
RESULTS AND DISCUSSION

The study on ‘Management of Stress and Anger and Enhancement of Adjustment in School Teachers through Positive Therapy’ was conducted among 200 School Teachers from various schools in Kerala with High Job Stress / High Anger / Low Adjustment. Out of them 100 subjects were randomly assigned to Experimental Group and 100 to Control Group. Purposive Sampling was used in the study. The School Teachers were divided into smaller batches for giving Positive Therapy.

The first assessment of the entire sample using Case Study Schedule for School Teachers, Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form) was done before Positive Therapy. Positive Therapy was administered to the School Teachers in the Experimental Group in batches. The Positive Therapy was given one hour per session, three days a week on alternative days, for two weeks. School Teachers were given counselling to change their recurring negative thoughts and their life style positively, educate them in coping skills and to face the problems boldly and solve them successfully without any negative thoughts. The entire sample was reassessed using the Case Study Reassessment Schedule, Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form) after six sessions of Positive Therapy. Follow-up was carried out after six months using the same tools. The 100 subjects in the Control Group did not undergo any interventions. They were assessed Pre, Post and Follow-up Phases.

The results of the study are analysed, tabulated and discussed.

TABLE 1 : DISTRIBUTION OF AGE, GENDER, MARITAL STATUS, EDUCATIONAL QUALIFICATION, MONTHLY INCOME AND TYPE OF FAMILY AMONG THE SCHOOL TEACHERS IN EXPERIMENTAL AND CONTROL GROUP

N=200

VARIABLES	INTERVAL	EXPERIMENTAL		CONTROL	
		N	%	N	%
AGE	21-30	37	37	47	47
	31-40	41	41	34	34
	41-50	22	22	19	19
GENDER	Female	100	100	100	100
	Male	0	0	0	0
MARITAL STATUS	Married	58	58	52	52
	Single	33	33	41	41
	Divorced	9	9	7	7
EDUCATIONAL QUALIFICATION	M.A./M.Sc. B.Ed.	59	59	39	39
	B.A./B.Sc. B.Ed.	11	11	25	25
	PDC TTC	28	28	35	35
	M.A./M.Sc.	2	2	1	1
MONTHLY INCOME	Below 10000	34	34	30	30
	10000-20000	39	39	42	42
	Above 20000	27	27	28	28
TYPE OF FAMILY	Joint	34	34	28	28
	Nuclear	66	66	72	72

Table 1 shows the Distribution of Age, Gender, Marital Status, Monthly Income and Type of Family of School Teachers in the Experimental and Control Group. The results indicate that the School Teachers age ranges from 21 years to 50 years. It shows that 37% of the School Teachers in the Experimental Group and 47% in Control Group belong to the Age limit of 21-30 years, 41% and 34% from Experimental and Control Group between the Age of 31-40 years and 22% and 19% of the School Teachers belong to 41-50 years. All the Subjects selected for conducting the research were females. The

numbers of Male Teachers in the Schools were very less and they did not have any stress related problems. Since female teachers had to play multiple roles in school as well as at home they face a lot of Stress leading to Anger and Adjustment Problems. Majority of the School Teachers in the Experimental and Control Group were married. In terms of Educational Qualification 59% School Teachers in Experimental Group and 39% in Control Group had M. A. or M. Sc. with B. Ed., 28% and 35% of the School Teachers had completed PDC TTC, some were Graduates with B. Ed. The distribution of Monthly Income among the School Teachers ranges from below 10000 to above 20000. Majority of them hail from a middle class family with an average socioeconomic status. The sample consisted of more number of School Teachers coming from Nuclear Family and less from Joint Family.

TABLE 2: DISTRIBUTION OF SOCIODEMOGRAPHIC VARIABLES AMONG SCHOOL TEACHERS IN EXPERIMENTAL AND CONTROL GROUP

N=200

VARIABLES	MEAN RANK		SUM OF RANKS		Mann-Whitney U	Wilcoxon W	Z	SIG.
	Experimental Group	Control Group	Experimental Group	Control Group				
TYPE OF FAMILY	103.50	97.50	10350.00	9750.00	4700.000	9750.000	-.915	N.S.
MARITAL STATUS	98.19	102.81	9819.00	10281.00	4.769	9.819	-.638	N.S.
EDUCATIONAL QUALIFICATION	92.48	108.52	9248.00	10852.00	4198.00	9248.00	-2.131	0.03*
MONTHLY INCOME	98.71	102.29	9871.00	10229.00	4.821	9.871	-.466	N.S.

* = Significant at 0.05 level NS = Not Significant

Table 2 indicates Mann-Whitney U Test results of the Experimental and Control Group School Teachers on Sociodemographic variables such as Type of Family, Marital

Status, Educational Qualification and Monthly Income. The result indicates that there is no significant difference between the Experimental and Control Group School Teachers on the sociodemographic variables of Gender, Type of Family, Marital Status and Monthly Income. Therefore it can be inferred that the 200 School Teachers are homogenous with reference to the demographic variables Gender, Type of Family, Marital Status and Monthly Income.

