

3

MANAGEMENT OF STRESS AND ANGER IN SCHOOL TEACHERS THROUGH POSITIVE THERAPY

*Mrs. Vandana Nayar, and **Dr. S. Gayatri Devi,

ABSTRACT

From 24 various Schools of Palakkad, Ottapalam, Trissur and Cochin Districts in Kerala, 432 School Teachers were screened using Case Study Schedule (2009), Occupational Stress Index (Srivastava and Singh, 1981) and Novaco Anger Inventory - Short Form (Novaco, 1994), out of which 200 School Teachers with High Stress / High Anger were selected as the sample. Hundred School Teachers were randomly assigned to Experimental Group and hundred to Control Group. The psychological intervention called, Positive Therapy (Hemalatha, 2004) was given to all the School Teachers in the Experimental Group thrice a week, on alternate days, for two weeks. The duration of each session was one hour. Initially, the entire School Teachers had 'High' Stress. But after the administration of Positive Therapy, for 2 weeks, the stress level was reduced to 'Moderate' level. There was a significant decline in the mean stress from 'High' to 'Moderate' level, proving the efficacy of Positive Therapy in the management of stress. The anger level got reduced due to the effect of Positive Therapy among the Experimental Group School Teachers and it further helped the School Teachers to overcome their problems and to face it boldly and successfully.

INTRODUCTION

Hans Seyle introduced the concept of stress in the life sciences borrowed from the Latin word "Stringere" means "To Draw Tight". He defined the stress as "the force, pressure, or strain exerted upon a material object or a person which resist these forces and attempt to maintain its original state". Stress is omnipresent in our society. Stress is a dynamic condition in which individual is confronted with an opportunity, demand or resource related to what the individual desires and for which the outcome is perceived to be both uncertain and important (Lath, 2010).

Teachers play a vital role in the development of children. They introduce children to reading, writing, expanded vocabulary, creative arts, science and social studies. They use games, music, artworks, films, books, computers and other tools to teach concepts and skills. Teachers provide care and education through a variety of teaching strategies. They do so by planning and implementing a curriculum that covers various areas of a child's development, such as motor skills, social and emotional development and language development.

Teachers often work with students from varied ethnic, racial and religious backgrounds. Hence, it is important for teachers to be able to work effectively with a diverse student population. Seeing students develop new skills and gain an appreciation of knowledge and learning can be very rewarding (U.S. Bureau of Labor Statistics, 2009).

Research has shown that along with Serviceman, Social Workers and Linguists, Teachers have surfaced at the start of the new millennium as the most afflicted with rising stress. Most alarming is that 30% of all novice teachers are leaving the profession. Annual teacher turnover is 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 has caused a severe shortage of secondary school teachers (Mroze, 2008).

Teachers are responsible for the social, emotional and intellectual growth of the children. Students get along well with teachers who have healthy personality and good adjustment. They also start liking the subjects taught by such teachers. Hence, teachers should be free from anger and stress. The universally subscribed goal that "By 2015 all children, particularly girls, in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality" (Declaration of The World Education Forum, 2000) can only be achieved if children can have access to motivated and knowledgeable teachers.

* Research Scholar, **Assistant Professor Avinashilingam Institute for Home Science and Higher Education for Women Coimbatore - 641 043

In short, the teacher makes the emotional atmosphere in the classroom. A neurotic teacher may spread fear, nervousness and worry in the classroom. A fanatic-teacher may spread hatred, prejudice and hostile feelings among the students.

Prolonged, unmanaged stress in the teachers can also result in psychological disorders, such as acute stress disorders, depression, anxiety disorders, adjustment disorders etc. in the teachers. Hence, it is very important to help teachers manage their stress and anger to make them better teachers.

Earlier researches have proved the efficacy of Positive Therapy in the Management of Stress and Anger in various samples. The aim of this study is to help selected School Teachers manage their Stress and Anger through Positive Therapy.

OBJECTIVES

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

HYPOTHESES

The hypotheses are stated as alternate hypotheses, so that they can be either accepted or rejected based on the results.

