjab. Thousand women teachers were

selected, out of which 500 (250 rural and 250 urban) were from schools and 500 (250 rural and 250 urban) from colleges. There was no significant difference between psychosocial problems of school and college including rural (school/college) and urban (school/college) women teachers. Significant mean difference existed in psychosocial problems of women school teachers of age below 35 years and above 35 years and the difference was in favour of below 35 years age group, whereas for college women teachers of below 35 years and above 35 years no significant difference existed. This was due to the fact that women teachers of age below 35 years were in the most productive period of their life. They were forced to juggle the demands of career, spouse, children and aging parents. The years of experience could be directly proportional to chronological age of an individual. The women above 35 years had better understanding of one's family life, career and aging parents. This was because the more one stays at a position, the more one grows older and the better one learns to cope with the psychosocial problems. It was evident that psychosocial problems had adverse physical and mental health consequences on women. These reduce her energy, lead to difficulty in dealing with others and in completing the required tasks and duties of job.

Jennings and Greenberg (2008) proposed a model of the prosocial classroom that highlights the importance of Teachers' Social and Emotional Competence (SEC) and Well-being in the development and maintenance of supportive Teacher Student relationships, Effective Classroom Management and Successful Social and Emotional Learning Programme Implementation. This model proposed that these factors contribute to creating a classroom climate that was more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, the current research suggested a relationship between SEC and Teacher Burnout and reviews intervention efforts to support teachers' SEC through stress reduction and mindfulness programmes. Finally, the authors proposed a research agenda to address the potential efficacy of intervention strategies designed to promote Teacher SEC and improved learning outcomes for students.

Research showed that along with Serviceman, Social Workers and Linguists, Teachers surfaced at the start of the New Millennium as the most afflicted group with

rising stress. Most alarming was that 30% of all Novice Teachers were leaving the profession. Annual teacher turnover was higher when compared with turnover of all other occupations. A report in June 2002 issue of the National Association of Secondary School Principals showed that annual turnover of professions other than teaching averaged 11% while annual turnover for the teaching profession was 15.7%. The report further stated that high turnover coupled with the demographic trend of increased secondary school enrollment caused a severe shortage of secondary school teachers (Mroze, 2008).

Shaw, Holbrook, Scevak and Bourke (2008) drawn 159 survey responses of Fourth Year Education Students as they embark on a research project based in their internship school. The project explored predisposition to research and the level of preparedness to undertake a research project. The students who met most frequently with their supervisor and showed higher research self-efficacy were also most likely to want to undertake postgraduate study and reacted positively to good personal support and a feeling of belonging to a research community. Many felt they were “unconnected” to a learning community and specifically to their supervisor. They were generally positive about their ability to do the tasks, such as finding and writing up literature, even though they were concerned about managing the overall commitment. Despite this they were optimistic about completion. Only 5% were sure they would undertake postgraduate study in the future and 65% were sure they would not do so. In an environment where there was commitment to promoting research skills consistent with the needs of a knowledge society and drawing on evidence to inform practice, the findings not only raise the question of how best to support and give meaning to early research endeavours of pre-service teachers, but also highlighted the challenge of achieving this against a high level of disinterest in further tertiary study.

O'Connor and McCartney (2006) examined the effects of Maternal Attachment (measured by Ainsworth's Strange Situation) and Early Teacher Child Relationships (measured by the STRS) on the quality of later Teacher Child Relationships in 419 children. They found that the insecure Mother Child Attachment was negatively associated with the quality of the Teacher Child Relationships measured at three different time points (54 months, kindergarten and first grade). Insecure attachment at 36 months

was negatively associated with the quality of the Teacher Child Relationships at all three time points, although the beta values were not significant. Avoidant attachment at 15 months was negatively associated with the quality of Teacher Child Relationships at 54 months. Insecure children exhibit unorganized, inconsistent attachment behaviours, while avoidant children tend not to seek caregivers and approach them indirectly. These behaviour patterns of insecure and avoidant children are likely to make it difficult for Teachers to learn about their needs and how to respond to them appropriately and consequently hinder developing quality relationships with them. These children were also more likely to develop behavioural problems that were negatively associated with teacher child relationships.

According to Reddy (2005) in the past decade, widespread educational changes were proposed for education at all levels of the system in South Africa. Educational Reform was therefore become an inescapable part of the reality of teachers' work. Initial implementation of the new curriculum for schools, guiding reform after the shift to democracy in 1994, was not easy for teachers and this was later revised and streamlined. These processes happened in a compressed time frame and in service programmes were developed to assist teachers with the preparations for curriculum delivery. It explored ideas on in service teacher education and professional development and draw on a case study of an in-service process developed for teachers to highlight participant's views and responses to the programmes presented.

Webb (2003) evaluated the factorial validity (structural aspect of construct validity) of the Student Teacher Relationship Scale (STRS) and examined the differential effect of Lead Teachers and Teacher Assistants as a function of their relationships with Children. The studies were conducted with 445 prekindergarten children and their 38 teachers in Northeast Georgia. The first study examined the factorial validity of the STRS separately for teachers and teacher assistants and tested the equivalence of the factorial validity across the two groups of teachers and across the three time points via Confirmatory Factor Analysis (CFA) technique. The results of the reliability and item analyses and CFAs identified that some items on the STRS had quite poor psychometric properties and the results of the CFAs revealed that the hypothesized three factor model

of the STRS was weakly defined. The second study examined associations between quality teacher child relationships and children's preliteracy development in prekindergarten using Structural Equation Modelling (SEM) in a three wave multiple group design. The results indicated that Prekindergarten Teachers' reports of close relationships with children were positively related to children learning alphabet letter name later in the school year while conflicted relationship with children was negatively related to their learning of letters. The association was not significant for vocabulary knowledge.

Cooke and Pang (2002) reported based on the data gathered in Hong Kong by surveys and interviews of 129 beginning teachers and a survey of school principals. Three types of beginners were studied: Trained, Untrained and Partially Trained Teachers. The aspects discussed include beginners' experiences, problems, needs, induction provision, job adjustment and their intentions to change school and leave the profession. Factors influencing the development of beginners, as well as the possible ways in which they exert their influences, were also studied. The data strengthen appreciation of the problems, experiences, needs and development of beginners and understanding of the effects of pre service training through differences observed between the trained and untrained groups.

STRESS AND TEACHERS

Eres and Atanasoska (2011) determined the stress level of Turkish and Macedonian Teachers living in different sociocultural and economic situations. Four Hundred and Sixteen Turkish Teachers and 213 Macedonian Teachers were selected for the study. There was a meaningful difference between Female and Male Turkey Teachers and Seniority in Total Stress Level. There was not a significant difference among Teachers of different Educational Backgrounds and Married and Single Teachers in their Total Stress Level. The Comparison of the Stress Levels of Macedonian Teachers showed that there was not a significant difference between Female and Male Teachers and different Educational Levels in their Total Stress Level. There was a significant difference between Married and Single Teachers in Macedonia in terms of Total Stress Level. There was not a significant difference among Teachers of different Seniority in Macedonia in

terms of Total Stress Level. The results showed that the Stress Levels of the participants, especially the Turkish participants were low.

