

INTRODUCTION

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge”

- Albert Einstein

A teacher with good mental health can create love, interest and enthusiasm for learning and a taste in the subject he teaches. Teachers are the vital component of the school. They are the dynamic force of the school. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young.

A teacher is a person who provides education to others. The role of teacher is often formal and ongoing, carried out by a way of occupation or profession, at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain professional qualifications or credentials from a university or college (Singh, 2008).

Times have changed and the societies and cultures have drastically diversified, but the tasks of a teacher are primarily the same, which is the transfer of knowledge to the next generation. With change in cultural norms and traditions in the societies there has been a drastic change in the expectations from a teacher. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining a student and some have put additional burden on teachers in respect to their preparation of lessons and adopting and maintaining their teaching styles. This is because most of the school systems prefer to maintain uniformity in all of their branches (Siddiqui, 2009).

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 Labour Statistics, 2001).

Educational requirements vary from State to State, from a high school diploma to a college degree. The requirements also vary based on employer requirements and the source of the funding of the school programme. The training and qualifications required for school teachers also vary. Some employers may prefer teachers who have taken secondary or post-secondary courses in education or who have work experience in teaching. An increasing number of employers require at least a degree in education. In addition to being knowledgeable about the subjects they teach, teachers must have the ability to communicate, inspire trust and confidence, motivate students, as well as an understanding of the student's educational and emotional needs. Teachers must be able to recognize and respond to individual differences in students and employ different teaching methods that will result in high student achievement. They should be organized, dependable, patient and creative. Teachers also must be able to work cooperatively and communicate effectively with other teachers, support staff, parents and members of the community (U. S. Bureau of Labour Statistics, 2001).

Primarily, the role and responsibility of a teacher is multi-tasked in the present day's school system. This was altogether different a few years ago. A teacher has to take on his responsibilities in the following capacities: Lesson planning and teaching, accountability for student performance, classroom management and discipline, supervisory role, extracurricular activity, conducting and monitoring (Siddiqui, 2007).

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. A teacher with good Mental Health can create love, interest and enthusiasm for learning and a taste in the subject he teaches. If the teachers are well educated and if they are emotionally stable and take keen

interest in their job, success is ensured. Teachers are the vital component of the school. They are the dynamic force of the school. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young (Singh, 2008).

STRESS

“Adopting the right attitude can convert a negative stress into a positive one.”

-Hans Selye

In the mid 1950s, Hans Selye, an Endocrinologist, perceived stress to be a neutral physiological phenomenon. More specifically he defined it as a general adaptive syndrome or non-specific response to demands placed upon the human body. These demands could either stimulate or threaten the individual. In later work, Selye distinguishes between ‘stress’ and ‘distress’.

In modern usage, however, stress has come to imply the subjection of a person to force or compulsion, especially mental pressure or by overwork, which leads to strain or mental fatigue. Kyriacou (2001) defined teacher stress as “the experience by teachers of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, depression, resulting from some aspect of their work as a teacher”. Selye explained humans require sufficient pressure to encourage them to perform creatively but excessive pressure can lead to distress and attendant feelings of oppression, harassment or collapse. Nor can it be assumed that everyone will react uniformly to the same demands; what may be perceived as a stimulus by some, may reduce others to distress. Brimer and Reynolds’ (1993) claim that there is no distinctive, unique concept called ‘stress’; in their view stress is a broad heading covering a variety of different and ever-changing factors (Wilson, 2002).

Stress affects every one of us. According to Lazarus (2002), “Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize”.

Stress in humans results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their

Well-being. The element of perception indicates that human stress responses reflect differences in personality, as well as differences in physical strength or general health (Frey, 2006).

Stress is very subtle, in that, it works its destructive way into one's emotions and temperament and an individual sometimes do not even realize it. People have different tolerance levels to stress. For example, teachers may perceive their workload to be too heavy, their expectation of themselves may be too high or their perceived or real inability to deal with young people with negative attitudes and behaviours are becoming too much of a problem. Other causes can come from their personal, social, professional or environmental backgrounds (Siddiqui, 2007).

Moody and Barrett (2009) stated that occupational stress has become an important topic for study of organizational behaviour for several reasons. Among them are psychological and physiological effects on employees. Almost all the professions are stressful. This leads to frequent changeover of jobs, shifting from one place to another etc. The absence of job turnover among Indian Teachers does not necessarily mean that they do not experience stress. This may be due to entirely different reasons like non-availability of alternative job opportunities and fear of taking risk.

A certain amount of stress in education is predictable, even constructive. The exhilaration and challenges of educating children will cause an increase in adrenaline levels associated with stress. However, educators differ radically from one another in the degree to which they are able to identify and manage stress. Stress is the physiological and emotional reaction to psychological events. Any event triggering the formerly life saving, ancient 'fight or flight' response is a stressor. The cumulative, physical strain generated by psychological stress can harm the body. Stress is a consistent, exaggerated and overwhelming sense of urgency, often coupled with frustration. The dichotomy of stress as a motivator or negative force in school contributes significantly to the emergent shortage of qualified school administrators and teachers. It is easy for an educator to become overstressed. Education and stress has now become one common bond in American Society (Kiser, 2007).

STRESS RESPONSE STAGES

One's mental and physical mechanisms normally work at average level of arousal to deal with routine tasks. But on appearance of a stressor, the overall response of an individual follows a sequence of stages. The reaction or response stages are

ALARM STAGE

During this stage, an external stressor mobilizes the internal stress system of the body. The body suddenly prepares for danger and extreme physical activity. Endocrine glands release hormones that increase heart beat and respiration, elevate blood sugar, increase perspiration, dilate the pupils and slow the digestion. In the initial shock phase of the alarm reaction, bodily resistance to stress drops. If the stress is too severe, the organism may die during the shock phase of the alarm reaction. If the stress is not severe, but continues, the second shock phase of the alarm reaction is initiated. During this phase the resistance to stress increases above the normal, as more specific local defenses are prepared. Through this phase, tasks that require great strength and stamina may be done very well. However meticulous coordination and judgement are likely to be impaired unless they have become automatic. The alarm or emergency reaction to a powerful stressor includes a variety of physiological changes, some of which are mediated by the activity of the adrenal glands. The main changes that have been repeatedly noted, include, rapid heartbeat, increase in the blood supply to the muscles and the brain, with a corresponding decrease in the blood supply to the skin, increase in the activity of the sweat glands, dilation of pupils, dilation of the bronchi in the lungs and deeper and more rapid breathing. This stage is relatively brief, lasting from minutes to hours in inexperienced people and from seconds to minutes in experienced ones. This phase finishes if the organism survives death.