1. The Negative Emotions of the Experimental Group School Teachers will be reduced after Positive Therapy.
2. The Level of Stress among the School Teachers will be reduced significantly due to Positive Therapy.
3. There will be a significant difference between Experimental and Control Group in their Level of Stress.
4. There will be a significant difference between Before, After and Follow-up Periods of Positive Therapy in the Level of Stress among the Experimental Group School Teachers.
5. The Level of Anger among the School Teachers will be reduced significantly due to Positive Therapy.
6. There will be a significant difference between Experimental and Control Group in their Anger Level.
7. There will be a significant difference between Before, After and Follow-up Periods of Positive Therapy in the Level of Anger among the School Teachers.

METHOD

From 24 various Schools of Palakkad and Ottapalam, Trissur and Cochin Districts in Kerala, 432 School Teachers were assessed using the following tools, out of which 200 School Teachers with High Stress / High Anger were screened and selected as the sample. Hundred teachers were randomly selected to Experimental Group and hundred to Control Group. No source specified.

TOOLS

- ◆ Case Study Schedule for Teachers (2009)
- ◆ Occupational Stress Index (Srivastava and Singh, 1981)
- ◆ Novaco Anger Inventory - Short Form (Novaco, 1994)
- ◆ Case Study Reassessment Schedule for Teachers (2009)
- ◆ Positive Therapy Handbook - for healthy, happy and successful living (Hemalatha, 2004) was used to provide intervention to the subjects. It is a package, which combines the Eastern Techniques of Yoga and the Western Techniques of Cognitive Behaviour Therapy has four strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. In this action research, all the techniques were used.

PROCEDURE 1

The Case Study Schedule was used to obtain information from the subjects individually. The information gathered includes the Demographic Details, Negative Emotions and Causes of Stress. The Occupational Stress Index and Novaco Anger Inventory were administered to the subjects to assess their level of Stress and Anger. The 100 subjects in the Experimental Group were provided with the Psychological Intervention called Positive Therapy for 6 sessions, each session lasting for about one hour, over a period of 2 weeks on alternate days. Individual Counselling was given to the school teachers who were in need of it. It helped them to improve their duties and fulfill their responsibilities, to reduce stress, change their negative thoughts into positive. The 100 subjects in the Control Group did not undergo any interventions. All the subjects were assessed pre, post and follow-up phases. The subjects were assessed with the same tools after therapy and follow-up was done after six months.

ANALYSIS OF DATA

The data was analyzed statistically by using SPSS Package V16, the Mean, Standard Deviation, ANOVA and Post-hoc analysis was computed.

RESULTS AND DISCUSSION

The mean scores and standard deviations with regard to stress and anger were calculated for the School Teachers. One-way Analysis of Variance (ANOVA) was

used to test the significance of the difference between the mean scores obtained by the School Teachers in the areas of stress and anger. The results were

TABLE 1: STRESS LEVEL OF THE SCHOOL TEACHERS

GROUPS	STRESS LEVEL	BEFORE		AFTER		FOLLOW-UP	
		N	%	N	%	N	%
EXPERIMENTAL GROUP	High	100	100	1	1	-	-
	Moderate	-	-	99	99	100	100
CONTROL GROUP	High	100	100	91	91	93	93
	Moderate	-	-	9	9	7	7

Table 1 shows the Stress Level of the School Teachers in Experimental and Control Group. Initially, all the School Teachers had High Stress in both groups. But after administering Positive Therapy for the Experimental Group, it was noted that the Level of Stress had decreased considerably. Only one had 'High Stress', 99 % had 'Moderate Stress'. The decrease of Stress in the School Teachers was seen in the Follow-up session none of them had High Stress, which is only possible due to the

administration of various strategies of Positive Therapy and the further practice thereafter. It indicates that Positive Therapy was effective in the management of Stress among the School Teachers. Hence, the Alternative Hypothesis 2 "The Level of Stress among the School Teachers will be reduced significantly due to Positive Therapy" is accepted. In the case of Control Group not much reduction in the Level of Stress was found after the Post and Follow-up Phases.