Masilamani et al. (2011) determined the prevalence of job stress among secondary school teachers using Karasek Job Content Questionnaire (JCQ), the association between salivary cortisol, salivary Immunoglobulin A (IgA) and socio demographic characteristics and the association between log cortisol, IgA levels and job strain categories. A cross-sectional study was undertaken using JCQ and salivary cortisol and IgA samples. Cluster sampling was done yielding 302 respondents. The prevalence of stress among all teachers was 20.2%. Being Malay, teaching experience of 5 to 10 years and those without a supervisor's support had higher prevalence of high job strain. Teachers in the 31 to 40 years age bracket, educating handicapped children with the absence of supervisor support exhibited higher stress levels with lower log salivary IgA levels.

Fritzngale (2010) explored the relationship between job related stress variables and individual coping strategies in a purposive probability sample of 200 Secondary School Teachers using a questionnaire. The use of the chi-square test revealed the significant relationships between Teachers Stressed by Student Indiscipline do not necessarily develop Aggressive Behaviours, Poor Salary situations do not make Teachers engage in income generating activities, Teachers lose enthusiasm for their work when they have a sense of under promotion, Work Overload does not make Teachers dialogue less with their Students, Conflicting Relationship with Principals will not make Teachers change their careers. Socioeconomic factors were the most important predictors of stress, followed by interpersonal relations and then by instructional problems. Individual personality differences and social support systems moderate the impact of stressors on teachers, influence their appraisal of socio-environmental demands as stressful and determine the effectiveness or ineffectiveness of the coping strategies generated to manage job stress.

Chan, Chen and Chong (2010) investigated the occupational health problems among teachers of primary and secondary schools in Hong Kong. A random sample of 6000 teachers was generated from the database of Hong Kong Professional Teachers' Union members. A self-administrated questionnaire was designed and sent by mail to the

teachers of primary and secondary schools in Hong Kong, together with a cover letter and a reply paid envelope. A total of 1,710 usable questionnaires were returned. The results indicated that comparing with one year and five years ago, 91.6% and 97.3% of the responding teachers reported an increase of perceived stress level, respectively. Heavy workload, time pressure, education reforms, external school review, pursuing further education and managing students' behaviour and learning were the most frequently reported sources of work stress. The four most frequently reported stress management activities were sleeping, talking to neighbours and friends, self-relaxing and watching television, whereas the least frequently reported activity was doing more exercises or sports.

Isaiah and Ajoke (2010) investigated the stress level of female teachers in Osun State Teaching Service and determined the relationship between stress and each of the personality traits of self-concept, extraversion, locus of control and achievement motivation. Using a sample of 370 teachers drawn from 50 randomly selected primary and secondary schools in Osun State, data were collected using four standardized Personality Instruments and a Stress Assessment Inventory. The results showed that 80.3% of female teachers in Osun State Teaching Service had low level of stress; and that there was no significant relationship between stress and each of the Personality Traits of Extraversion, Locus of Control, Self-concept and Achievement Motivation. The results also showed that marital status of female teachers significantly influenced the stress experienced by them. Specifically, women who were divorced experienced more stress than those who were single or married.

Samad, Hashim, Moin and Abdullah (2010) conducted a cross sectional study determining the workplace stressors, stress levels, mental health status and their influencing factors, among primary school teachers in the Klang Valley, Malaysia. Nine Primary Schools in Klang Valley which fulfill the inclusive criteria were randomly selected from a list obtained from the Ministry of Education website. Two hundred and seventy two teachers from the selected school, volunteered to participate in the study. A questionnaire was used to determine sociodemographic background, working information and medical history. Teacher Stress Inventory was used to measure the stressor and stress

levels; while General Health Questionnaire was used to measure the mental health status. Results showed that most of the teachers experienced moderate stress level (71.7%) and only 12.1% had low mental health status. Student misbehaviour was the main stressor in the school environment. Gender and workload showed a significant contributing factor towards Mental Health Status. The Primary School Teachers experienced Stress mainly due to the Student Misbehaviour and the Mental Well-being were influenced by the Workload and Gender. Women Teachers with heavy workload had lower Mental Health Status.

Khatal (2009) studied the relationship between Occupational Stress and Family Adjustment of Primary Teachers. They were male and female teachers similar in their occupational stress and family adjustment; family adjustments of male and female teachers were positively affected by occupational stress. The results showed that the occupational stress and sex were not related to each other because male and female teachers, both were similar in their occupational stress and family adjustment. But male and female teachers possessing high occupational stress both were not well adjusted with their family while male and female teachers possessing low occupational stress were well adjusted with their family.

Roxas (2009) dealt with the stress among the public elementary school teachers in Baguio City, Philippines. With a sample size of 320 and using descriptive survey as methodology, the researcher found that the stress felt by the teachers was at normal level. Moreover, it revealed that gender, age and civil status do not have significant influence on the level of stress experienced by the teachers. It was recommended that stress awareness programmes and activities instituted by the public elementary schools of Baguio city to minimize the impact of stress among the teachers.

Torres, Lambert and Lawver (2009) compared the level of job stress among secondary agriculture teachers in Missouri and North Carolina. The accessible populations consisted of secondary agriculture teachers in Missouri (N = 252) and in North Carolina (N = 118). Data were collected using the Job Stress Survey (Spielberger and Vagg, 1999). It was concluded that agriculture teachers in Missouri and North Carolina were not in an overall state of stress compared with norm data. However, time

related job tasks were found to be a source of stress among both teacher samples and excessive paperwork was identified as the highest stressor. Low stress items among teachers fell into three broad job related categories described as supervision, advancement and inactivity. Additionally, 4% of the variance in agriculture teachers' Job Stress Index score can be predicted by the teacher's sex, with females being more stressed.

Kumari (2008) made an attempt to understand personality and occupational stress differentials of high school female teachers in Haryana. For this, 361 high school female teachers were tested with Maslach Burnout Inventory. The subjects were categorized into high and low burnout groups on the basis of test scores and that 128 subjects scored below P30 and 117 subjects scored above P70, thus constituted low and high burnout groups, respectively. Selected subjects were further tested with Eysenck Personality Questionnaire Revised, Jenkins' Activity Survey and Occupational Stress Index. The results differentiated the two groups. The high burnout group scored significantly high on Psychoticism, Neuroticism, Lie Scale, Type A Behaviour, Emotional Exhaustion, Depersonalization but low on Extraversion, Occupational Stress and Personal Accomplishment. The low burnout group scored low on Psychotics, Neuroticism, Lie Scale, Type A Behaviour and all the three dimensions of burnout viz. Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment, but high on Extraversion and Occupational Stress.

Guglielmi and Tatrow (2008) reviewed the health effects of teacher stress and teacher burnout separately. Although the literature generally lends support to the hypothesis that occupational stress and burnout were associated with poor health in teachers, confidence in this conclusion was weakened by the serious methodological and conceptual difficulties that pervade this area of research. In particular, reliance on cross sectional retrospective designs, exclusive dependence on self report measures and failure to adopt a theoretical framework as a guide for empirical investigations were identified as major threats to the validity of the findings reported.