RESISTANCE STAGE

In this stage the body calls upon the needed organ to deal with the stressor. By now, the most appropriate local channel of defense against the stress has been organized and the generalized response is no longer necessary. For example, a person who enters a

cold environment may, after a period of suffering, acquire physiological responses that help adapt to chronic cold. Such local adaptive responses may successfully eliminate the source of stress. The level of resistance to the stressor greatly increases in this stage. Performance here usually remains at least normal and may even increase. Resistance actually is the productive period in the process of stress coping, as it is instrumental in realization of the goals. During the period of resistance, the body is fatigued. This fatigue is normal and acceptable till the time it starts interfering with normal functioning of body or in the stress coping process.

EXHAUSTION

When stress is very high or continues for a very long time, physical and psychological resistance is consumed faster than the body and mind can maintain. This situation eventually leads to the exhaustion. Performance becomes highly erratic and may even shut down. Thus the exhaustion occurs when the irritation persists for a very long time and resultantly, the ability of local adaptive responses to contain the stress and respond to new stress eventually breaks down. Selye uses the term “disease of adaptation” to describe a disorder that results as much from body’s attempts to deal with stress as it does from external agents such as infection. The problems arise when one fails to recognize or acknowledge the onset of exhaustion. A person in this stage engages in fruitless and frivolous activity and sees no reason to relax or engage in any recreational activity. The deteriorating performance is countered by more input resulting in more rapid depletion of energies and a Stress Related Disorder might result. Prolonged exposure to stress depletes the body's energy supplies and can even lead to Death, Stress Related Disorders, Diseases or Injuries brought on or worsened by Psychological Stress. These Psychosomatic Disorders commonly involve the autonomic nervous system, which controls the body's internal organs. Some kinds of Headache and Facial Pain, Asthma, Stomach Ulcers, High Blood Pressure and certain kinds of Injury, such as Repetitive Strain Injury and Backache are examples of Stress Related Disorders (Hanish, 2007).

STRESS IN TEACHERS

In many countries teachers’ job is often considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in USA and

Europe concerning the sources and symptoms of teachers' professional stress. Studies in the field of teachers' stress show that the greater part of stress is associated with the rapid pace of changes in education. Teaching profession is generally considered as a noble profession with lots of expectations from the parents towards their children's education and the development of their personalities. These expectations may also contribute as a source of stress (Kyriacou, 2001).

Teachers are soldiers in the educational trenches, overcoming obstacles that make work challenging and stressful. Imagine dealing with group of 25-50 students in a period, some of them bright and some disruptive and inattentive, some possibly even hostile on a daily basis. The teachers are held responsible in shaping the minds of next generation. Teaching is called as labour of love until now, but the realities of classroom life have made teaching stressful. Consequently, many teachers are finding that their feelings about themselves, their students and their profession are more negative than they were initially. Teachers are more susceptible to develop chronic feelings of emotional exhaustion and fatigue, negative attitude towards their students and a loss of feeling of accomplishment in the job. Cooper (2000) indicated that, as far as the occupations of social welfare are concerned, teachers experience the highest levels of stress.

Botwinik (2007) maintains that when frustration, tension or anxiety persists, stress develops into burnout. 'Teacher stress' is now-a-days a much talked phenomenon; however, very little efforts are taken to tackle it.

The International concern with teacher stress and burnout 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 (Monica, 2004).

CAUSES OF STRESS IN TEACHERS

There are many factors that contribute to stress among teachers. These factors include the amount of time spent in class, preparing for class, counselling students, 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. These stresses can also affect teaching quality.

Thus, teachers today are expected to fulfill so many roles, not the least of which is to actually teach. In many places, they are to perform their 'duties' with very little pay. 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 this can occur with new teachers or teachers at a new school who are not sure what are the end of the year procedures (Kelly, 2009).

According to European Agency for Safety and Health at Work (2008) some of the causes of stress in teachers are as follows:

Pressure on Professional Skills: Introduction of new teaching methods, changes in curriculum and courses.

Economic Pressures: Inadequate salary and job insecurity.

Students: Increased class size per teacher, lack of pupil motivation, attention and interest, new teaching targets and student attainment levels.

Difficult Parent Teacher Relations: New demands regarding roles of the teacher or decreased parent participation.

Poor Planning and Programming: Constant restructuring, frequent reforms in the vocational educational system, working alone and the transition to team work, lack of personnel and poor allocation, strong administrative hierarchy with a lack of support, insufficient financial resources.

Social and Personal Pressures: Concerns about the quality of education, lack of coherence between personal goals and professional obligations, lack of recognition, acknowledgement or public esteem.

The School as a Stressful Workplace: Excessive workload and hours of work, lack of time, lack of control and autonomy, environmental noise, poor ventilation, lack of solidarity and morale, excessive paperwork and administrative duties.

SOURCES OF STRESS IN TEACHERS

The main sources of stress in teachers according to Lath (2010) are as follows:

GENERAL FACTORS

Working with National Curriculum, Teacher Appraisal, Lack of Authority and Sanctions for Disciplining Students, Threats of School Closure, Reduced Status in the Community, Poor Resources, Lack of Training for Handling New Assignments, Uncertainty of Promotion, Media Portrayal of Teachers and Inability to Reconcile Different Roles i.e. of Teacher, Guide, Counsellor and Social Worker, Conflict at Home and Work, Attack on Pride by Rude Pupils, Financial Pressures and Declining Status in the Community are the general factors.

THE ROLE OF MANAGEMENT

Feeling of being used or manipulated, being seen as willing work horse, no feedback from ideas, lack of trust in management, school rules, lack of flexibility in times of need, too much emphasis on paperwork, lack of support from management, sexual discrimination and not knowing if one is doing a good job, lack of good pay and promotional aspects etc.