TABLE 3: NEGATIVE EMOTIONS OF THE SCHOOL TEACHERS

NEGATIVE EMOTIONS	EXPERIMENTAL GROUP (N=100)						CONTROL GROUP (N=100)					
	BEFORE		AFTER		FOLLOW-UP		PRE		POST		FOLLOW-UP	
	N	%	N	%	N	%	N	%	N	%	N	%
ANGER	100	100	73	73	62	62	100	100	98	98	100	100
ANXIETY	72	72	56	56	42	42	62	62	63	63	64	64
WORRY	51	51	43	43	31	31	44	44	46	46	46	46
DEPRESSION	21	21	16	16	11	11	32	32	32	32	32	32
FEAR	9	9	4	4	0	0	5	5	5	5	7	7

Table 3 shows the results of the Percentage Analysis of the Negative Emotions such as Anger, Anxiety, Worry, Depression and Fear experienced by the School Teachers in the Experimental and Control Groups. Kyriacou (2001) defined Teacher Stress as the experience by teachers of unpleasant Negative Emotions, such as Anger, Anxiety, Tension, Frustration and Depression resulting from some aspect of their work as a Teacher. It affected their Mental Health, Physical and Social Well-being.

The Table shows that all the subjects had various Negative Emotions. All the School Teachers experienced Anger (100%). Before Positive Therapy many in the Experimental Group suffered from Anxiety (72%), Worry (51%), Depression (21%) and Fear (9%). In Control Group, all the School Teachers experienced Anger, Anxiety (62%), Worry (44%), Depression (32%) and Fear (5%) during Pre Test.

Positive Therapy was administered to the School Teachers in the Experimental Group which helped them to understand that worrying about the past or the future is

unnecessary and unwanted. They were trained to live in the present and enjoy it. The Counselling Techniques of Positive Therapy, namely, Rational Emotive Therapy, Thought Stopping and Cognitive Restructuring helped them to replace their negative thoughts with positive and self-enhancing thoughts. Tension Releasing Exercise helped to remove their Fear, Worry, Anxiety, Hopelessness, Anger and Depression. Smile Therapy and Laugh Therapy created pleasant mood which helped them to face the problems boldly and successfully. After Positive Therapy, there was a significant reduction in the Negative Emotions experienced by the School Teachers in the Experimental Group. After Positive Therapy 73% experienced Anger, Anxiety (56%), Worry (43%), Depression (16%) and Fear (4%) when they continued it; there was change in the Negative Emotions experienced by the School Teachers. During the Follow-up it was found that these Negative Emotions got reduced further. In the Control Group there was no reduction in the Negative Emotions. Thus the Alternative Hypothesis 1 **“The Negative Emotions of the Experimental Group School Teachers will be reduced after Positive Therapy”** is accepted.

TABLE 4: 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 4 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 where none 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.

The present finding is supported by a study conducted by Rohini and Saranya (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 (N=50). The sample consisted of female teachers in the age range of 25 to 50 years. Case Study Schedule (Hemalatha, 2008), Stress Inventory Revised (Hemalatha & Nandini, 2005), Rosenberg Self-esteem Scale (Rosenberg, 1965) and Case Study Reassessment Schedule (Hemalatha, 2008) were used to collect the data. Psychological Intervention, Positive Therapy was given to reduce Stress and enhance the Self-esteem of School Teachers. The results indicated the effectiveness of Positive Therapy in the subjects with the mean Stress of 16.52 before intervention and 4.38 after intervention and it is significant at 0.01 level. The mean of Self-esteem was 9.34 before intervention and the mean of Self-esteem was 22.92 after intervention clearly showed enhancement of Self-esteem. Positive Therapy has been very effective in Managing the Stress of the School Teachers.

TABLE 5 : 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 5 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. When under stress, our body releases hormones that produce the “fight-or-flight response”. Heart rate and breathing rate go up and blood vessels narrow (restricting the flow of blood). Deep breathing combined with Relaxation training helped the teachers to calm their mind and body. It helped the school teachers to relax and deal with the unpleasant symptoms of stress.

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 6 : ‘F’ VALUE FOR THE STRESS LEVEL OF THE EXPERIMENTAL AND CONTROL GROUP SCHOOL TEACHERS

STRESS		SUM OF SQUARES	Df	MEAN SQUARES	F
BEFORE	BETWEEN GROUPS	0.02	1	0.02	0.00 NS
	WITHIN GROUPS	968.20	198	4.89	
AFTER	BETWEEN GROUPS	2471.05	1	2471.05	346.77**
	WITHIN GROUPS	1410.91	198	7.13	

FOLLOW-UP	BETWEEN GROUPS	4484.05	1	4484.05	713.52**
	WITHIN GROUPS	1244.31	198	6.28	

**** = Significant at 0.01 level NS = Not Significant**

Table 6 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 7 : ‘F’ VALUE FOR BEFORE, AFTER AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS IN EXPERIMENTAL GROUP

N=100

STRESS	SUM OF SQUARES	df	MEAN SQUARES	F
BETWEEN GROUPS	3686.11	2	1843.05	342.45**
WITHIN GROUPS	1598.44	297	5.38	

**** = Significant at 0.01 level**

Table 7 presents the ANOVA results of Stress among the School Teachers in the Experimental Group. The ‘F’ value is 342.45 which indicated that there was significant

difference between Before, After and Follow-up periods of Positive Therapy in the Level of Stress experienced by the School Teachers.