TABLE 2: MEAN AND S. D.'S OF BEFORE, AFTER AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS

VARIABLE	GROUPS	BEFORE		AFTER		FOLLOW-UP	
		MEAN	S. D.	MEAN	S. D.	MEAN	S. D.
STRESS	EXPERIMENTAL	158.16	2.15	152	2.46	149.90	2.34
	CONTROL	158.18	2.27	159.03	2.87	159.37	2.66

The International Concern with Teacher Stress stems from the mounting evidence that prolonged Occupational Stress can lead to both Mental and Physical Ill Health and a concern that this problem will impair the quality of teaching. Some Causes of Stress in Teachers include too much work not only are teachers figuring out final grades but they are also cleaning their rooms, gathering lesson plans and performing numerous other required tasks, time pressures and deadlines just remembering the deadlines for everything from failure notices to final grades can be a real chore; unclear expectations (Kelly, 2009).

Table 2 presents the results of Mean and S.D.'s of Stress during Before, After and Follow-up of the Positive Therapy. The Mean Stress Before Positive Therapy was 158.16, which got reduced to 152 after Positive Therapy and subsequently reduced to 149.90 during Follow-up which indicates that the Stress Level reduced due to effective administration of Deep Breathing and Relaxation Techniques of Positive Therapy in Experimental Group. In the Control Group the Mean of Stress during Pre, Post and Follow-up phases were 158.18, 159.03 and 159.37 respectively. There was slight increase in the Mean Stress of the School Teachers in Post and Follow-up Phases.

TABLE 1: STRESS LEVEL OF THE SCHOOL TEACHERS

STRESS		SUM OF SQUARES	df	MEAN SQUARES	F
BEFORE	BETWEEN GROUPS	0.02	1	0.02	0.00 N. S.
	WITHIN GROUPS	968.20	198	4.89	
AFTER	BETWEEN GROUPS	2471.05	1	2471.05	346.77**
	WITHIN GROUPS	1410.91	198	7.13	
FOLLO W-UP	BETWEEN GROUPS	4484.05	1	4484.05	713.52**
	WITHIN GROUPS	1244.31	198	6.28	

** = Significant at 0.01 level N. S. = Not Significant

Table 3 shows the 'F' values of the Stress Level in the Experimental and Control Group School Teachers during Before, After and Follow-up phases. The F value for Experimental and Control Group School Teachers Before Positive Therapy was not significant. It shows that the School Teachers were homogeneous in the Experimental and Control Group. The F value for After Treatment was 346.77, which shows that the Positive

Therapy helped the School Teachers in the Experimental Group to reduce the Stress. The F value in the Follow-up phase was 713.52, which indicates that there was significant difference in the Stress Level between the Experimental and Control Group School Teachers. Hence, the Alternative Hypothesis 3 "There will be a significant difference between Experimental and Control Group in their Level of Stress" is partially accepted.

TABLE 4: POST-HOC ANALYSIS FOR BEFORE, AFTER AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS IN EXPERIMENTAL GROUP

N=100

VARIABLE	GROUP	MEAN	S. D.	BEFORE	AFTER	FOLLOW-UP
STRESS	BEFORE	158.16	2.15	-	*	*
	AFTER	152	2.46	*	-	*
	FOLLOW-UP	149.90	2.34	*	*	-

* = Significant at 0.05 level

FIGURE 1: STRESS LEVEL AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP DURING BEFORE, AFTER AND FOLLOW-UP OF POSITIVE THERAPY