SCHOOL POLICY AND ETHOS

Lack of consultation, poor communication system, feeling isolated, being reprimanded in front of staff or pupil, fear of speaking, lack of clear boundaries of responsibility, adapting to change after change, fear of abuse from parents, after school duties, covering for absent colleagues, fear of losing job, not being informed about important events and unpleasant atmosphere among staff.

WORKING CONDITIONS

Large classes, crowded staff areas, poorly lit rooms, poor ventilation system, dirty surroundings, answering the phone calls during class timings, lack of resources, working on school matter during vacations, sexual harassment etc.

PUPILS

Lack of cooperation and humours from pupils, racial problems, pupils using bad language, pupil answering back, verbal abuse from pupils toward staff, attitude of pupils towards subjects and examination as well as authority, late coming of pupils and attack on pride by discourteous students.

HOME

Shifting house, change in financial status, new responsibilities, family or personal illness etc.

SELF AS SOURCE

Personal control factors, like leading the life, personality, behaviour, general disposition etc. Further, shortage of teachers and increasing student enrollment is enough to create a highly stressful profession. According to Troy “Every possible societal malfunction affects the classroom – drugs, alcohol, divorce, gangs and poverty.” The same stresses are not prevalent in every classroom. Each teacher may not experience the same stressors and stress affects every person differently.

METHODS OF IDENTIFYING STRESS

Identification is the first step towards correction; with this belief in mind it is strongly advised that a teacher should understand the implications of stress on his personal health and social life. The best ways to have stress identified easily is to remain active in his social circle and readily accept any recent psychological or behavioural change observed by the others.

It is also possible to keep a track of own changes by maintaining a self checklist, which will help in establishing changes in ideas and opinions over a period of time. This will show a clear picture of how the work place environment have affected the thinking

gradually and with the help of friends, colleagues and relatives, one can change the effects of stress on his/her life.

SELF ANALYSIS

The best way is to keep a check on one's own health, attitude and behaviour. Any change in these should be noted and necessary remedial measures be taken immediately to overcome this situation. The self stress checklist can be a helpful aid in determining the change in attitude which can be useful for determining the own state.

MUTUAL ANALYSIS

Another way is to maintain close liaison with other members of the faculty and discuss the irritants that are creating problems or are likely to create stress for the teachers. This is one way to identify and eradicate the issues which are likely to become the cause of stress beforehand. The faculty members or an organization of teachers can benefit the affected teacher with each other's experience.

ORGANIZATIONAL ROLE

The organization can also play a positive role in helping the teachers in identifying the causes of stress within the schools. Problems such as isolation and disruptive behaviour on the part of students and their parents can very conveniently be handled at the top level by the management amicably without putting the teacher in a stressful situation (Siddiqui, 2009a).

EFFECTS OF STRESS

Although the turnover rate seems to be one of the most easily measurable indicators of stress, many other effects should also be examined. When stress becomes too much, a teacher remains in the Exhaustion Stage (Mroze, 2008b).

Stress is considered as an involuntary response to a dangerous situation. When one face a situation which the brain is incapable of handling, it puts the body on alert by producing hormones required in 'fight or flight' situation, which leads to increased blood pressure, rapid heartbeat, reduced blood supply to the skin, cessation of digestive activities, increased perspiration, additional release of sugar into the system to cope with

the additional energy requirement, decrease in immune system's functions to preserve it for later action.

All these actions are perfect requirements if one come across a physically stressful situation, like being attacked by a large predator; but these are most unbecoming in a classroom scenario. Further, these actions will have a long lasting negative effect if the stressful situations occur frequently. They may lead to the following serious and even fatal conditions like depression and anxiety, alcoholism, drug dependency, congenital heart diseases, stress related diabetes etc. (Siddiqui, 2009b).

Teachers' Stress may have an impact on teachers as individuals and on the pupils in the schools. It is also estimated to have an economic impact on the education system in terms of lost teaching time and additional costs of replacement teachers. Unfortunately, it is difficult to quantify these costs because reported effects may actually be strategies to help teachers cope and it would be unsafe to assume that those who report no symptoms are necessarily stress free.

Many Researchers argue that the effects of stress in teaching fall largely on individual teachers and result in illness and absences. Again exact quantification is not possible. Travers and Cooper (1989) found out that 23% of their sample of 1,800 teachers reported significant illness in the past year. Those illnesses are described as stress related; however, they also contain illnesses of a vague nature (e.g. back problems) which gave the teachers 'permission to be absent'. The stress/illness connection is, however, disputed by some researchers. Although claims have been made of connections between stress in life and illness, it has been suggested that people remain quite healthy under high levels of stress in their lives (Holahan and Moos, 1985). This has focused researchers' attention on the relative roles of 'buffering' (i.e. what mediates the impact of stress) and 'hardiness' (i.e. what psychological resources can teachers use to hold stress within acceptable limits).

Troman (1998) describes the cost which he thinks some teachers pay by continuing to work with increased stress levels. The consequence is chronic strain on their personal lives. In a small scale study of 24 Teachers, he found that Teachers reporting chronic stress were often involved in breakup of marital or personal relationships, caring

for a dependent relative who was chronically ill, or had experienced the death of a close relationship. In these circumstances it is impossible to establish which situation (work or personal life) was causing the most stress to the individual teacher.

The effects of stress in other than the personal sense are difficult to estimate. Occupational Stress in Industry may be estimated in monetary terms in the amount of lost production but in teaching the loss is defined in terms of the departure of skilled teachers, impairment of teaching skills, or even premature death. However, in general Teacher turnover figures are not illuminative; nor are information from retirees, such as exit interviews, available. There is also little solid evidence to suggest that stressed teachers are less (or even more) effective teachers than unstressed teachers, although it has been argued that teachers under stress disengage from the job of teaching (Wilson, 2002).

MANAGEMENT OF STRESS IN TEACHERS

In a way, it can be said that stress is not due to what happens in life; it is the reaction to what happens in life. This really determines how people cope up with stress. Some people cope more effectively than others do (Jarvis, 2009).