TABLE 8: 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 2: STRESS LEVEL AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP DURING BEFORE, AFTER AND FOLLOW-UP OF POSITIVE THERAPY

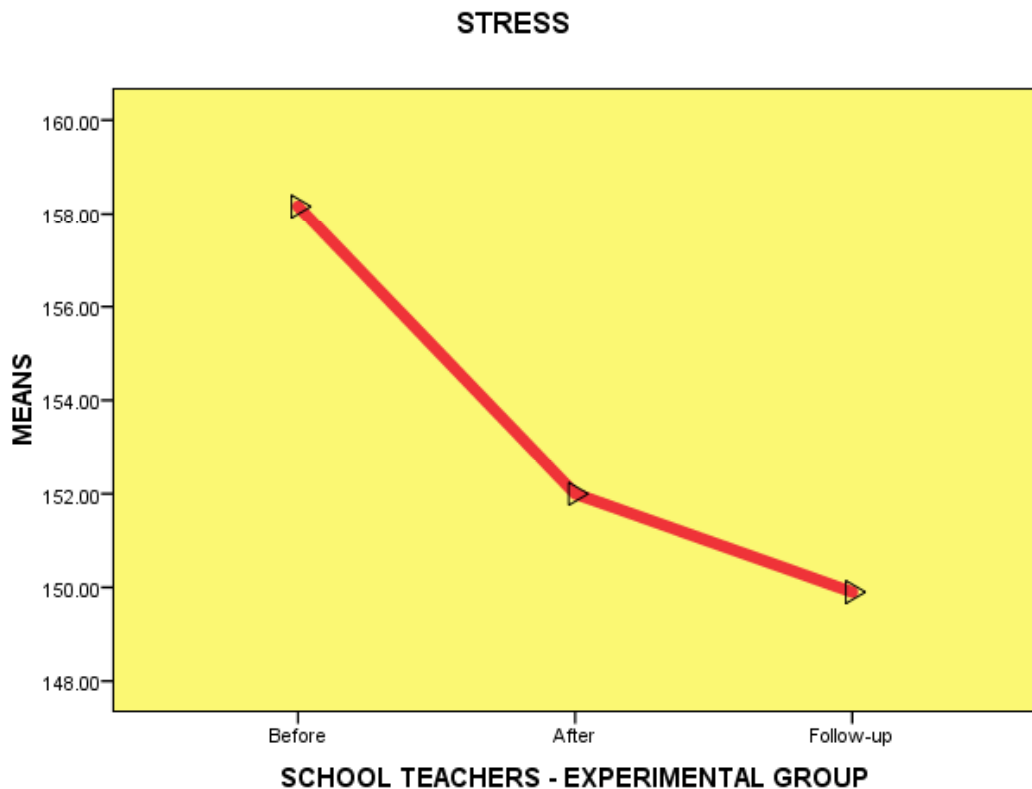


Table 8 shows the Post-hoc Analysis of the Level of Stress among the School Teachers in Experimental Group. The results indicated that there was a decrease in Stress among School Teachers in Experimental Group and it represented diagrammatically in Figure 2. The effectiveness of the Positive Therapy 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 9: ‘F’ VALUE FOR PRE, POST AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS IN CONTROL GROUP

N=100

STRESS	SUM OF SQUARES	df	MEAN SQUARES	F
BETWEEN GROUPS	75.14	2	37.57	5.51**
WITHIN GROUPS	2024.98	297	6.82	

** = Significant at 0.01 level

Table 9 shows the ANOVA results of Stress among the School Teachers in Control Group. The ‘F’ value is 5.51 which indicate that there was significant difference between Pre, Post and Follow-up periods in the Stress level of School Teachers. The Stress level increased slightly in the Control Group.