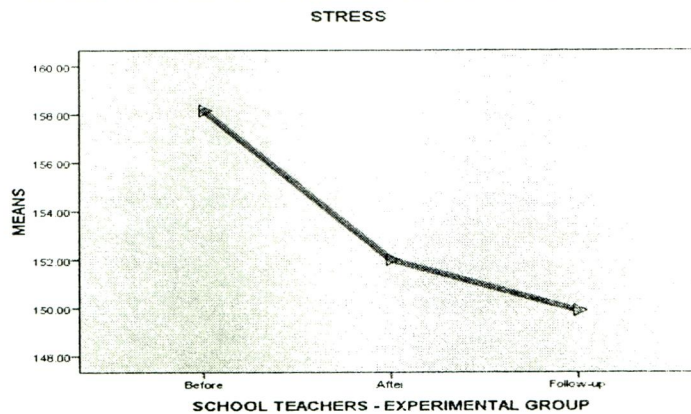


Table 4 shows the Post-hoc Analysis of the Level of Stress among the School Teachers in Experimental Group. The results indicated that there was a decrease in Stress among School Teachers in Experimental Group and it represented diagrammatically in Figure 1. The effectiveness of the Positive Therapy helped the School Teachers in the Experimental Group to reduce their Stress Level. They agreed to continue with the therapeutic training and the result showed a reduction in Stress after Positive Therapy and in the Follow-up Phase there was a significant reduction in Stress Level

because of continuous practice of Positive Therapy that helped the School Teachers to relax their mind and body and settle peacefully with good concentration and communication for a better living. They became more confident by overcoming their worries and actively participated in the school events. Hence, the Alternate Hypothesis 4 "There will be a significant difference between Before, After and Follow-up periods of Positive Therapy in the Level of Stress among the Experimental Group School Teachers" is accepted.

TABLE 5: POST-HOC ANALYSIS FOR PRE, POST AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS IN CONTROL GROUP

VARIABLE	GROUP	MEAN	S. D.	PRE	POST	FOLLOW-UP
STRESS	PRE	158.18	2.27	-	*	*
	POST	159.03	2.87	*	-	NS
	FOLLOW-UP	159.37	2.66	*	NS	-

* = Significant at 0.05 level NS = Not Significant

FIGURE 2: STRESS LEVEL AMONG THE SCHOOL TEACHERS DURING PRE, POST AND FOLLOW-UP OF THE CONTROL GROUP

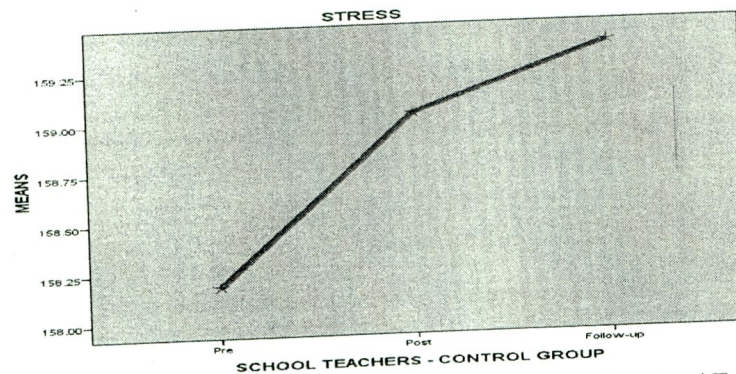


Table 5 shows the Post-hoc Analysis of the Level of Stress among the School Teachers in Control Group. The results indicated that there was a slight increase in Stress Level among Control Group School Teachers and it represented diagrammatically in Figure 2.

TABLE 6: ANGER LEVEL OF THE SCHOOL TEACHERS

GROUPS	ANGER LEVEL	BEFORE		AFTER		FOLLOW-UP	
		N	%	N	%	N	%
EXPERIMENTAL GROUP	Very High	8	8	-	-	-	-
	High	92	92	6	6	4	4
	Moderate	-	-	94	94	96	96
CONTROL GROUP	Very High	5	5	16	16	21	21
	High	95	95	84	84	79	79
	Moderate	-	-	-	-	-	-

Anger is a response to feelings of unhappiness, which in turn arise whenever one is met with unpleasant circumstance. Whenever one is prevented from fulfilling one's wishes or is forced into a situation one dislikes or rather put into a situation one wants to avoid, the mind reacts immediately feeling unhappy and discomforted. This uncomfortable feeling easily turns into anger. Though Anger is a natural feeling experienced by all human, the effects are always unpleasant. One may think that he is expressing anger in normal way and it will not affect the people around him. But if he ask his spouse, friend, children or colleague about the effects of anger, he will be surprised to learn how they feel because of Anger. Any anger either expressed harshly or politely has its effects. Anger may not only affect other people around but also affects him.