According to Kelly (2008), there are things that teachers can do to make lives easier. First, they should have a positive attitude. They should remember that even though they might be dealing with an unmovable bureaucracy, an unsupportive parent or a belligerent student, they could not let it affect their feelings or make them angry. Some of the ways to manage stress are listed below:

- Do not try to accomplish too many tasks in one day
- Relax through stretching and exercise
- Get sufficient sleep
- Get a hobby to take the mind away from teaching
- Find things to laugh at. Laughter helps get through stress
- Give positive self-messages

Some elements of stress are intrinsic while others are situational in the profession of teaching. The teacher has to understand how to cope with those that are intrinsic, while the situational ones can be managed with experience and common sense.

INDIVIDUAL MEASURES

When a person decides to adopt the teaching profession, he or she during the training phase must realize the demands of this profession in terms of effort involved and in terms of time investment. The workload on a teacher will always be high and everything will always be bracketed by a very tight time schedule. A teacher has to be punctual and able to meet the deadline without fail. A teacher will have to always face the criticism of parents of the weak students and face the school board with a different set of problems.

A sensible teacher must know where to draw a line to prevent his social and personal life from being absorbed by his professional life. However, it is very difficult to leave the stresses of the school in the office and not let it affect their personal life but there are methods that can help a teacher to reduce these effects.

HOBBY

It is very important for a teacher to have a hobby which is very different from what he teaches at school. Music, gardening, hiking and painting are a few examples of hobbies, which a teacher may adopt. These can give them an outlet and take their minds off from the problems that they face at school.

HEALTHY HABITS

It is very important for a teacher to maintain a healthy lifestyle. Cutting down on all the bad habits like drinking and smoking will not only make the teacher a healthy person but also make him/her a role model for the students and other faculty members. Worrying unnecessarily can be a big source of stress. So stop worrying, as that will reduce stress. Learn and practice anger management, as it will help in managing stress (Siddiqui, 2007).

European Agency for Safety and Health at Work (2008) suggests the following measures to cope with stress

- Stress assessment through relevant questionnaires could be used to identify the levels of stress and for developing strategies for coping
- Conversation with colleagues, talking with the head teacher or higher authorities could be of help

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- Teachers' unions can also support their members in such situations by ensuring that all staff know about work related stress and train them to identify the symptoms of stress
 - Providing training on Stress Management
 - Providing training covering Behaviour Management and the Teaching Skills to deal with difficult behaviour
 - Encouraging involvement and communication with parents and families

ANGER

“Set yourself free from the past, bring peace into your life and move into the present by letting go of your anger and bitterness”.

- Lucy MacDonald

Anger is an emotion, not behaviour. It is normal, experienced by everyone and it is manageable. It serves as an instinctual and natural ‘fight or flight’ protection. It may be a result of stress. It helps to recognize the threats for one’s own Safety and Well-being. It is a fact of life that human beings become angry but the way an individual expresses anger is learned from parents, other family members, friends, community and media. When angry, people usually yell, scream, breathe hard etc. Anger is defined as a passion or emotion of displeasure or antagonism, excited by a real or supposed injury or insult to oneself or others or by the intent to do such injury.

Regardless of when an individual experiences anger, all humans must find ways to express it in constructive rather than destructive ways. Aggressive or Passive Behaviour disrupts the Academic Environment. When teachers are confronted with either of the behaviour, the safe and orderly learning environment of the school is at risk. What a child learns and experiences during his early school years shapes the child’s views about himself and the world around him, which would later play an important role in his success at his school, work and also his personal life.

Blum (2002) said that as schools are making efforts to include children with emotional and behavioural problems, teachers have to deal with angry and violent pupils

almost every day. He provides basic day to day guidance as well as help for the longer term Personal Social Health and Economic education planning for schools, based on his own adaptation of the highly successful 'Everyman' project. Issues discussed include a practical survey for teachers on the types of incidents they have to deal with, where anger comes from, the problems that anger causes and strategies which can be used to help individual pupils. A teacher's inability to deal with difficult pupils affected their professional and personal life, as well as their ability to successfully teach all their pupils.

PSYCHOLOGICAL EXCUSES FOR ANGER

Anger is destructive and it drags one down. Yet, people at times, become obsessed with misery causing resentment in order to avoid some even more horrible misery. Dalrymple (1995) says that resentment of others and of past events helps one to deny one's own responsibility for their failures and unhappiness. If one thinks that he is the innocent victim of circumstances, one is not bad people or a failure, indeed, he deserves sympathy and help. He may see his parents as the cause of his suffering and failures (accurately in some cases, falsely in others). Some people obsess over and over again that a critical parent destroyed their Self-esteem or an alcoholic parent made them totally ashamed or a busy parent made them feel worthless. Poor parents are made responsible for his lives and he is relieved of any responsibility. That's a big payoff. If one portrays himself as mistreated by a cruel world, he appears to be a righteous person, totally blameless and it seems unnecessary for him to change or do anything about it. He becomes a helpless victim, which gives some status.

However, if he, as a victim, actually took action and overcame or corrected the unfair situation, it would suggest that perhaps he never needed to be a victim, that he could have helped himself much earlier than he did. So, one often resist trying to change his miserable situation in any way. Criminals usually have tales of a wretched childhood and bad influences which account for their stealing, attacking people and killing others. One's resentment of his past glosses over his possible failures in self-direction. One reason for one's own aggression is that they excuse it or rationalize it. One may even get an ego boost from it being a tough, fearless, macho man.