TABLE 10 : POST-HOC ANALYSIS FOR PRE, POST AND FOLLOW-UP IN STRESS AMONG THE SCHOOL TEACHERS IN CONTROL GROUP

N=100

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

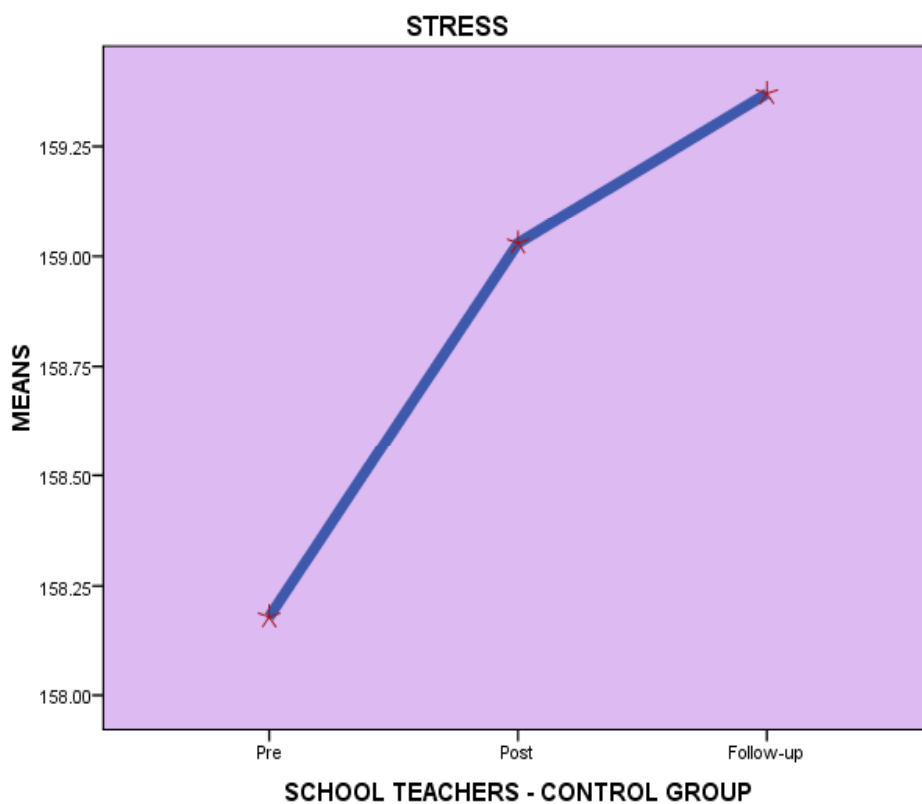


Table 10 shows the Post-hoc Analysis of the Level of Stress among the School Teachers in Control Group. The results indicated that there was a slight increase in Stress Level among Control Group School Teachers and it represented diagrammatically in Figure 3. Since the school Teachers in the Control group was not administered Positive Therapy their stress level remain the same or slightly increased. This shows the effect of Positive Therapy in managing stress. It was due to the Positive Therapy that the subjects in the experimental group could manage their stress.

TABLE 11 : 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 11 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 12: 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 12 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 13: ‘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 13 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. This means that the level of Anger for School teachers in the Experimental group has reduced due to Positive Therapy and there is no change in the Anger level of School Teachers in the Control group. Hence, the Alternate Hypothesis 6 “**There will be a significant difference between Experimental and Control Group in their Anger Level**” is partially accepted.

TABLE 14: ‘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 14 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. This means that the anger level has reduced after Positive Therapy in the Experimental group. There is difference in the level of anger Before, After and Follow-up periods.

TABLE 15 : 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.

FIGURE 4: ANGER LEVEL AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP DURING BEFORE, AFTER AND FOLLOW-UP OF POSITIVE THERAPY

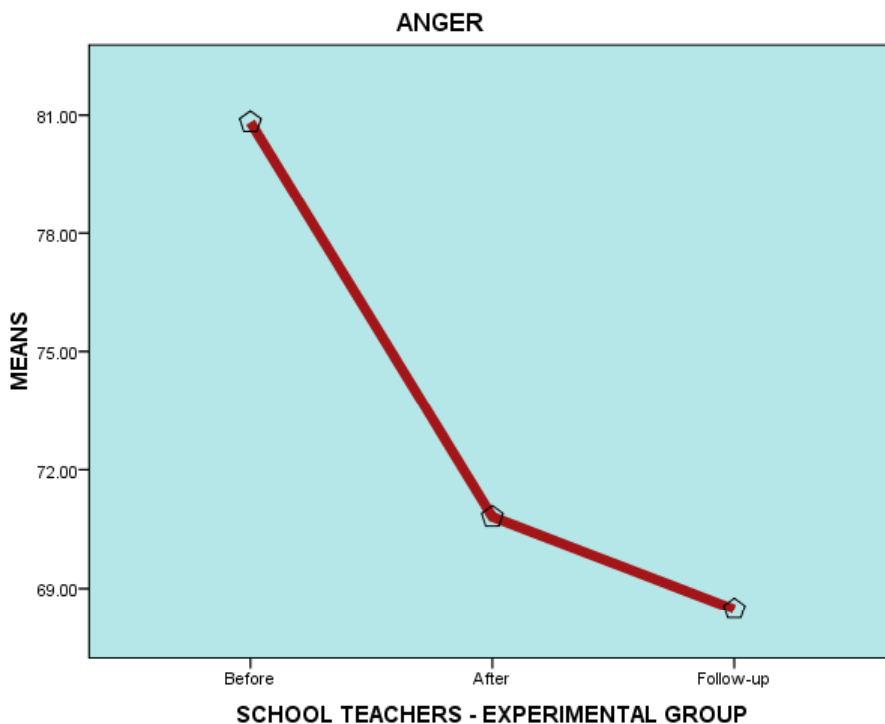


Table 15 presents the results of Post-hoc Analysis and a diagrammatic representation (Figure 4) in Anger which reveals a significant decrease in Before and After, After and Follow-up of Positive Therapy among the School Teachers in the Experimental Group. This

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 16: ‘F’ VALUE FOR PRE, POST AND FOLLOW-UP IN ANGER AMONG THE SCHOOL TEACHERS IN THE CONTROL GROUP

N=100

ANGER	SUM OF SQUARES	Df	MEAN SQUARES	F
BETWEEN GROUPS	166.75	2	83.37	3.34**
WITHIN GROUPS	7416.20	297	24.97	

** = Significant at 0.01 level

Table 16 shows the ANOVA results of Anger Level among the School Teachers in Control Group. The ‘F’ value is 3.34 which indicate that there was significant difference between Pre, Post and Follow-up periods in the Anger Level of School Teachers. The Level of Anger increased during the three phases of assessment.