Table 6 presents the level of Anger of the School Teachers in Experimental and Control Group. Initially, 8% of

the School Teachers had 'Very High Anger' and 92% had 'High Anger' in Experimental group. But after administering Positive Therapy, it was noted that the level of Anger had reduced to an extent. Only 6% had 'High Anger', 94% had 'Moderate Anger'. The decrease of Anger in the School Teachers was seen in the Follow-up session, which is only possible due to the administration of various strategies of Positive Therapy and the further practice thereafter. It indicates that Positive therapy was effective in the Management of Anger among the School Teachers. Hence, the Alternative Hypothesis 5 "The Level of Anger among the School Teachers will be reduced significantly due to Positive Therapy" is accepted. In the case of Control Group there is no reduction in Level of Anger after the Post and Follow-up Phases. There was an increase in the percentage of School Teachers having 'Very High Anger' from 5% to 16% and 21% in the Follow-up Phase.

TABLE 7: MEAN AND S. D.'S OF BEFORE, AFTER AND FOLLOW-UP IN ANGER AMONG THE SCHOOL TEACHERS

VARIABLE	GROUPS	BEFORE		AFTER		FOLLOW-UP	
		MEAN	S. D.	MEAN	S. D.	MEAN	S. D.
ANGER	EXPERIMENTAL	80.82	3.27	70.81	3.60	68.47	4.08
	CONTROL	80.44	3.32	81.90	3.40	82.12	7.23

Table 7 shows the results of the analysis of Mean and S.D. of the effect of Positive Therapy in reducing Anger among the School Teachers. It shows the Mean and S.D. of Anger Level of the School Teachers in Experimental and Control Group. In the Experimental Group the mean Anger was 80.82 before Positive Therapy, but after Positive Therapy and Follow-up there was reduction in the Anger Level. Anger should always be expressed in a right way rather than bottling it up.

Through Tension Releasing Exercises School Teachers were able to throw their anger out and they experienced a lot of change in their attitude towards life. The reduction should be presumably due to the effective administration and training given through Positive Therapy.

In Control Group the Mean of Anger during Pre, Post and Follow-up phases were 80.44, 81.90 and 82.12 respectively. There was slight increase of Anger experienced by the School Teachers in the Control Group.

TABLE 8: 'F' VALUE OF THE ANGER LEVEL IN THE EXPERIMENTAL AND CONTROL GROUP SCHOOL TEACHERS

ANGER		SUM OF SQUARES	df	MEAN SQUARES	F
BEFORE	BETWEEN GROUPS	7.22	1	7.22	0.67 NS
	WITHIN GROUPS	2149.40	198	10.86	
AFTER	BETWEEN GROUPS	6149.41	1	6149.41	500.57**
	WITHIN GROUPS	2432.39	198	12.29	
FOLLOW-UP	BETWEEN GROUPS	9316.13	1	9316.13	270.33**
	WITHIN GROUPS	6823.47	198	34.46	

** = Significant at 0.01 level NS = Not Significant

Table 8 shows the 'F' values of the Anger Level in the Experimental and Control Group School Teachers during Before, After and Follow-up Phases. The F value for Experimental and Control Group School Teachers Before Positive Therapy was not significant. It shows that the School Teachers in the Experimental and Control Group had same kind of Anger. The F value After Positive Therapy was 500.57, which shows that the Positive

Therapy helped the School Teachers in the Experimental Group to reduce their Anger. The F value in the Follow-up phase was 270.33, which indicates that there was significant difference in the Anger Level between the Experimental and Control Group School Teachers. Hence, the Alternate Hypothesis 6 "There will be a significant difference between Experimental and Control Group in their Anger Level" is partially accepted.

TABLE 9: 'F' VALUE FOR BEFORE, AFTER AND FOLLOW-UP IN ANGER AMONG THE SCHOOL TEACHERS IN EXPERIMENTAL GROUP

				N=100	
ANGER	SUM OF SQUARES	df	MEAN SQUARES	F	
BETWEEN GROUPS	8606.61	2	4303.30	320.40**	
WITHIN GROUPS	3989.06	297	13.43		

** = Significant at 0.01 level

Table 9 presents the ANOVA results of Anger Level among the School Teachers. The 'F' value is 320.40 which indicate that there is significant difference between Before, After and Follow-up periods of Positive Therapy.