Bandura (1973) describes several ways the aggressors, avoid blaming oneself:

1. Emphasize the goodness of the cause. The violence is often thought of as necessary to stop an evil force.
2. "I'm just following orders." said by soldiers in Hitler's Schutzstaffel Troops. It was also mentioned by the subjects in Milgram's study of obedience.
3. "I just went along with the crowd." Individual persons in a rioting crowd or a lynch mob feel little responsibility.
4. Degrading the victims. Jews were seen as inferior and despicable in Hitler's Germany. The victim is portrayed as evil, stupid, animalistic, or greedy and deserving to die.
5. Blaming the victim (Ryan, 1976). This is a situation where the victim - the raped, robbed, insulted person is blamed for the incident, e.g. "she was asking for it dressed like that."
6. Becoming accustomed to violence. In families, a raised voice becomes a verbal attack which escalates to a raised hand which leads to a shove, then a slap and finally increasingly severe beatings.
7. Denying the harm done by the aggression. "They are probably covered by insurance." "I just slapped her around a little." In war, one forget the lifelong pain suffered by the loved ones of the deceased, he forget the loss of a creative mind or loving heart of an 18 year old (Clayton and Ladd, 2000).

CAUSES OF ANGER

Anger is a natural and mostly automatic response to pain of one form or the other (physical or emotional). Anger can occur 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.

Pain alone is not enough to cause anger. Anger occurs when pain is combined with some anger triggering thought. Thoughts that can trigger anger include personal assessments, assumptions, evaluations or interpretations of situations that make people

think that someone else is attempting to hurt them. In this sense, anger is a social emotion; people always have a target that the anger is directed against, even if that target is oneself. Feeling of pain, combined with anger triggering thoughts motivate to take action, face threats and defend oneself by striking out against the target he think is causing the pain.

Anger can also be a substitute emotion. Sometimes people make themselves angry so that they don't have to feel pain. People change their feelings of pain into anger because it feels better to be angry than it does to be in pain. This changing of pain into anger may be done consciously or unconsciously.

Being angry rather than in pain has a number of advantages, primarily among them is distraction. People in pain generally think about their pain. However, angry people think about harming those who have caused pain. Part of the transmutation of pain into anger involves an attention shift from Self Focus to Other Focus. Anger thus temporarily protects people from having to recognize and deal with their painful real feelings. Making oneself angry can help him to hide the reality that he finds a situation frightening or that he feels vulnerable (Mills, 2005a).

Anger generally does not resolve or address the problems that made one feel fearful or vulnerable in the first place and it can create new problems, including social and health issues.

INTERNAL SOURCES OF ANGER

Internal sources of anger come from the irrational perceptions of reality. Psychologists have identified four types of thinking that contribute to anger.

1. **Emotional Reasoning:** People, who reason emotionally, misinterpret normal events and things that other people say as being directly threatening to their needs and goals. People who use emotional reasoning tend to become irritated at something that other people tell them because they perceive it as an attack on themselves. Emotional reasoning can lead to dysfunctional anger in the long run.

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2. **Low Frustration Tolerance:** All individuals at some point have experienced a time where the tolerance for frustration was low. Often stress related anxieties lower tolerance for frustration and begin to perceive normal things as threats to one's well-being or threats to ego.
 3. **Unreasonable Expectations:** When people make demands, they see things as how they should be and not as they really are. This lowers their frustration tolerance because people who have unreasonable expectations expect others to act a certain way or for uncontrollable events to behave in a predictable manner. When these things do not go their way, anger, frustration and eventually, depression set in.
 4. **People Rating:** People rating is anger causing type of thinking where the person applies a derogatory label on someone else. By rating someone as a "bitch" or a "bastard," it dehumanizes them and makes it easier for them to become angry at the person (Loo, 2005).

EXTERNAL SOURCES OF ANGER

There are a hundreds of external events that can make an individual angry but given the parameters of a negotiating situation, one can narrow these factors down to four general events namely, personal attack such as verbal abuse, attack on one's ideas, threatening of the needs and frustration (Loo, 2005).

EFFECTS OF ANGER

Though anger is a natural feeling experienced by all human, the effects are always unpleasant. People express anger in normal way and think it will not affect the people around. But if an individual asks his spouse, friend, children or colleague about the effects of anger, he will be surprised to learn how they feel because of his anger. Any anger either expressed harshly or politely, has its effects. Anger may not only affect other people around but also one self.

Although everyone gets angry, only few think about the effects of anger. Some effects are less harmful. Yet, other effects are dangerous. All the angry situations of

teachers may not be perceived in the same way by the students. It not only creates hatred on the teacher but also on the course. In some students, it may cause depression and may even lead to suicide. Mainly, teenagers are affected by anger. They feel hurt when the parents or teachers express anger. As they are in between the childhood age and grown up age, they will develop more confusion. As a result, they get depressed. Depression that is not treated correctly will lead to suicide.

Anger not only has psychological effects but also physical effects. Anger can cause heavy blood pressure, chest pain, migraine etc. Frequent anger can cause severe cold, stroke, heart attack, kidney failure, obesity etc. It is discovered that people eat too much when they get angry. As a result, obesity occurs. Excessive sweating, ulcer and indigestion may also occur due to anger. Anger may also affect the skin; they may suffer from rashes, acne and other skin problems. The facial skin will have wrinkles when one gets angry often. So an extremely angry person will get aged look soon.

Medical experts have found that anger reduces the capacity of heart to pump blood. High blood pressure (Hypertension) and blood pressure reactivity are also related to the expression of anger and hostility. It will damage heart muscles. That is the reason why people get heart attack when they are extremely angry. There is a direct connection between being constantly angry, competitive and aggressive and early heart disease. Bottled up anger will have other side effects. It will affect concentration, lead to depression and addiction to drugs, alcohol and sleeping problems.

MANAGEMENT OF ANGER

There are many programmes to help people manage their anger and deal with their anger issues. Not many of them are successful as they generally take the stand that anger is bad. They focus on helping the individual stop being angry by controlling what they feel. Control often comes to mean suppression and sublimation, in other words, pushing the feeling away or distracting oneself with another feeling or activity so that anger is not the predominant aspect anymore (Henshall, 2009).

A different and more respectful way to think of anger is to recognize that it is an emotion that gives information about what one don't like. Like any emotion, its function

is to provide information, which one can then use to make decisions concerning managing any situation. If something is happening around that one feel angry about, it is a sure sign that there is something going on that one find intrusive, abusive or disrespectful and that he wants to stop. Until one really understands what that is about he can't come up with a good strategy for managing either the situation or the emotion. Rather than using Behaviour Management Techniques like counting to ten, walking away etc. to control anger, people should begin to think of the useful signal their emotional system is sending them.