Mousavi (2007) suggested that some of the major sources of stress of both native and nonnative teachers of English as Foreign Language (EFL) were those related to issues outside the classroom; yet in each group, the trend was different. Generally, it can be

concluded that those areas of stress that were more exclusive to nonnative teachers could be linked to the issue of being nonnative and more importantly, to their view of language ability. However it should once again be noted that being nonnative was only one of the several possible sources of stress; Teaching English worldwide highlighted the importance of carrying further research to examine the influence of First Language on EFL Teacher Stress and to develop plans to reduce and control such stress. According to the results of this study, those nonnative teachers who showed the most concerns were mainly in their early years of experience. This can also highlight the important role that pre service teacher training courses can play in identifying and addressing the issue of stress and also in preparing special programmes to focus on those areas that were more exclusive to nonnative teachers. Exclusive language classes can, for instance, be held for pre service teachers and special counselling and support can further be given to nonnative teachers of English to address those areas that were of more concern to them.

Prakke, Peet and Wolf (2007) stressed that continual exposure to challenging behaviour, i.e. from parents, can seriously deplete the teacher's emotional and physical resources, leading to self doubt, loss of satisfaction from teaching, impulsivity, rigidity or feelings of anger and guilt. They collected data from 212 Elementary School Teachers in the Middle and Middle East Region and Urban Agglomeration of Western Holland and Netherlands. Teacher stress was largely focused on environmental and contextual factors while ignoring personality characteristics of teachers. Teacher's perceptions were examined of their own ability to handle challenging parent behaviour and to establish positive relationships as a possible influence on the quality of teacher parent relationships. Using a canonical correlation method, they found that unsatisfied, overprotective, neglectful and excessively worried parents had the largest impact on teacher stress. Teachers experienced stress from challenging parent behaviour, suffered mostly from negative feelings toward parents, frustration on working with parents, loss of satisfaction with teaching and to lesser extent health problems.

Ravichandran and Rajendran (2007) stressed that there was a gender difference on Perceived Personal Stress. Female teachers reported more stress as compared to their male counterpart. Likewise on the factor of Teaching Assignment both male and female

teachers differ significantly in their perception of the source of stress. The findings were supported by Manthei (1988) that female teachers experienced more stress than male teachers due to job over load. Payne (1987) found that women teachers reported significantly more stress concerning time management. However, there were no gender differences on the remaining six factors: personal expectations, teaching evaluation, lack of support from parents and other, facilities available at school, organizational policy and parental expectation.

Montgomery and Rupp (2005) measured the relationships between teacher stress and several variables including coping, burnout, emotional response, personality, personal support, environment and demographic characteristics. It identified that an average external stressors including student misbehaviour and work demands were highly correlated with teacher stress.

Nell (2005) determined the patterns of stress and coping resources of married mothers in the teaching profession. The findings of the study provided valuable information about the sample under investigation and these pave the way for future research involving the stress, coping resources and adjustment of married mothers in the teaching profession. It was recommended that future studies employ larger sample groups and employ experimental designs, thereby enabling the generalization of the results and the establishment of causal relationships between variables. The use of qualitative designs is also recommended as it can enrich the quantitative data and shed light on the personal experiences of married mothers in the teaching profession.

Scheib (2003) examined six role stressors such as role conflict, role ambiguity, role overload, underutilization of skills, resource inadequacy and nonparticipation. One Midwestern high school's music department in the United States, consisted of four music teachers, served as subjects. Data were collected as field notes from observations, transcripts from interviews and document analysis. While role ambiguity and nonparticipation issues were not of great concern among the participants, issues related to role conflicts, role overloads, underutilization of skills and resource inadequacy were substantial. The burden of tedious administrative responsibilities (underutilization of skills), the constant need for music education advocacy (role overload), conflicts between

personal and professional roles (role conflict) and tension created by scheduling conflicts due to the increasingly busy schedules of students (resource inadequacy) were among the most significant stressors.

Abidin and Robinson (2002) identified the relative contributions of some of the variables that were thought to influence teachers' referral judgments. The primary variables identified in the literature include Student Demographic Characteristics, Academic Achievement, Socioeconomic and Emotional and Behavioural Problems and Teachers' Perceptions of Students. It also examined a conceptually relevant variable, teaching stress, in relation to teachers' referral decisions. Thirty kindergarten through fifth grade general education teachers identified three students (N=90) in each of their classes. Teachers were asked to rate their likelihood of referring each student for a psychoeducational assessment. Results suggested that the best predictors of teachers' referral judgments were teachers' judgments about the presence of behavioural problems and the students' academic competence.

Greene, Beszterczey, Katzenstein, Park and Goring (2002) said that Inattentive and/or Hyperactive Impulsive Behaviours that typify Attention Deficit Hyperactivity Disorder (ADHD) have been associated with increased stress in parents of were known to adversely affect the quality of parent child interactions. The Index of Teaching Stress was used to assess the level of stress and frustration in response to teaching and interacting with a particular student. They found that general education elementary school teachers rated students with ADHD as significantly more stressful to teach than their classmates without ADHD. However, they found that the stress reported by teachers was highly individualized. Students with ADHD who evidenced oppositional/aggressive behaviour or severe social impairment were rated as significantly more stressful to teach as students with ADHD who did not evidence these associated difficulties.

Hepburn (2002) explored how teachers can draw upon the language of Stress to perform strategically important and often politically sensitive social acts. The aim was to show that the description of teaching problems as a matter of stress was important social and political implications for teachers. They conducted interviews with Scottish Secondary School Teachers; those interviews had been subjected to close textual analysis,

informed by some of the basic principles of discursive psychology. The analysis showed teachers flexibly employing stress as a way of managing their own accountability and of making sense of their institutional roles and relationships. They suggested that employing stress as an individualized category not only suppresses its flexibility, but also encourages both teachers and their employers to offer token measures to manage it at a psychological level, rather than engaging in proper debate about the state of the profession.

Nelson, Maculan, Roberts and Ohlund (2002) stressed that Teachers of Emotional and Behavioural Disorders (EBD) Students were at particular risk for experiencing stress on the job. Occupational Stress ratings from 415 teachers of EBD students were modelled by regression, using teacher demographic characteristics, working conditions and ability to work with children with EBD as factors in the analysis. All working condition variables (principal teacher relationship, capacity to contribute to decisions and working relationships) as well as years of professional experience and ability to work with externalizing children, had a significant effect on Occupational Stress. Additionally, within inventory analyses pointed to ability to contribute to decisions as more influential than positive relationships with Principals or Colleagues.

MANAGEMENT OF STRESS

Agbatogun (2010) examined Gender, Academic Qualification and Marital Status differences in Primary School Teachers' use of Information and Electronic Technologies for Stress Management. Seven Hundred and Six Primary School Teachers (176 males and 530 females) with mean age of 34.7 from Ogun East Senatorial District of Ogun State, Nigeria were administered. Technology Usage and Job Stress Scale was used to collect the data and it was analyzed by Analysis of Variance and t test. The results showed that teachers' use of Information and Electronic Technologies for Stress Management was not gender driven, while academic qualification and marital status of the teachers influenced their use of Information and Electronic Technologies as stress coping strategy.

Gulwadi (2006) explored how Elementary School Teachers in Chicago seek out everyday places in their milieu to implement restorative coping strategies. Seventy one survey responses revealed that Teachers' spontaneous place choices were related to sources of stress and that the restorative potential of a place was related to its ability to

support Teachers' inward or outward coping strategies. Teachers implemented effective strategies in places such as home, nature, city places, third places and church. The ways these places were experienced differed according to Teachers' perceptions of frequency and type of Stress and how the place enabled the inward or outward strategy as needed.