TABLE 17 : 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 5: ANGER LEVEL AMONG THE SCHOOL TEACHERS DURING PRE, POST AND FOLLOW-UP IN THE CONTROL GROUP

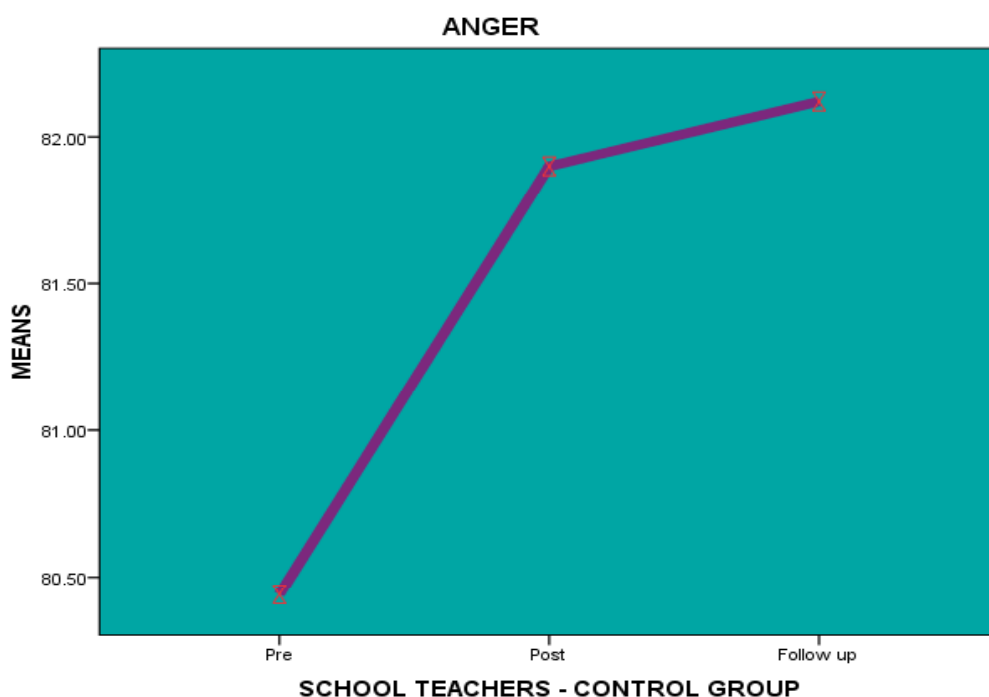


Table 17 shows the Post-hoc Test of Duncan for Pre, Post and Follow-up among the School Teachers in the Control Group. Their Anger Level increased significantly among the three time periods. Figure 5 represents the diagrammatic representation of the results. The change in the Anger level could be due to the reason that the teachers were not administered any techniques of Positive Therapy.

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, 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. 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.

TABLE 18: LEVEL OF ADJUSTMENT OF THE SCHOOL TEACHERS

GROUPS	LEVEL OF ADJUSTMENT	BEFORE		AFTER		FOLLOW-UP	
		N	%	N	%	N	%
EXPERIMENTAL GROUP	Poor	17	17	5	5	-	-
	Average	48	48	34	34	38	38
	Good	34	34	53	53	58	58
	Very Good	1	1	8	8	4	4
CONTROL GROUP	Poor	18	18	19	19	19	19
	Average	52	52	51	51	55	55
	Good	28	28	27	27	25	25
	Very Good	2	2	2	2	1	1

Adjustment refers to the psychological processes through which human beings manage or cope with the demands, challenges and frustrations of everyday life. A

sequence of Adjustment begins when a need is felt and ends when it is satisfied. Social and Cultural Adjustments are similar to Physiological Adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in Social and Cultural Adjustment may be accompanied by Anxiety or Depression.

Table 18 shows the Adjustment Level of the School Teachers in Experimental and Control Group. Initially, only 1% of the subjects in the Experimental Group had ‘Very Good Adjustment’. After Positive Therapy the number is increased to 8%. ‘Poor Adjustment’ was experienced by 17% initially but After Positive Therapy and Follow-up Phase none of them experienced ‘Poor Adjustment’. Thus, there was Enhancement of Adjustment After Positive Therapy and Follow-up. Thus, the Alternative Hypothesis 8 stating that **“the Adjustment Level among the School Teachers will be increased significantly due to Positive Therapy”** is accepted.

TABLE 19: MEAN AND S. D.’S OF BEFORE, AFTER AND FOLLOW-UP IN ADJUSTMENT AMONG THE SCHOOL TEACHERS

VARIABLES	GROUPS	BEFORE		AFTER		FOLLOW-UP	
		MEAN	S. D.	MEAN	S.D.	MEAN	S.D.
ADJUSTMENT	EXPERIMENTAL	52.30	6.97	55.59	6.02	56.Z99	4.74
	CONTROL	51.25	6.48	51.08	6.62	50.38	6.23

Psychologists use the term Adjustment of varying conditions of Social and Interpersonal Relations in the Society. Thus Adjustment means reaction to the demands and pressures of the social environment imposed upon the individual. Whenever two types of demands come into conflict with each other and resultant in an adjustment being

made, a complicated process for the individual, then some special problems of adjustment arise.

Table 19 represents the Mean and S.D. of Before, After and Follow-up of Positive Therapy in Adjustment among the School Teachers in Experimental and Control Groups. The result indicates that Before Positive Therapy, the mean Adjustment for the School Teachers was 52.30, after administering Positive Therapy, the mean increased to 55.59, during Follow-up it further increased to 56.99 which shows a good impact on the effective administration of Positive Therapy on School Teachers in the Experimental Group. The School Teachers have adopted positive thoughts and attitude with the continuous practice of Positive Therapy leading to enhancement of Adjustment.