Relaxation Method steadily changes the biochemistry. It is often helpful to use a well-being base lining tool as the starting point so that changes in experience can be tracked. This is more effective than tracking the frequency of 'bad behaviour' and anger explosions, which just focuses on the problem and not its solution (Henshall, 2009).

IMPACT OF YOGA AND MEDITATION

Yoga is suitable for all people from young age to old age, from family men to sadhus. Rather, the most of it are for Social Well-being and Mental Peace in the normal life of the man. So every teacher has to know of it, has to practice it and make his pupils to follow it, so as to have a balanced, awakened mind for better academic achievement, as well as, to have a total happy life.

Development of physical fitness and health of the student is not the responsibility of the teachers of physical education alone. Infact, every teacher has a role to play in this direction and must have substantial exposure to physical education. It should be viewed as an integral part of teacher education programmes at all levels. The work efficiency of the school teachers not only depend on their experience, intelligence and knowledge but also on their complete personality. Their attitudes, self-concept, mode of adjustment, reaction to frustrating situations are important in determining the dynamic aspects of their personality. The Personality Development of the School Teachers will definitely be enhanced by practice of Yoga and Meditation regularly. The benefits they get through Yoga and Meditation are as follows

1. Stress free living and joyful relationship.
2. Enhanced productivity, creativity and efficiency.

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3. Heightened concentration, high memory and decision making capabilities.
 4. Release of physical, mental and emotional blocks.
 5. Relief from chronic diseases.

The magnificent effects of yoga and meditation can definitely decrease the stress and increase the productivity of school teachers so that they can mold the children into best citizens (Thangarajathi and Tamilselvi, 2009).

While an individual is working to overcome his anger problem, he is likely to experience times when he relapse back into earlier anger habits and find himself becoming inappropriately angry, aggressive and belligerent. If he experiences a relapse in his behaviour, the most important thing he can do is to REFUSE to give up the gains (Mills, 2005b).

PSYCHOSOCIAL TREATMENTS OF ADULT ANGER AND RELATED CONDITIONS

WAITLIST CONTROLS

Waitlist control procedures provide for the assessment of statistical regression, measurement reactivity, spontaneous remission of symptoms and other threats to internal validity. Studies that compare psychosocial treatments of anger with no treatment or waitlist control conditions show greater effects for psychosocial treatments for anger and related conditions. Deffenbacher, Dahlen, Lynch, Morris and Gowensmith (2000) evaluated the efficacy of psychosocial treatment for anger reduction in a college population. Sixty nine participants who scored high on trait anxiety (a general tendency to respond with anxiety to perceived threats in the environment) and indicated both a personal problem with anger and a desire for treatment were randomly assigned to a treatment or a no treatment control condition. The results indicated that significantly more participants in the treatment condition met an index of clinically significant change. Additionally, participants in the treatment condition reported lower levels of anxiety and depression. Reductions of anger and anxiety were maintained at 15 month follow-up.

Hart (1984) explored the efficacy of Psychosocial Treatment for Type A Behaviours. Participants were assigned to either a treatment condition or a no treatment control condition. The treatment consisted of Deep Muscle Relaxation, Imagery Exposure

and Imagery Exposure Paired with Relaxation Techniques. The results indicated that participants in the treatment condition reported significantly less overall Type A Behaviour and less impatience than those in the no treatment control condition.

Medd and Tate (2000) evaluated the efficacy of Psychosocial Treatment for Anger after Traumatic Brain Injury. Acquired Brain Injury (ABI) produced a variety of alterations in the brain functioning that often results in difficulties with anger expression. Participants were randomly assigned to a treatment group or a waitlist control condition. The results indicated a significant decrease in the outward expression of anger for participants in the treatment condition. However, there was no significant difference in the amount of anger experienced and in participants' ability to control anger. Furthermore, treatment effects did not generalize to levels of Self-esteem, Anxiety, Depression, or Self-awareness. Larkin and Zayfert (1996) evaluated the efficacy of psychosocial treatment for lowering blood pressure at rest and during confrontation in patients with high blood pressure. Thirteen hypertensive patients were assigned to a treatment condition and 9 patients were assigned to a no treatment control condition. Results indicated that patients in the treatment condition exhibited significantly lower diastolic blood pressures at post treatment than patients in the control condition. Participants in the treatment condition also displayed significantly more assertiveness skills and lower diastolic blood pressure than patients in the control condition during confrontation interactions, but not during neutral role play interactions. However, post treatment systolic blood pressures were not significantly different between the two conditions.

Watt and Howells (1999) investigated the efficacy of psychosocial treatment for violent offenders. Participants were randomly assigned to either a treatment or a waitlist control condition. The results provided little support for treatment gains for participants in the treatment condition relative to the control condition. Specifically, no significant differences were detected between the two conditions for participants high in trait anger (the disposition to experience angry feelings). Watt and Howells further cautioned against the use of psychosocial treatment for anger with violent offenders. Napolitano and Brown (1991) argued that individuals incarcerated for murder tend to rebel against anger treatment procedures by actively defending against previously used coping skills.

Likewise, Gondolf and Russell (1986) cautioned against the use of psychosocial treatments for anger in men who batter because their use lacks of empirical support.

Gerzina and Drummond (2000) investigated the efficacy of psychosocial treatment for anger reduction in self referred police officers. Participants were randomly assigned to either a treatment condition or a waitlist control condition. The treatment consisted of Relaxation Training, Cognitive Reappraisal and Training in Problem Solving Skills. The results showed that self reported measures of anger and anxiety were reduced in the treatment condition relative to the waitlist control condition. The difference was maintained at an 8 week follow-up. However, no significant changes were detected on self and peer rated anger arousal for the treatment condition. Taylor, Novaco, Gillmer and Thorne (2002) evaluated the efficacy of the psychosocial treatment of anger intensity among offenders with intellectual disabilities. The psychosocial treatment consisted of Cognitive Behavioural Techniques developed for treating anger by Novaco (1975). Participants were randomly assigned to a Cognitive Behavioural Anger Treatment Condition or to a Routine Care Waitlist Control Condition. Participants in the treatment condition reported significantly lower anger intensity than those in the Routine Care Waitlist Control Condition. However, no significant differences were detected between the two conditions on staff rated anger.