Tsai, Fung and Chow (2006) identified the sources and manifestations of stress among Female Kindergarten Teachers in Hong Kong. The findings showed that Work Related Stressors and Time Management were the more salient sources of stress contributing to the overall teaching stress experienced by the sample. The mean score provided by teachers working in Indian reservations for Work Related Stressors and Time Management were 2.66 and 2.62 respectively. It is of interest to note that the ratings of these two sources provided by the Hong Kong Kindergarten Teachers were higher than any Stress source ratings provided by Teachers working in the Indian reservations. In this study, Work Related Stressors include feelings of having too little time to prepare, having too much work, pace of school day being too fast, class size too big, personal priorities being shortchanged and having too much administrative paperwork, whereas Time Management includes feelings such as having to do more than one thing at a time, being rushed in speech and not having enough time to get things done. As stress can reduce a teacher's motivation and ultimately affects the operation of the school and teaching (Brownell, 1997), perhaps kindergarten principals can assist teachers in managing their stress by providing them with better resource support and principals can also search for means to curtail administrative procedures so as to allow teachers to work at a pace that they find more manageable.

Adeyemo and Ogunyemi (2005) explained the interactive and relative effects of emotional intelligence and self-efficacy on occupational stress of University Academic Staff. It made use of simple random sampling in selecting 300 Academic Staff from all the eight faculties of the institution. The sample was administered with Emotional Intelligence Scale, General Perceived Self-efficacy Scale and Occupational Stress Scale. The data was analysed by Pearson Correlation and Multiple Regression. The results indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the

prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress.

Aujla, Harshpinder, Sandhu and Gill (2004) analyzed the different Stress Management Techniques used by 75 working women and 75 non working women of Ludhiana City. Results showed that majority of the respondents in both the categories were using various Stress Management Techniques, Relaxation, Music, Prayer, Recreation with Family, Planning etc. Planning and Relaxation were most preferred techniques among both the groups.

Hanif (2004) identified levels and sources of teacher stress, relationship of teacher stress with teachers' job performance and self-efficacy of women school teachers and to find out the moderator role of self-efficacy in Teacher Stress and Job Performance Relationship. The research was carried with two independent samples i.e., Teachers and Students. Sample I comprised of 330 Women Secondary School Teachers. Sample II consisted of 990 Students, randomly selected from the classes of sample I. Results showed that teachers displayed moderate levels of stress and highest scores were displayed on work related stressors. The significant negative correlation was found between Teacher Stress and Job Performance and Teacher Stress and Teacher Efficacy. The moderated multiple regression analysis revealed that high self-efficacy could play a moderator role in the relationship of Teacher Stress and Job Performance.

Pervez and Hanif (2003) in their study on Secondary and Primary School Teachers; Time Management was rated the least likely source of stress and Work Related Stressors was the second least likely Source of Stress. In addition, the mean rating of Work Related Stressors and Time Management provided by the Hong Kong Kindergarten Teachers were 3.60 and 3.41 respectively. It is probably not surprising in the Hong Kong setting that these were considerably higher than the mean ratings provided by Pakistani Secondary School and Primary School Teachers. Moreover, when compared to teachers working with students in Indian Reservations, the ratings given to Work Related Stressors and Time Management by the Hong Kong Kindergarten Teachers were also considerably higher.

ANGER AND TEACHERS

Romi, Lewis, Roache and Riley (2011) stressed that the Teacher's Aggressive Classroom Management impacts negatively on students. The authors compared student reaction to teachers' use of Aggressive Management Techniques in Australia, China and Israel. Reactions included distraction negativity toward Teachers and perceptions that teacher's responses were unjustified, yet the perception of aggression as justified (or not) only minimally affected the degree of students' distraction and negativity toward the Teacher. Yelling in anger and sarcasm appeared less problematic in Israel and somewhat less so in China; in Australia, no difference in potential impact between different forms of aggression was evident.

Farouk (2010) examined the Cognitive Appraisals associated with the Emotion of Anger based on interviews with Teachers. An analysis of these appraisals demonstrated that Teachers experienced different forms of anger depending on whether they were relating to other adults or their pupils. Anger in relation to children was based on persistent goal blockage, the buildup of frustration and the assignment of blame. Such anger, referred as restricted anger, was expressed at the time and seemed to involve limited cognitive elaboration. By contrast, anger in relation to parents and colleagues was associated with blaming others for bringing about an unfair/unjust outcome and a perceived threat to self. Elaborated anger was not displayed immediately but appeared to be cognitively dwelled upon and maintained.

Weimer and other Researchers (2010) identified some conditions under which the expression of teacher anger was seen as violating expected norms for teacher behaviour. They discovered that "teacher anger is not in and of itself a classroom norm violation. It is the manner in which anger is expressed that defines it as a norm violation". Expressions of anger by teachers are deemed appropriate when teachers "avoid intense, aggressive anger displays and instead assertively and directly discuss the problem with the class". Teachers were well advised to be fair and open and to consider carefully student perceptions of what had happened and why. The researchers think that once students get to know a teacher and come to trust how she is running the course, they were more willing to accept an angry display.

Brennan (2007) discussed the issue of using negative emotional responses and tactics, such as anger, during teaching. While these negative responses can be successful management strategies occasionally to make students comply, they can become a problem when used too often. No student is ever going to trust a teacher who is prone to angry outbursts. Various strategies can be used to manage anger: take time to understand one's own anger, change the expectations, focus on what he wants to happen so he moves away from a position of being out of control and as a final strategy, smile. Inventive questioning was another tactic that can be used when dealing with difficult students or situations. In addition to preventing long term emotional and social damage, questioning helps to get students involved and deepen their understanding.

Teven (2007) utilized the Big Five Personality measure to assess the relationships among teacher temperament, caring orientation and dimensions of teacher burnout. Perceptions of supervisor caring, job satisfaction and teacher motivation were assessed. Respondents in this study were 48 college faculty teaching a variety of classes at a medium sized Southwestern University. Teacher caring was negatively related to emotional exhaustion, depersonalization, loss of personal accomplishment and neuroticism while positively related to agreeableness, conscientiousness, job satisfaction and motivation. A Canonical Correlation Analysis examined the relationship between the five domains of teacher temperament and three dimensions of burnout. Teacher temperament predicted a significant amount of variance of caring. The results supported a theoretical model of teacher temperament, caring and burnout and provided a foundation for future research in instructional communication.

The effect of harassment and distraction on men trying to perform a mental test, only highly hostile men showed increases in blood pressure and blood flow to the muscles. The evidence of these and similar studies suggested that there was a strong link between anger and proneness to physiological hyperactivity. Angry people's tendency to easily become aroused keeps them stressed for prolonged periods and causes significant and cumulative damage to their bodies (Mills, 2005b).