TABLE 10: POST-HOC ANALYSIS FOR BEFORE, AFTER AND FOLLOW-UP IN ANGER AMONG THE SCHOOL TEACHERS IN EXPERIMENTAL GROUP

							N=100		
VARIABLE	GROUP	MEAN	S. D.	BEFORE	AFTER	FOLLOW-UP			
ANGER	BEFORE	80.82	3.27	-	*	*			
	AFTER	70.81	3.60	*	-	*			
	FOLLOW-UP	68.47	4.08	*	*	-			

* = Significant at 0.05 level

Anger can be a good thing. It can give an individual a way to express the negative feelings, for example, or motivate an individual to find solutions to problems. But Excessive Anger can cause problems. Increased blood pressure and other physical changes associated with Anger make it difficult to think straight and harm one's physical and mental health. When Anger gets out of control and turns destructive, it can lead to problems at work, in one's personal relationships and in the overall quality of one's life. And it can make one feel as though he is at the mercy of an unpredictable and powerful emotion.

HE

ip. The
esented

92% had
inistering
of Anger
nger', 94
ger in the
on, which
f various
r practice
ffective in
Teachers.
l of Anger
nificantly
of Control
ter the Post
ase in the
igh Anger'
se.

THE

V-UP
S. D.
4.08
7.23

FIGURE 3: ANGER LEVEL AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP DURING BEFORE, AFTER AND FOLLOW-UP OF POSITIVE THERAPY

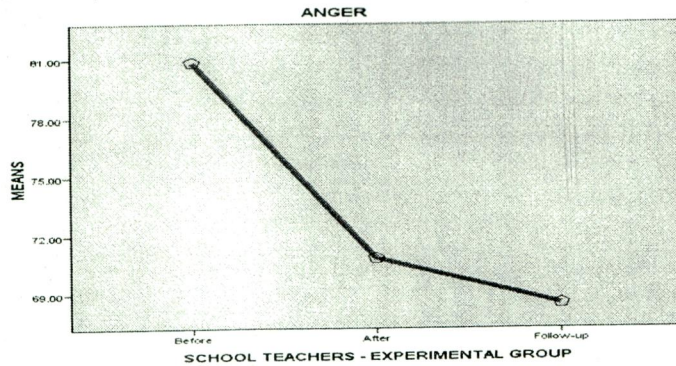


Table 10 presents the results of Post-hoc Analysis and a diagrammatic representation (Figure 3) in Anger which reveals a significant decrease in Before and After, After and Follow-up of Positive Therapy among the School Teachers in the Experimental Group. This reduction of Anger might be due to the effective administration of Positive Therapy which helped the School Teachers to overcome Anger,

control their emotions and be strong and confident in communication skills. The continuous practice of the therapeutic procedures helped the School Teachers further to reduce their difficulties to a greater extent which is revealed in the results of the Follow-up Phase. Hence, Positive Therapy was effective to overcome their Anger.

TABLE 11: POST-HOC ANALYSIS FOR PRE, POST AND FOLLOW-UP IN ANGER AMONG THE SCHOOL TEACHERS IN THE CONTROL GROUP N=100

VARIABLE	GROUP	MEAN	S. D.	PRE	POST	FOLLOW-UP
ANGER	PRE	80.44	3.32	-	*	*
	POST	81.90	3.40	*	-	NS
	FOLLOW-UP	82.12	7.23	*	NS	-