ATTENTION CONTROL

Attention controls attempt to equate the amount and general nature of therapeutic contact common to all treatments (Mahoney, 1978). Stermac (1986) evaluated the efficacy of psychosocial anger treatment with forensic patients. Forty male participants were randomly assigned to either an anger treatment condition or an attention control condition. The treatment condition consisted of six rotation sessions of 1 hour, twice weekly. The control condition was presented with psychoeducational material in eight rotation sessions for 1 hour, twice weekly. The psychoeducational material provided basic information on Psychiatry, Psychology and Forensic Law. The results indicated that subjects in the anger treatment condition reported significantly less subjective levels of anger, an increased use of adaptive coping strategies and less use of self denigration

strategies when compared with the psychoeducation attention control condition. However, no significant differences were detected between the two groups on impulsivity.

Chemtob, Novaco, Hamada and Gross (1997) evaluated the efficacy of Psychosocial Treatment of Anger in Vietnam War Veterans suffering from Combat Related Posttraumatic Stress Disorder (PTSD). Participants were randomly assigned to either a group receiving only routine clinical care for PTSD or a group receiving anger treatment as an adjunct to routine care. Results indicated that participants in the anger treatment condition had significantly lower anger reaction scores than participants in the routine care condition. Participants in the anger treatment condition also reported significantly more self-control over anger than participants in the routine care condition. However, no significant differences were found on anger disposition or on physiological measures at post treatment. Furthermore, only self-control over anger was maintained at 18 month follow-up.

SPECIFIC COMPONENT CONTROL

Specific Component Controls involve the manipulation and comparison of the specific characteristic components of a given treatment. Deffenbacher, Storey, Brandon, Hogg and Hazaleus (1988) presented data from a component analysis of treatment for anger in a college population. Participants were assigned to a Cognitive Modification (teaching coping skills rationale, identification of anger producing self statements and application of skills to analogue provocations), Cognitive Modification and Relaxation Training or a No Treatment Control Condition. Treatment main effects were detected on all outcome variables except state anger and pulse rate. Post-hoc comparisons conducted at 5 week follow-up indicated that participants in both treatment conditions showed less trait anger, fewer anger symptoms during analogue provocations and less maladaptive coping relative to participants in the control condition. However, no significant differences were detected between the two treatment conditions.

Moon and Eisler (1983) randomly assigned 40 undergraduate participants to a stress inoculation condition, a problem solving condition or a minimal attention control condition. Measures of blood pressure, pulse, self reported anger, assertion and

aggression were obtained pre and post treatment. The results indicated that although stress inoculation significantly decreased anger provoking cognitions, there was no significant increase in appropriate assertiveness. Problem Solving and Social Skills Training reduced Anger Provoking Cognitions and Increased Appropriate Assertiveness. Deffenbacher, Oetting, Huff, Cornell and Dallager (1996) suggested that Relaxation Skills and Social Skills Training were equally effective in the reduction of Trait and Daily Anger Levels, Anger in Response to a wide range of Situations, Anger Arousal and Trait Anxiety, Relaxation Skills Training were more effective in enhancing a controlled style of Anger Expression. In an earlier study, Hazaleus and Deffenbacher (1986) found Affect Modification (a relaxation coping intervention) and Cognitive Modification to be equally effective (relative to a no treatment control) for general anger, physical symptoms of anger, daily ratings of anger, state anger and coping with imaginal provocations.

Dahlen and Deffenbacher (2000) compared cognitive restructuring alone, cognitive restructuring with additional emphasis on behavioural change and a no treatment control condition. The investigators found that both treatment groups showed reductions in trait anger, cognitive, behavioural and emotional components of anger and anger related physiological arousal when compared with the control condition. However, there were no significant differences between the two treatment conditions. In an earlier component analysis, Novaco (1976) compared Self Instructional Training combined with Relaxation Training, Relaxation Alone and Self Instruction Alone. The results indicated that although consistent differences were noted between the combined treatment condition and the attention control condition, less improvement was observed for the instruction alone condition. However, the instruction alone condition was better than the relaxation alone condition.

In a study incorporating an adult population with mild to moderate retardation, Benson, Rice and Miranti (1986) reported no significant differences in anger reduction between Relaxation Training, Self Instruction, Problem Solving and a Combined Treatment Condition. Cahill, Rauch, Hembree and Foa (2003) randomly assigned 67 participants with anger problems associated with PTSD to a Prolonged Exposure Condition, Stress Inoculation Training, Combined Prolonged Exposure and Stress

Inoculation Training, or Waitlist Control. Treatment conditions significantly lowered state anger (intensity of anger as an emotional state) when compared with the Waitlist Control Condition. Stress Inoculation Training was found to be more effective for state anger when compared with the combined treatment condition. However, prolonged exposure did not differ from stress inoculation training or the combined treatment condition (Olatunji and Lohr, 2005).

ADJUSTMENT

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”

-Confucius

Adjustment is the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Sometimes individuals face problems in making adjustments, which are important to maintain personal as well as social peace and harmony. Adjustment involves peace and harmony in home, school, society and in the country. Adjustment can be defined as a psychological process, which frequently involves coping with new standards and values. According to Veeraraghavan, Bhat and Dalai (2008) getting along with the members of the society as best as one can is called adjustment.

An adjustment mechanism is a habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. Every individual uses his own mechanism to maintain a balance in his own personality.

ADJUSTMENT AS AN ACHIEVEMENT

Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military education and other social activities need efficient and well adjusted men for the progress and well-being of the Nation. If one interprets adjustment as achievement then he will have to set the criteria to judge the quality of adjustment.

ADJUSTMENT AS A PROCESS

Adjustment as a process is of major importance for Psychologists, Teachers and Parents. To analyze the process an individual should study the development longitudinally from his birth onwards. The child, at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation and perception.