Stephoe, Cropley, Griffith and Kirschbaum (2002) studied that high job demands and low job control (job strain) were associated with elevated free cortisol levels early in

the working day and with reduced variability across the day and evaluated the contribution of anger expression to this pattern. One hundred five school teachers (41 men and 64 women) classified 12 months earlier as high (N=548) or low (N=557) in job strain according to the demand/control model sampled saliva at 2 hours interval from 8:00 to 8:30 hours to 22:00 to 22:30 hours on a working day. Anger expression was assessed with the Spielberger State Trait Anger Expression Inventory and negative affect was also measured. Free cortisol was significantly elevated at 8:00 to 8:30 hours in the high job strain group but not at later times of the day or evening. After adjustment for age and negative effect, cortisol was an average of 21.7% higher early in the working day in the high job strain group. This effect was significantly greater in high job strain teachers, who also reported high anger out. The cortisol decline from morning to evening was greater in the high than low job strain individuals. Independently of job strain, women had a higher cortisol concentration at 8:00 to 8:30 hours than men, whereas cortisol concentration was greater in men than women in the middle of the working day between 12:00 and 16:30 hours. Job strain was associated with elevated free cortisol concentrations early in the working day but not with reduced cortisol variability. The interaction with outward anger expression suggested that individual characteristics modulate the impact of chronic work stress on the hypothalamic pituitary adrenocortical system.

MANAGEMENT OF ANGER

Dobson (2010) stressed that one of the world's great mysteries must be how a child, so new to the world and uneducated in matters of human relationships, can so effectively get under the skin of a perfectly rational adult. Adults who spend much of their time dealing with children, namely teachers, should be immune to such childish matters, or so one would think. After all, the long road teachers travel to earn their credentials was full of mandatory child psychology classes taught by experts in the field. The problem was that most of these experts spend their days teaching rational adults and not be assaulted by dozens of attacking third graders.

Brennan (2009) insisted that teachers should try to eliminate anger from their classroom responses and from responses to individual students. They are the trained professionals who understand that students need clear guidelines and clearly outlined

expectations to guide their behaviour at school. Angry survival responses by teachers do very little for the teacher and even less for the student or students at whom the anger is directed. Besides the fact that calm controlled teachers build highly effective learning relationships with students, there was another reason to avoid angry responses and that was the teacher's own health. People who often get angry cause damage to themselves with the frequent and unnecessary release of survival hormones.

ADJUSTMENT AND TEACHERS

Yadav (2010) said that the quality of professionally competent teachers depended on some factor were the degrees of level of adjustment present in the school environment. Sample for the study consisted of 100 Secondary School Teachers, in which 50 from Rural Area and 50 from Urban Area. Adjustment of Secondary School Teachers was measured by Mangal Teacher Adjustment Inventory Short Form developed by Mangal. Results showed that there was not a significant difference between adjustment of Male and Female Secondary School Teachers and of Rural and Urban Secondary School Teachers. The findings of the study were likely to be of importance to educational thinkers, teachers, psychologists and other who are concerned with education. The conclusions related to Adjustment of Secondary School Teachers showed that the programmes launched by Central Government and State Government for Secondary School Education was going on good manner. It also helped the individuals to choose the carrier. One of the implication of the present conclusion for teacher education was that curricula, syllabus, text book, method of teaching should be modelled in such that they can utilize their energies in the right direction. It was therefore most important for Primary School Teachers to develop adaptation with whole environment to become Perfect Teachers.

Pal (2009) stressed that one of the most important questions pertaining to self-concept and adjustment of in service Primary Teachers was as to how the different teaching skills contribute towards making their teaching effective. The fact was in the lack of exposure to these teaching skills, a teacher may find it difficult to come down to the levels of primary school children and fail to visualize his/her role in dealing with a number of issues at this level. And hence the problem arises of his/her self adjustment to

the situation he/she is assigned to work in. Significantly, it is pointed out in many researches that mere possession of a diploma or degree in teaching does not ensure mastery. Besides methods' have to be taught and practiced in relation to subject matter. For example in case of Elementary Teacher Education trained teacher and a B.Ed. trained teacher were assigned to teach at the primary level, their methods of teaching would definitely differ. This being so, an ETE trained teacher receives exclusive training in teaching at primary level while a B.Ed. trained teacher does at the secondary level. The psychological factors like self-concept and adjustment also contributed significantly in imparting knowledge to pupils. Other factors such as skill deficiencies should be identified so that teachers could be better educated in removing their skill deficits. It may expect the improvement in their education and consequently in their academic performance. However, it was important to identify the skill efficiencies and factors contributing to psychological aspect of teachers' personality. Although many researches have been done in the field of teacher education but very limited studies appears to have been carried out with regard to in service teachers. Researches must, therefore, direct towards probing such core teaching skills as self-concept and adjustment of teachers teaching at primary level.

Remennick (2002) explored the determinants of occupational integration among recent immigrants whose profession is culturally and linguistically dependent. It compares personal accounts of 36 former Soviet School Teachers of Math and Physics, from which 20 succeeded in regaining their occupation in Israel and 16 left teaching for different reasons. Analysis of the interviews showed that even in a society committed to the goal of professional integration of the immigrants, cultural barriers to successful work performance were rather high. Beyond instrumental skills to master (Hebrew Language and New Curriculum) immigrant teachers adjusted to the new school culture and student teacher relationship. They also faced competition with their local colleagues, threatened by the influx of the better educated peers. The study pointed to a number of external conditions and personal characteristics that were conducive to successful adjustment to the new school system.

POSITIVE THERAPY AND STRESS

Chandrika and Gayatri Devi (2010) conducted a study on 'Management of Stress and Enhancement of General Well-being in Hypertension Patients through Positive Therapy'. One Hundred and Twenty Five (63 males, 62 females) from Government Hospital, Ooty, Tamil Nadu, were screened using Case Study Schedule (Hemalatha, 2009), Stress Inventory Revised (Hemalatha & Nandini, 2005) and WHO General Well-being Index. All the 125 were selected by Purposive Sampling. They were in the age range of 45-70 years. A Psychological Intervention Positive Therapy evolved by Hemalatha (2004), combining the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy was used. Eight Sessions of Positive Therapy was given in alternative days. After two weeks the subjects were reassessed using the Case Study Reassessment Schedule and S.I. The Symptoms reported by majority of the subjects were Nausea, Blurred Vision, Sweating, Headache, Depression, Giddiness, Confusion, Fatigue and Short Temper. The Common Negative Emotions experienced by the samples were Angry, Worry and Anxiety. The Poor Health Habits were drinking and sleep less than 6 hours. After Positive Therapy there was a drastic reduction in the Symptoms, Negative Emotions and Poor Health Habit of the samples.

Yasodha and Gayatri Devi (2010) carried out a study on 'Management of Stress in Entrepreneurs through Positive Therapy'. Forty Entrepreneurs from Podanur, Coimbatore, Tamil Nadu, were selected for the study through Purposive Sampling. The age range of the sample was 21-40 years. They were assessed using Case Study Schedule (Hemalatha, 2009) and Stress Inventory Revised (Hemalatha and Nandini, 2005). Five sessions of Positive Therapy were given over a period of two weeks after which, they were reassessed using Case Study Reassessment Schedule and S.I. The results revealed that majority of the sample had 'High' / 'Very High' stress before Positive Therapy whereas none of them had 'High' / 'Very High' stress after Positive Therapy. There was a statistically significant reduction in the mean stress after Positive Therapy, indicating the efficacy of Positive Therapy in the management of stress.

Management of Stress and Depression in Women facing Violence through Positive Therapy was carried out by Nikketh and Rohini (2010). Forty Seven Women

Victims from Upahaar Social Service Organization, Dharapuram, Tamil Nadu, were selected for the study through Purposive Sampling. The age range of the sample was 19-58 years. The tools used for the study was Case Study Schedule, Stress Inventory constructed and standardized by Hemalatha and Nandini (2005) and Beck's Depression Inventory. After the assessment, six session of Positive Therapy was given to the entire sample. They were reassessed after a week using Case Study Reassessment Schedule, Stress Inventory and Beck's Depression Inventory.