The scores of Control Group shows that the mean Adjustment of School Teachers in Pre was 51.25 and Post it was 51.08 and during Follow-up was 50.38. There is a slight reduction in the levels of Adjustment in each phase of assessment.

TABLE 20: ‘F’ VALUE OF THE ADJUSTMENT LEVEL IN THE EXPERIMENTAL AND CONTROL GROUP SCHOOL TEACHERS

ADJUSTMENT		SUM OF SQUARES	df	MEAN SQUARES	F
BEFORE	BETWEEN GROUPS	55.13	1	55.13	1.22 NS
	WITHIN GROUPS	8971.75	198	45.31	
AFTER	BETWEEN GROUPS	1017.01	1	1017.01	25.41**
	WITHIN GROUPS	7925.55	198	40.03	
FOLLOW-UP	BETWEEN GROUPS	2184.61	1	2184.61	71.23**
	WITHIN GROUPS	6072.55	198	30.67	

** = Significant at 0.01 level NS = Not Significant

Table 20 shows the ‘F’ values of the Adjustment Level in the Experimental and Control Group School Teachers during Before, After and Follow-up Phases. Experimental and Control Group School Teachers F value Before Treatment was not significant. It shows that the subjects were homogeneous in the Experimental and Control Group. After Treatment the F value was 25.41, which shows that Positive Therapy helped the School Teachers in the Experimental Group in increasing their Adjustment Level. The F value in the Follow-up phase was 71.23, which indicates that there is significant difference in the Adjustment Level between the Experimental and Control Group School Teachers. Hence, the Alternate Hypothesis 9 **“There will be a significant difference between Experimental and Control Group in their Adjustment Level”** is partially accepted.

TABLE 21: ‘F’ VALUE FOR BEFORE, AFTER AND FOLLOW-UP IN ADJUSTMENT AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP

N=100

ADJUSTMENT	SUM OF SQUARES	df	MEAN SQUARES	F
BETWEEN GROUPS	1159.34	2	579.67	16.20**
WITHIN GROUPS	10630.18	297	35.79	

**** = Significant at 0.01 level**

Table 21 presents the ANOVA results of Adjustment among the School Teachers. The ‘F’ value is 16.20 which indicate that there was significant difference between Before, After and Follow-up periods of Positive Therapy in the Adjustment Level experienced by the School Teachers in the Experimental Group. With the help of Counselling techniques in Positive Therapy the School Teachers in the Experimental group could increase their level of Adjustment and adapt to the changing situations.

**TABLE 22: POST-HOC ANALYSIS FOR BEFORE, AFTER AND FOLLOW-UP
IN ADJUSTMENT AMONG THE SCHOOL TEACHERS IN THE
EXPERIMENTAL GROUP**

N=100

VARIABLE	GROUP	MEAN	S. D.	BEFORE	AFTER	FOLLOW-UP
ADJUSTMENT	BEFORE	52.30	6.97	-	*	*
	AFTER	55.59	6.02	*	-	NS
	FOLLOW-UP	56.99	4.74	*	NS	-

*** = Significant at 0.05 level NS = Not Significant**

Table 22 shows the Post-hoc Analysis of the Level of Adjustment among the School Teachers in Experimental Group. The results indicate that there is an increase in Adjustment among School Teachers in Experimental Group and it is represented diagrammatically in Figure 6. The effectiveness of the Positive Therapy helped the School Teachers to enhance their Adjustment Level. They agreed to practice the therapeutic training and the result showed an improvement in Adjustment After Positive Therapy and in the Follow-up Phase. There was a significant increase in Adjustment Level because of continuous practice of Positive Therapy such as Relaxation Training, Counselling and practicing Behavioural Assignment regularly.

FIGURE 6: ADJUSTMENT LEVEL AMONG THE SCHOOL TEACHERS IN THE EXPERIMENTAL GROUP DURING BEFORE, AFTER AND FOLLOW-UP OF POSITIVE THERAPY