* = Significant at 0.05 level NS = Not Significant

FIGURE 4: ANGER LEVEL AMONG THE SCHOOL TEACHERS DURING PRE, POST AND FOLLOW-UP IN THE CONTROL GROUP

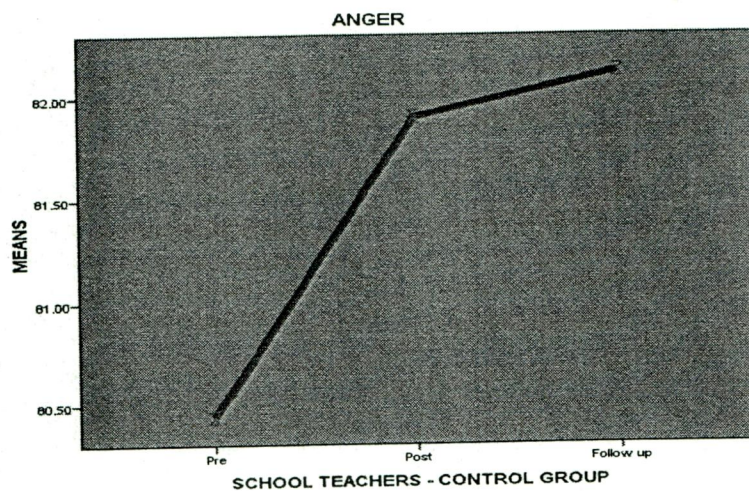


Table 11 shows the Post-hoc Test of Duncan for Pre, Post and Follow-up among the School Teachers in the Control Group. Their Anger Level increased significantly among the three time periods. Figure 4 represents the diagrammatic representation of the results.

The present study is supported by the study on 'Management of Anger in Policemen through Positive Therapy' by Ramya and Hemalatha (2003), 60 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 STAXI (State Trait Anger Expression Inventory by Spielberger, 1988). 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 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. Similar to this finding the present study helped the School teachers in the Experimental Group to overcome their anger by using Positive Therapy. Hence, the Alternate Hypothesis 7 "There will be a significant difference between Before, After and Follow-up Periods of Positive Therapy in the Level of Anger among the School Teachers" is accepted.

CONCLUSION

Stress among teachers was due to many factors. These factors may include the amount of time spent in class, preparing for class, working with a large number of students with various needs, abilities, disabilities and cognitive levels; learning new technology; changes in administrative leadership; lack of financial and personnel support and time pressures and deadlines. 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. In short, the present action research brought to light the level of stress and anger of the selected School Teachers. The research also indicated the beneficial effects of Positive Therapy in reducing Stress and Anger of the selected School Teachers.

REFERENCES

- Declaration of The World Education Forum (2000). Retrieved March 10, 2009, from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>
- Hemalatha, N. (1999). Case Study Schedule. Unpublished Manuscript, Department of Psychology, Avinashilingam University for Women, Coimbatore, Tamil Nadu, India.
- Hemalatha, N. (2004). Positive Therapy - Handbook for Healthy, Happy and Successful Living. Ganesh Krupa Publishers, Coimbatore.
- Kelly, M. (2009). Dealing with End of the Year Stress. Retrieved September 11, 2009, from <http://712educators.about.com/cs/testingstress/a/stress.htm>.
- Lath, S. K. (2010). An Assortment Aspect of the Stress among School Teacher. *International Journal of Educational Administration*, Singhania University, Rajasthan, 2(2), 433-441.
- Mroze, K. (2008). Teacher Stress. An Excess of Demand made upon the Adaptive Capabilities of the Mind and Body. Retrieved July 11, 2009, from <http://www.cedu.niu.edu/~shumow/itt/teacher%20stress.pdf>.
- Novaco, R. (1975). Anger Control. The Development and Evaluation of an Experimental Treatment. MA Lexington Books, Lexington, 21, 397-398.
- Ramya, C. & Hemalatha, N. (2003). Management of Anger in Policemen through Positive Therapy. Unpublished Manuscript. Department of Psychology, Avinashilingam University for Women, Coimbatore.
- Spielberger, C. D. (1988). State Trait Anger Expression Inventory (STAXI). Research Edition. Odessa, FL: Psychological Assessment Resources.
- Srivastava, A. K. & Singh, A. P. (1981). Occupational Stress Index. Department of Psychology, Banaras University, Varanasi.
- U. S. Bureau of Labor Statistics (2001). Occupational Outlook Handbook. Retrieved July 11, 2009, from <http://www.bls.gov/oco/oco2001.htm#training>.