A study by Saranya and Rohini (2010) on 'Management of Stress and Enhancement of Self-esteem in School Teachers through Positive Therapy' was conducted in Navarasam Matriculation Higher Secondary School, Erode. The sample consisted of 50 female teachers in the age range of 25 to 50 years. Case Study Schedule constructed and standardized by Hemalatha (2008), Stress Inventory constructed by Hemalatha and Nandini (Revised, 2005), Rosenberg Self-esteem Scale and Case Study Reassessment Schedule constructed by Hemalatha (2008) were used to collect the data. Psychological Intervention named Positive Therapy was given to reduce stress and enhance the Self-esteem of teachers. The results indicated the effectiveness of Positive Therapy in the sample with the mean stress of 16.52 before intervention and 4.38 after intervention. The Self-esteem was 9.34 before intervention and 22.92 after intervention clearly enhanced their Self-esteem.

Preetha and Sivasakthi (2010) conducted a study on 'Management of Stress and Enhancement of Emotional Intelligence in IT Professionals through Positive Therapy', 45 IT Professionals from a software company in Coimbatore, were screened using Case Study Schedule (Hemalatha, 2009), Stress Inventory (Hemalatha and Nandini, Revised 2005) and Emotional Intelligence Test. Out of them, 40 (22 male and 18 female) were selected by Purposive Sampling. They were in the age range of 22-29 years, mostly belonging to urban areas. Positive Therapy evolved by Hemalatha (2004) was used. The sample was divided into 3 batches of around 13 in a batch for Positive Therapy. Six sessions of Positive Therapy were given in two weeks, with each session lasting for one hour. After two weeks, the subjects were reassessed using the Case Study Reassessment Schedule, S.I. and Emotional Intelligence Test. The major causes of stress reported by the

sample were lack of time for socialization, adjustment problems at home, lack of recreation, work overload, responsibilities and technological uncertainty. Some of the common symptoms of stress identified in the sample were short temper, confusion and restlessness. Majority of the sample had back pain and headache. The common negative emotions reported by the sample were anger, fear, worry and anxiety. After Positive Therapy there was a significant reduction in the symptoms, pain and negative emotions experienced by the sample.

Management of Stress in Parents of Special Children through Positive Therapy was conducted by Thenu and Hemalatha (2009). From the Special Education Department of Avinashilingam University for Women, Coimbatore, 40 parents of mentally retarded children were screened using Case Study Schedule (Hemalatha, 2008) and Stress Inventory Revised (Hemalatha & Nandini, 2005). Out of them, 35 subjects were selected by Purposive Sampling. There were 10 males and 25 females. They were in the age range of 25-50 years. The sample was divided into 3 batches of around 12 in a batch for Positive Therapy. Six sessions of Positive Therapy was given in two weeks. Each session lasted for one hour. After two weeks, the subjects were reassessed using the Case Study Reassessment Schedule and Stress Inventory. The entire sample had Worry, the other common Negative Emotions being Depression, Fear, Irritation, Anxiety, Anger and Hatred. The symptoms reported by majority of the sample were Sleep Disturbance, Confusion, Fatigue, Loss of Appetite, Headache, Weakness and Body Pain. After Positive Therapy, there was a drastic reduction in the Negative Emotions and Symptoms of the sample.

Nivya and Hemalatha (2009) conducted a study on, 'Management of Stress in Nurses through Positive Therapy'. From KG Hostel, Coimbatore, Tamil Nadu, India, 40 female nurses were screened using Case Study Schedule (Hemalatha, 2008) and Stress Inventory Revised (Hemalatha & Nandini, 2005). Out of them, 32 subjects with 'Very High' / 'High Stress' were selected by Purposive Sampling and were given Positive Therapy. After 2 weeks of Positive Therapy, they were reassessed using Case Study Reassessment Schedule (Hemalatha, 2008) and Stress Inventory. The results revealed that initially, most of subjects had 'High'/'Very High' stress. After Positive Therapy, the

stress in most of the subjects had come down to 'Low' level. The mean stress reduced from 'High' (M=17.69) to 'Low' (M=4.25) after Positive Therapy. The results clearly indicated not only the efficacy of Positive Therapy in the Management of Stress but also in minimizing the Symptoms and Negative Emotions of the selected Nurses.

Management of Stress in Tea Estate Workers through Positive Therapy was conducted by Preetha and Gayatri Devi (2009). Fifty Tea Estate Workers from Devi Tea Estate, Pallada, Nilgiris, were screened using Case Study Schedule (Hemalatha, 2008) and Stress Inventory Revised (Hemalatha and Nandini, 2005). Thirty two subjects (23 females and 9 males) in the age range of 17-50 years were selected by Purposive Sampling Method. Positive Therapy was used as the Psychological Intervention to help the sample to manage stress. The sample was divided into 3 batches of 10 to 11 in each batch and was given Positive Therapy for one hour per session. Five sessions were given for five consecutive days. Two weeks after the therapy, the sample was reassessed using Case Study Reassessment Schedule and Stress Inventory. The results showed initially, the entire sample (100%) had 'High' stress. After the treatment of Positive Therapy, most of them (81%) had 'Low' stress. There was statistically significant reduction in the mean stress of sample from 'High' to 'Low'. The main sources of stress were heavy workload and procrastination. The symptoms of stress reported by most of the sample were insomnia, loss of concentration and anxiety. The negative emotions experienced by majority of the sample were fear, worries, anger and anxiety. After the administration of Positive Therapy, there was an enormous reduction in the number of subjects experiencing Symptoms and Negative Emotions due to Stress. Thus, there was a great influence of Positive Therapy in reducing the Stress, Symptoms and Negative Emotions of the selected Tea Estate Workers.

Management of Stress in Diabetic Patients through Positive Therapy was carried out by Saranya and Gayatri Devi (2009). From the Sri Sai Trust, Coimbatore, 50 Diabetic Patients were screened using Case Study Schedule (Hemalatha, 2008) and Stress Inventory Revised (Hemalatha & Nandini, 2005). Out of them, 35 were selected by Purposive Sampling Method. They were in the age range of 34-78 years. The Case Study Schedule was used to obtain information from the sample. The information gathered

included the Demographic Details, Risk Factors, Negative Emotions and Effects of Stress. Stress Inventory was administered to the sample to assess their Level of Stress. The entire sample was provided with the Psychological Intervention called Positive Therapy. The entire sample had fear; the other common Negative Emotions experienced by the sample were Worry, Hostility, Hopelessness and Anger. The Symptoms reported by majority of the sample were Pain, Sweating, Sleep Disturbance, Swelling of Legs, General Weakness, Excessive Hunger, Frequent Urination, Giddiness, Itching and Stiffness. After Positive Therapy, there was a drastic reduction in the Negative Emotions and Symptoms of the sample.