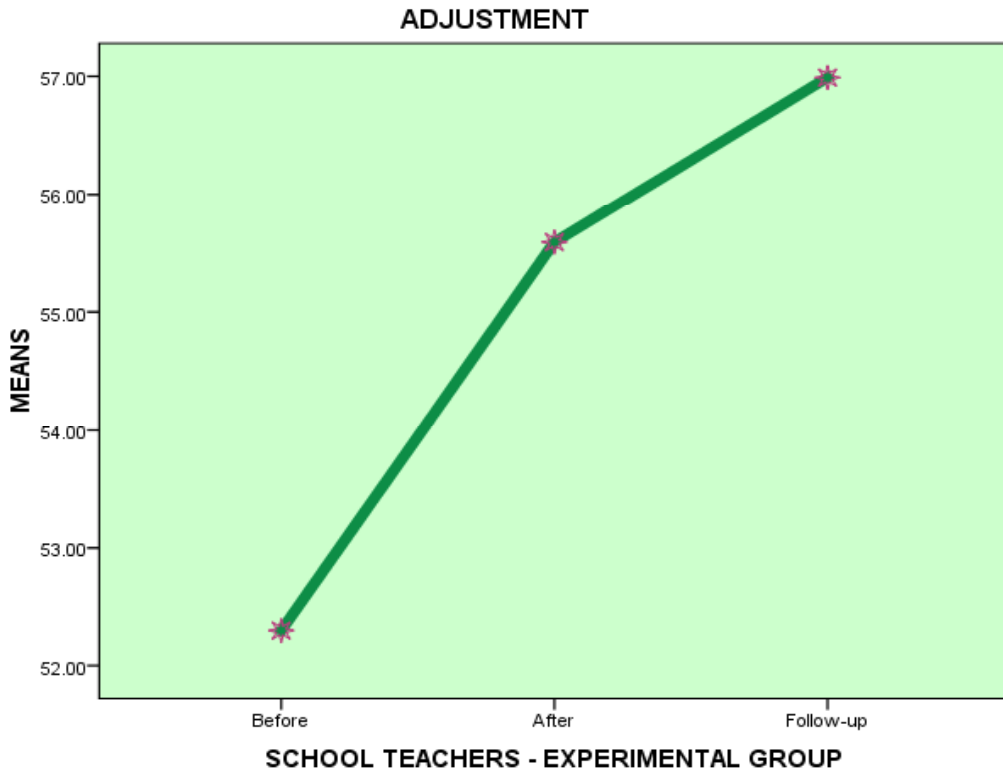


TABLE 23: 'F' VALUE FOR PRE, POST AND FOLLOW-UP IN ADJUSTMENT AMONG THE SCHOOL TEACHERS IN THE CONTROL GROUP

N=100

ADJUSTMENT	SUM OF SQUARES	df	MEAN SQUARES	F
BETWEEN GROUPS	42.53	2	21.26	0.51 NS
WITHIN GROUPS	12339.67	297	41.55	

NS = Not Significant

Table 23 shows the ANOVA results of Adjustment among the School Teachers in Control Group. The ‘F’ value is 0.51 which indicated that there was no significant difference between Pre, Post and Follow-up Periods in the Adjustment Level of School Teachers in the Control Group.

TABLE 24: POST-HOC ANALYSIS FOR PRE, POST AND FOLLOW-UP IN ADJUSTMENT AMONG THE SCHOOL TEACHERS IN CONTROL GROUP

N=100

VARIABLE	GROUP	MEAN	S. D.	PRE	POST	FOLLOW-UP
ADJUSTMENT	PRE	51.25	6.48	-	NS	NS
	POST	51.08	6.62	NS	-	NS
	FOLLOW-UP	50.38	6.23	NS	NS	-

NS = Not Significant

FIGURE 7: ADJUSTMENT LEVEL AMONG THE SCHOOL TEACHERS DURING PRE, POST AND FOLLOW-UP IN CONTROL GROUP

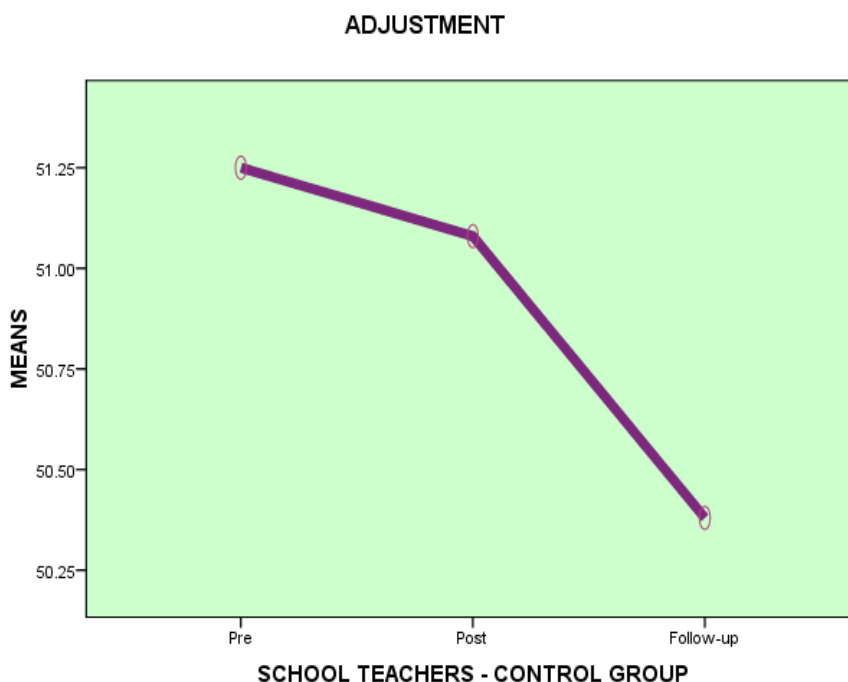


Table 24 and Figure 7 present the Post-hoc Analysis that shows the Adjustment Level among all the School Teachers in the Control Group, Pre to Post and to Follow-up. The results indicated that there was a slight decrease in Adjustment among School Teachers and it is represented diagrammatically in Figure 7.

A study which supports the present research which proves the effect of Positive Therapy in enhancing the Adjustment of individuals was conducted by Salini and Rohini (2003) on 'Enhancement of Adjustment among Divorcees through Positive Therapy'. Forty divorcees (20 male and 20 female) who had obtained divorce from District Family Court, Coimbatore, were selected. 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 of 24-29 years, whereas most of the female subjects have got married between 18 and 23 years. All the subjects were educated. But 20% of the female subjects were unemployed. The main causes for divorce were Lack of Communication, Unsatisfactory 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 (Hemalatha, 2002). 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. Hence, the Alternate Hypothesis 10 **“There will be a significant difference between Before, After and Follow-up Periods of Positive Therapy in the Level of Adjustment experienced by the School Teachers”** is accepted.