CHARACTERISTICS OF ADJUSTMENT MECHANISM

Adjustment mechanism is almost used by all people. They are ideas which are inferred from the behaviour of the individuals. All mechanisms are used to protect or enhance the persons self-esteem against dangers. They increase satisfaction and help in the process of adjustment if used within limit. The danger is always within the person. He fears his own motives. The fear and danger are manifested in adjustment mechanism. The overall effect of adjustment mechanism is to cripple the individual's functioning and development through falsifying some aspects of his impulses so that he is deprived of accurate self knowledge as a basis for action.

CONCEPT OF ADJUSTMENT

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his role properly and get maximum satisfaction. If he does not play his role according to Standards and Training Home Environment received his needs may not be fulfilled and he may get frustrated.

TYPES OF ADJUSTMENT

NORMAL ADJUSTMENT

When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obeys his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.

ABNORMAL ADJUSTMENT

Abnormal Adjustment means problem behaviour or speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

During their development, teachers pass through different professional stages, connected with age and career development. Essential role for successful professional adjustment of the beginners in the profession of a teacher plays the level of their preparation and the potential of adjustability, which has autonomous nature. Processes of different types of adjustability are mutually connected and conditioned but under the leading role of professional activity adjustment. Successful professional adjustment has its own dynamics, contents and peculiarities and is determined by value system of the teacher individuality, including attitude towards oneself, colleagues, governing body, profession and official duties. Cordial relations between the Principal and Teachers, Teachers and Teachers and Teachers and Office Staff also play an important role in creating harmonious and congenial environment in the school (Duchev, 2005).

The problem of adjustment in relation to profession and life actually exists among the teachers of today. Although their services are now respected everywhere, their adjustment with their vocation, pupils' life and environment is still at stake. The teachers have to develop habits to meet with challenges in the desired manner and that is what may be called an adjustment. A well adjusted teacher works with dedication; if they work in a free mind, their sense of responsibility will increase.

Social adjustment is an important quality of a teacher. He should know how to adjust himself to the surroundings in which he works. A teacher should not be quiet,

retreating and introverted. He should be free from worry and anxiety. He should mix well in society to have a large body of friends and to take a helpful interest in his neighbours. Normal social life outside the school will go a long way to give him happy social adjustments within the Institution.

If the teacher becomes an embodiment of right conduct in thought, word and deed, the students will develop good qualities. They can become thoughtful, concerned and courageous. The teacher's entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. They must be emotionally stable and have positive attitude towards teaching. They should create conducive school climate. The ideal teacher is one who, through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate (Singh, 2008).

Adjustment problems can arise at any situation. If emotional state is keeping one from concentrating on work or if it is making it hard for him to go about his usual daily life, then it is a serious problem. Fortunately, most serious emotional problems can be treated effectively through counselling, medication or both of these. With healthy emotional adjustment, one can have a balanced, satisfying life.

A teacher, who is not 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 who are concerned with the teaching profession.

POSITIVE THERAPY

Positive Therapy evolved by Hemalatha (2004) is a package, combining the Eastern Techniques of Yoga and the Western Techniques of Cognitive Behaviour Therapy. The assumption of Positive Therapy is that any behaviour problem is due to one's perception. Negative perception leads to negative thoughts, beliefs and emotions, resulting in unhealthy behaviour. The aim of Positive Therapy is to modify negative perceptions, to facilitate healthy behaviour. Positive Therapy has four strategies, namely,

Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. Relaxation Therapy has three steps - Deep Breathing Practice, Relaxation Training and Autosuggestion. Counselling Techniques include Rational Emotive Therapy, Thought Stopping, Symptom Stopping, Cognitive Restructuring and Assertiveness Training. The Exercises are: Tension Releasing Exercise, Smile Therapy and Laugh Therapy. Behavioural Assignments ensure a daily routine with healthy living practices. Researches conducted in different states of India and in Cambodia, by the author and other researchers, have proved the efficacy of Positive Therapy in the Management of Stress, Depression, Anxiety, Anger, Insomnia, Pain etc. and in the Enhancement of General Well-being, Adjustment, Self-esteem, Self-efficacy etc. on a variety of sample such as Students, Teachers, Professionals and Patients with Essential Hypertension, Cancer, Coronary Heart Disease, Kidney Failure Patients, etc.

NEED FOR THE STUDY

Teachers are the real builders of the Nation. They are the pillars to uphold the National aspirations of progress. The teachers' role in the growth, development and prosperity of the Nation is undeniable. It is the teachers who mould the future society and influence the coming generations towards successful achievement of the National Goals. If the teachers have to perform their duties with dedication and sincerity, they must possess good mental health. A mentally healthy teacher is one who is cheerful, positive and has confidence in himself and his pupils.

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. 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.

Teachers are expected to be mentally healthy but the problems of teachers are much more than what it was in the past. In addition to the loss of special recognition, the profession has been infested with a number of other problems, such as enormous rise in the work load, with multifarious duties and responsibilities including learning new technology, time pressures and deadlines, lack of security of service, too much domination by the political bosses and managements, growing indiscipline among the students, delayed promotions and poor school climate. The teachers have to cope with so many stressful and frustrating situations, which affect their mental health.

A teacher with stress loses energy and enthusiasm needed to teach students effectively. Sometimes, excessive or improperly managed stress leads to anger and other adjustment problems. These stresses adversely affect teaching quality. Displacement of anger on students is an unhealthy practice adopted by some of the teachers. The teacher may become highly punitive and use abusive language. Such unhealthy behaviour leads to hatred on the teachers and disinterest and dislike towards school and studies, causing poor academic achievement or truancy in some students. It may also lead to undue fear and anxiety and affect the personality of some children, resulting in suicidal tendencies.

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 and Enhancement of Adjustment in various samples. The aim of this study is to help selected School Teachers Manage their Stress and Anger and enhance their Adjustment through Positive Therapy.

There is a reasonably large body of published research evidence available which indicates that teaching is a ‘highly’ or ‘extremely highly’ stressful occupation for up to one-third of its professionals. Moreover there is a widespread belief that teacher stress is a serious problem with obvious implications for teachers' physical and psychological health status as well as performance (Pithers, 2011). Hence there is strong need to conduct research like this as the incidence of stress among 30 to 40% teachers is being found.