Vandana and Hemalatha (2008) in their research on, 'Management of Stress and Pain in IT professionals through Positive Therapy' screened 78 IT Professionals from ORACLE and Customer Driven Company, Bangalore, Karnataka, using Case Study Schedule (Hemalatha, 2007) Occupational Stress Index (Srivatsava and Singh, 1981) and Patient Pain Questionnaire (Ferrell, 1998). Out of them 30 subjects (18 male and 12 female) were selected by purposive sampling. Positive Therapy (Hemalatha, 2004) was used as the psychological intervention, which was given for 6 sessions to help the sample manage job stress. The results revealed that initially, the entire sample had 'High Job Stress' and 'High Pain'. After the administration of Positive Therapy, 53% had 'Low Job Stress' and 47% had 'Moderate Job Stress'. There was a statistically significant reduction in the mean job stress from 'High' (M=162.85) to 'Moderate' (M=124.5). Similarly, most of them (73%) had 'Low Pain'/'Very Low Pain' after Positive Therapy and there was a significant reduction in the mean pain of the sample from 'High' (M=45.51) to 'Low' (M=23.5) after Positive Therapy.

In a study by Divya and Hemalatha (2007) on Management of Job Stress in IT Professionals through Positive Therapy, 50 IT professionals from Hewlett Packard, Bangalore, Karnataka, were screened using Case Study Schedule (Hemalatha, 2003) and Occupational Stress Index (Srivastava and Singh, 1981). By purposive sampling, 32 subjects (23 male and 9 female) were selected. They were in the age range of 24-38 years. The sample was divided into 3 batches of 10 to 11 in each batch and was given Positive Therapy for one hour per session. Five sessions were given on 5 consecutive days.

Two weeks after the therapy, the sample was reassessed using Case Study Reassessment Schedule and Occupational Stress Index. Initially, the entire sample (100%) had 'High' job stress. The main sources of job stress were work and procrastination. The symptoms of stress reported by most of the sample were insomnia, loss of concentration and anxiety. The Negative Emotions experienced were Fear, Worries, Anger and Anxiety. But after the administration of Positive Therapy, most of the subjects (81%) had 'Low' job stress. There was a statistically significant reduction in the mean Job Stress of the sample from 'High' (M=181) to 'Low' (M=92). There was an enormous reduction in the number of subjects experiencing Symptoms and Negative Emotions due to stress. Initially, coping strategies were used to the minimum extent, which improved after they underwent Positive Therapy. In short, there was a great influence of Positive Therapy in reducing the Job Stress, Symptoms and Negative Emotions of the selected IT Professionals.

Rajakumari and Hemalatha (2006) conducted a study on 'Management of Stress in Nurses through Positive Therapy'. Out of 60 registered female nurses, in the age range of 22-33 years, from Ramakrishna Hospital, Coimbatore, Tamil Nadu, 30 were assigned to experimental group and 30 to control group. They were assessed using Stress Questionnaire (Latha, 1984). Initially, stress was high in both the groups (165 and 160 respectively). After the administration of the Positive Therapy for 10 sessions in 5 weeks, there was a significant reduction in the mean stress (125) of the experimental group, whereas there was a slight increase in the mean stress of the control group (171).

Umamaheswari and Hemalatha (2006) conducted a study on 'Management of Stress in Bank Employees through Positive Therapy'. From Bank of Baroda, Coimbatore, 30 officers and clerical staff were selected. There were 18 males and 12 females in the age range of 26-56 years. Using Stress Inventory Revised (Hemalatha & Nandini, 2005), it was found that 60% had 'High' Stress and 3% had 'Very High' Stress. The remaining 37% had 'Moderate' Stress. Positive Therapy was administered for 6 sessions, for 2 weeks, on alternate days. Results showed that after the administration of Positive therapy 47% had 'Low' Stress, 50% had 'Moderate' Stress and only 3% had 'High' Stress. The mean stress, which was 'High' (11.50), reduced to 'Low' (4) after Positive Therapy.

Management of Stress in Accident Patients through Positive Therapy was conducted by Prashanthi and Hemalatha (2006), 30 accident patients (20 male and 10 female), in the age range of 20-80 years from Rex Ortho Hospital, Coimbatore, were assessed using Stress Inventory Revised (Hemalatha & Nandini, 2005). Initially, the sample had either 'High' (50%) or 'Moderate' (50%) stress. Positive Therapy was given for one hour, on alternative days for 2 weeks. After the administration of the Positive Therapy, 43% did not have stress; 40% had 'Low' stress and remaining 17% had 'Moderate' stress.

Management of Stress and Enhancement of General Well-being in Recovered Alcoholics through Positive Therapy' was conducted by Suchitra and Hemalatha (2006). From Bangalore, 46 recovered male alcoholics, 37 with High Stress and 9 with Moderate Stress were selected. They were in the age range of 24 to 47 years. After the administration of Positive therapy for 10 sessions in 2 weeks, stress had reduced remarkably in most of the subjects. Initially the mean stress was 'High' (17.20) and it reduced to 'Low' (4) after Positive Therapy. The General Well-being had also improved in most of the subjects, indicating the beneficial effects of Positive Therapy.

Latha and Rohini (2006) conducted a study on 'Management of Stress in Wives of Alcoholics through Positive Therapy', in which, 35 Wives of Alcoholic Patients from Krishna Rehabilitation Centre for Alcoholics, Coimbatore, Tamil Nadu, served as the sample. The sample was in the age range of 30-50 years. Results revealed that initially, majority of the sample (51%) had high stress. But after the administration of Positive Therapy for 2 weeks for 6 sessions of one hour each, on alternate days, there was a significant reduction in the mean stress from 'High' (M=19.09) to 'Low' (M=4.09).

A study by Yogatha and Gayatri Devi (2006) on Management of Stress in Stress Induced Diabetes through Positive Therapy was carried out for 50 Diabetes Patients (15 male and 35 female) in the age range of 25-65 years from SKY Spiritual Trust, Coimbatore. Stress Questionnaire (Latha, 1984) was administered to the entire sample and they had High level of Stress. The subjects were provided with Positive Therapy for one hour per session, three times a week, for one month. Results showed that Positive Therapy had helped to reduce the mean stress from High (143.76) to Low (27.38). It was

amazing that 90% of the sample had Very Low Stress and the remaining 10% had Low Stress.

Kavitha and Hemalatha (2005) conducted a study on ‘Management of Stress and Enhancement of General Well-being in Haemodialysis Patients through Positive Therapy’. From K. G. Hospital, Coimbatore, 36 Haemodialysis Patients, in the age range of 20-65 years, served as the sample. Initially, the entire sample had High/Very High Stress (22.55). Positive Therapy was administered for one hour per session, on alternate days for two weeks, involving 6 sessions. Results revealed that after the administration of Positive Therapy, the mean Stress of the sample reduced to Low level (6.22).

Praveena and Hemalatha (2004) conducted a study on Assessment and Management of Stress in Working Women through Positive Therapy. Out of 100 Women from the selected small scale industries in Coimbatore, Tamil Nadu, 60 Women who had ‘Very High’/‘High’ stress, aged between 17 and 50 years were selected for the research. Out of them, 30 were assigned to the experimental group and 30 to the control group. Positive Therapy was given in smaller groups of 10 members in a group, for one hour per session, 6 sessions were given over a period of three weeks. Results indicated that Positive Therapy had helped to bring down the mean stress of the experimental group from ‘High’ (22.5) to ‘Moderate’ (10.5) levels. There was a significant difference in the mean stress before and after treatment. The mean stress of the control group had increased slightly in the retest and continued to be ‘High’ (22.20 to 23.80).