To summarize, in the present study, Positive Therapy was used as an intervention to Manage the Stress, Anger and to Enhance the Adjustment of the School Teachers.

A good quality of life can be attained only through a good quality of education. Education is an important social activity, closely bound with intellectual, economic, cultural, emotional and social life of the human race. The “Pillars” upholding the aspirations of progress in education are the School Teachers. Teachers are the real builders of the Nation. The teachers’ role in the growth, development and prosperity of the Nation is undeniable. If the teachers have to perform their duties with dedication and sincerity they must possess adequate mental health. Teachers are expected to be mentally healthy but the problems of teachers are more than what it was in the past.

The teacher has to cope with so many stressful and frustrating situations which results in mental ill health. A Teacher, who is not mentally happy, will breed discontentment and dissatisfaction which will have a long term effect on the pupils. Therefore, Mental Health of Teachers is a crucial issue to be tackled by Educationists and all those concerned with the Teaching Profession (Thangarajathi & Tamilselvi, 2009).

Teaching, like many other professions depends on a large skill and knowledge base. Its practice involves a significant amount of routine activity punctuated by occasional and at times unplanned but critically important decision making that can determine the success or failure of the effort. Teachers should have to prove themselves as great teachers every year just like people in most jobs do. Moreover, how one goes about work in this profession is shaped in important ways by one’s conscious or unconscious beliefs and values. Some teachers find it hard to cope with classroom and other pressures and as a result they may develop common mental health problems including stress and depression (Schoenfeld, 2011).

Positive Therapy was used to overcome Stress, Anger and to enhance the Adjustment. It consists of four major strategies namely Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. The assessment was done Before, After and Follow-up Phases using Case Study Schedule, Case Study Reassessment Schedule, Occupational Stress Index by Srivastava and Singh, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form). It was found that the Negative Emotions experienced by the School Teachers were reduced After and Follow-up periods of Positive Therapy. In the case of subjects in the Control Group there was not

much change was found.

On the whole, 100% of the selected School Teachers experienced High Stress, 100% of them had High and Very High Anger in this study. It is also found that only one of the School Teacher had Very Good Adjustment before Positive Therapy.

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. While trying to deal with these issues teachers also have to deal with personal problems and issues.

Teacher's Anger may be due to various reasons like disobedient students, job pressures, when people don't feel well, feel rejected, feel threatened or experience some loss. The type of pain does not matter; the important thing is that the pain experienced is unpleasant. Being an Effective Teacher requires one to fit within a broad spectrum of "goodness of fit," which provides lots of room for mistakes. It's also important to remember that students are resilient and that all are human.

The School Teachers had Low Adjustment, this may be due to their difficulty in coping up with new subjects, new practical exposure, new place, people, language, which lead to difficulty in communicating and financial problems, too. Though the cause for Low Adjustment varies from individual to individual, the way to overcome it was possible due to the intervention of Positive Therapy along with its effective techniques.

Social support, support from colleagues and friends in the school life help the Teachers to cope and face the daily life problems with confidence. They can provide a sense of warmth; closeness and acceptance that will help them reduce stress. Learning to keep up with the friendships and friends who are there when needed will help the Teachers with the school works and complete it quickly.

Time Management, that is training oneself to manage time schedules, duties and school works assignments and so on, will reduce the stress and losing the temper by getting panic of something which was not done in time.

Relaxation Exercises, Movies and other Recreational Activities, Relaxing the way they have been taught to and also enjoying the activities they perform will help them a lot.

Counselling helped them by sharing their difficulties and building confidence. By using their skills they can guide their students in right direction.

There was reduction in the Level of Stress and Anger and increase in the Level of Adjustment among total number of School Teachers After and Follow-up Phase in Experimental Group. Positive therapy helped the School Teachers to adopt better coping mechanisms thus helping them to compete with the stressful life style.

Stress, Anger and Adjustment are common problem for the School Teachers in the present educational field which can not only deteriorate their abilities to perform well but also lose their confidence to achieve their goals and cope up with the environment. Teachers are responsible for the social, emotional and intellectual growth of the children. Students get along very 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. Positive Therapy helped the School Teachers in reducing the Levels of Stress and Anger and improved their Quality of Life.

The Post-hoc Test of Duncan was done to find out the differences in Stress, Anger and Adjustment during Before, After and Follow-up periods of Positive Therapy. It was found that there was significant reduction in Stress and Anger and improvement in Adjustment during After and Follow-up Phase due to the effectiveness of Positive Therapy.

Practice of Deep Breathing and Relaxation helped them to totally relax and calm the mind and body as it makes individual aware of each and every part of the body like skin, muscles and nerves were relaxed. It also helped to overcome psychosomatic diseases caused on account of competitive and tumultuous life especially insomnia, gastritis and migraine.

Thus, the results of the study clearly reveals that Positive Therapy helped in the Management of Stress, Anger and Enhancement of Adjustment by minimizing the Negative Emotions among the selected School Teachers during After and Follow-up periods in Experimental Group.