Dharashah and Hemalatha (2003) carried out a study on Management of Stress in Primary School Teachers through Positive Therapy’. Out of 60 female teachers selected, in the age range of 25-36 years, from Mani Feeder’s School and Vivekalaya School in Coimbatore, Tamil Nadu, 30 were assigned to experimental group and 30 to control group. Initially, mean stress was ‘High’ in both the groups. Positive Therapy was given in two groups of 15 subjects in each group for 6 sessions on alternate days; the duration of each session was 40 minutes. Results revealed that Positive Therapy had helped in bringing down the mean stress significantly to Low level in the experimental group, whereas in the control group, the mean stress continued to be High.

Preetha and Hemalatha (2002) conducted a study on Management of Stress in IT Professionals through Positive Therapy. Sixty IT Information Technology Professionals (30 male and 30 female) were selected by purposive sampling from 4 IT companies in Bangalore, Karnataka. Their age ranged between 23-36 years. Case Study Schedule (Hemalatha, 2000), Stress Questionnaire (Latha, 1984) and Glazer Stress Control Life Style Questionnaire were administered on the entire sample. Thirty Subjects were assigned to the experimental group and 30 to the control group (15 male and 15 female in each group). The samples in the 2 groups were matched in age, sex, education, designation and level of stress. Positive Therapy was given to the sample in the experimental group for 7 days and they were asked to practice Relaxation Therapy and Exercises daily at home. After 3 weeks, all the subjects were reassessed using the same tools. The major cause of stress in IT Professionals was found to be occupation, particularly, work over-load. The symptoms experienced by most of them were headache and irritability. Most of the sample had poor health habits such as lack of physical activity, smoking, excessive coffee consumption, frequent late nights and alcohol consumption. Positive Therapy had proved to be effective in reducing the level of stress as well as the symptoms of the sample in the experimental group, whereas the mean stress and the symptoms remained unaltered in the control group.

POSITIVE THERAPY AND ANGER

A study was conducted on Management of Anger in Policemen through Positive Therapy by Ramya and Hemalatha (2003). Sixty policemen were selected by purposive sampling method from Armed Reserve Police Station, Karur, Tamil Nadu. The sample was in the age range of 25-45 years. They were assessed using the Case Study Schedule (Hemalatha, 1999) and State Trait Anger Expression Inventory (STAXI, Spielberger, 1998). They were divided into experimental and control groups with 30 in each group. Positive Therapy was provided to the sample in the experimental group for 8 sessions over two weeks. Initially, the level of anger was high for the entire sample. The main sources of their anger were higher authorities, spouse, friends, politicians, parents and law offenders. Reassessment using STAXI revealed that Positive Therapy had helped in bringing down significantly the Mean Anger, State Anger, Trait Anger and Anger Expression in the experimental group, whereas in the control group, the mean anger

continued to be high in all the 3 dimensions in the retest. Thus Positive Therapy had proved to be effective in the management of anger in the selected Policemen.

POSITIVE THERAPY AND ADJUSTMENT

Yamunarani and Gayatri Devi (2010) conducted a study on Management of Insecurity and Enhancement of Adjustment in Adolescents through Positive Therapy'. From Corporation Middle School, Krishnarayapuram, Ganapathy, Coimbatore, Tamil Nadu, 40 students (13 boys, 27 girls) were screened using Case Study Schedule (Hemalatha, 2008), Insecurity Questionnaire (Pati, 1976) and Bell's Adjustment Inventory (Bell, 1963). All the 40 were selected by Purposive Sampling. They were in the age range of 12-15 years. Five Sessions of Positive Therapy was given daily, for a week. Each session lasted for one hour. After two weeks the subjects were reassessed using the Case Study Reassessment Schedule (Hemalatha, 2008), Insecurity Questionnaire and Bell's Adjustment Inventory. Initially 63% of the samples had High Insecurity. None of them had High Insecurity after Positive Therapy. There was a significant reduction in the mean insecurity from High (58.80) before Positive Therapy to Low (32.93) after Positive Therapy. Adjustment was High Before Positive Therapy and After Positive Therapy it drastically improved to 100%. There was a significant improvement in the mean Adjustment from High (64.33) Before Therapy to Low (21.20) After Positive Therapy. The symptoms reported by majority of the subjects were Starving/Overeat, Short Temper, Aggression, Forgetting, Depression, Irritability, Dependent Behaviour and Difficulty in Learning. The common Negative Emotions experienced by the samples were Anxiety, Fear, Anger and Worry. After Positive Therapy there was a drastic reduction in the Symptoms and Negative Emotions of the samples.

Enhancement of Adjustment among Divorcees through Positive Therapy was carried out by Salini and Rohini (2003). Forty divorcees (20 male and 20 female) who had obtained divorce from District Family Court, Coimbatore, were the sample for the study. Case Study Schedule (Hemalatha, 1999) and Global Adjustment Scale (Psy-Com Service, 1994) were used to collect the data. They were in the age range of 20-50 years, the majority being in the age range of 31-40 years. Most of the male subjects had got married between the age ranges from 24-29 years, whereas most of the female subjects

have got married between 18 and 23 years and all were educated. But 20% of the female subjects were unemployed. The main causes for divorce were lack of communication, satisfactory sex life and lack of issues. The important effects of divorce were stress, loneliness and depression. In the female divorcees, fear and anxiety were predominant. All the subjects were given Positive Therapy. Ten sessions were given over a period of 6 weeks after which they were reassessed using the same tools. With regard to adjustment, it was found that a large number of male divorcees had poor social and emotional adjustment before treatment, whereas after treatment, the entire sample had average/good adjustment in all the areas except sex. More than 30% of the female divorcees had unsatisfactory/poor adjustment in almost all the areas except occupation. But after treatment, their adjustment in all the areas except family and sex had improved. The study proves the effectiveness of Positive Therapy in facilitating better adjustment among divorcees.

Sathya and Hemalatha (2003) conducted a study on ‘Optimisation of Adjustment of Adolescent Girls in Rural Area through Positive Therapy’. The sample consisted of 34 female students in the age range of 15-17 years, studying in XI Standard in T. K. N. M. Girls Higher Secondary School, Karamadai, Tamil Nadu. Using Bell’s Adjustment Inventory, it was found that a large number of the sample (62%) had ‘Unsatisfactory’ / ‘Very Unsatisfactory Adjustment’ in all the four areas of adjustment, namely, Home, Health, Social and Emotional as well as in Total Adjustment. Positive Therapy was given to the entire sample. Ten sessions were given over a period of 6 weeks, after which all the subjects were reassessed using Bell’s Adjustment Inventory. Results revealed that majority of the subjects had developed ‘Good Adjustment’ in all the 4 areas of Adjustment as well as in Total Adjustment.

The literature reviewed clearly shows that a number of researches have been conducted on varied sample, proving the efficacy of Positive Therapy in the Management of Stress and Anger and Enhancement of Adjustment. Hence, in this study, an attempt is made to find out the efficacy of Positive Therapy in the Management of Stress and Anger and Enhancement of Adjustment in selected School Teachers.

There are numerous studies on stress, anger and adjustment among various subjects like students, women, parents, as well as entrepreneurs, there are not much studies among teachers moreover the efficacy of positive therapy was tested among was tested few occasions only. It is imperative to fill the gap in the research on school teachers with their before, after and follow-up model for the first time.