
METHOD

The study on, “**Management of Stress and Anger and Enhancement of Adjustment in School Teachers through Positive Therapy**” involves the following steps:

- Objectives
- Hypotheses
- Area
- Sample
- Tools
- Procedure
- Analysis of data

OBJECTIVES

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

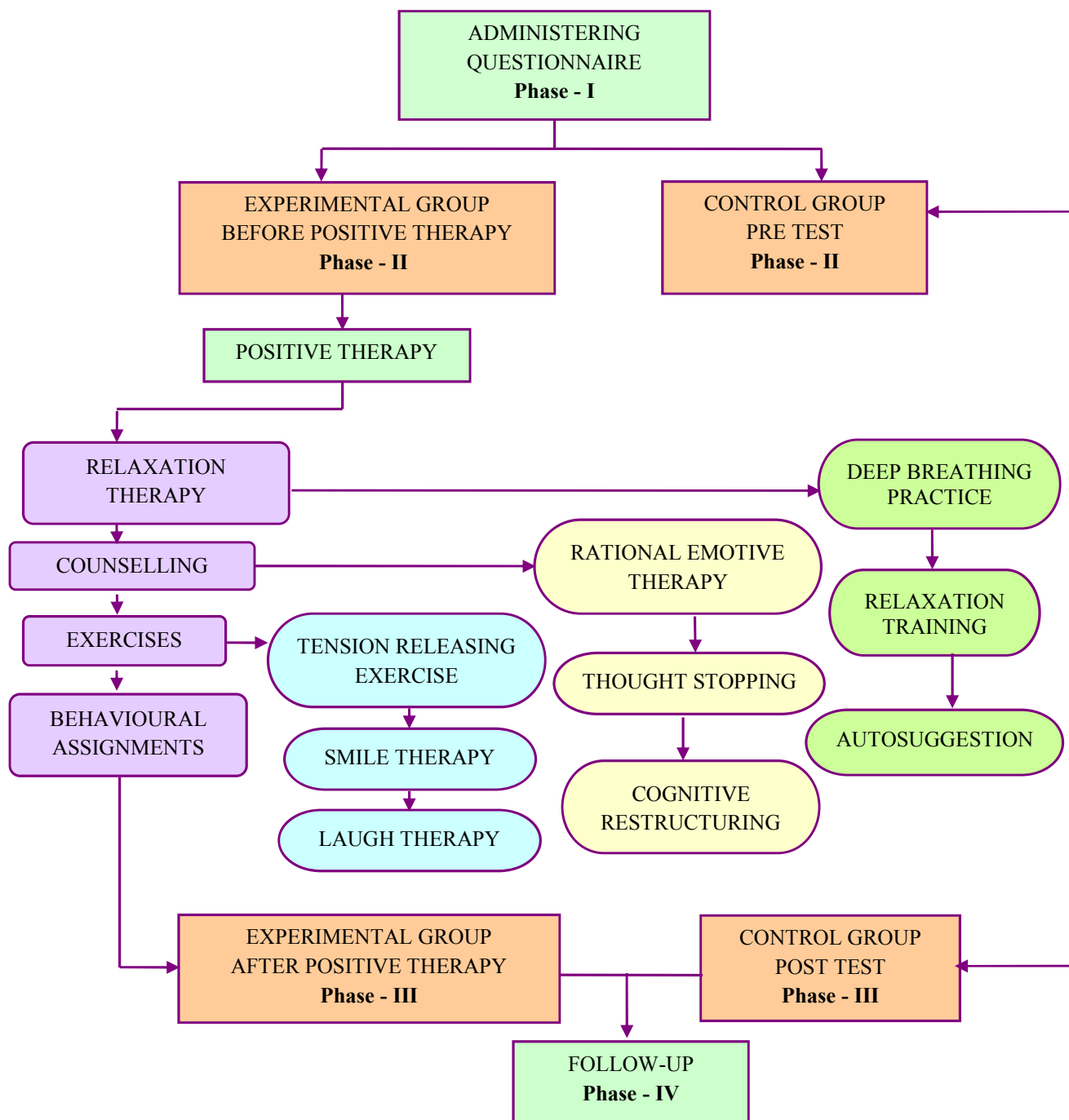
HYPOTHESES

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

1. The Negative Emotions of the Experimental Group School Teachers will be reduced after Positive Therapy.
2. The Level of Stress among the School Teachers will be reduced significantly due to Positive Therapy.
3. There will be a significant difference between Experimental and Control Group in their Level of Stress.

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

FIGURE 1: BEFORE, AFTER AND FOLLOW-UP WITH EXPERIMENTAL AND CONTROL GROUP DESIGN



AREA

The area selected to conduct the study was 24 various Government Schools of Palakkad, Ottapalam, Trissur and Cochin Districts in Kerala. The reasons for selecting the area are as follows:

- Availability of the School Teachers
- Permission and facilities provided by the authorities to carry out the action research
- Willingness and cooperation of the teachers to serve as subjects in the action research

SAMPLE

From 24 various Schools of Palakkad, Ottapalam, Trissur and Cochin Districts in Kerala, 432 School Teachers were assessed using tools, out of which 200 School Teachers with High Stress / High Anger / Low Adjustment were screened and selected by purposive sampling technique to serve as the sample. Purposive Sampling is one that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic. Hundred School Teachers were randomly assigned to Experimental Group and 100 to Control Group.

TOOLS

Selection of tests and tools is a very important aspect of any research, since it is the key to gaining information. The following tests and tools were used to get the needed information about the School Teachers.

CASE STUDY SCHEDULE FOR TEACHERS (Hemalatha, 2009)

Case Study Schedule for Teachers was used to collect information on personal data, family background and other relevant information about the respondents.

OCCUPATIONAL STRESS INDEX (Srivastava and Singh, 1981)

The Occupational Stress Index constructed and standardized by Srivastava and Singh (1981) was used to know the level of stress. The Inventory consists of 46 statements with five possible responses to each statement namely 'Strongly Disagree', 'Disagree', 'Undecided', 'Strongly Agree' and 'Agree'. The index assesses the perceived stress of the employees arising from twelve dimensions of their job life i.e. role overload, role conflict, unreasonable group, responsibility, powerlessness, under participation, poor

peer relations at work, intrinsic impoverishment, low status, strenuous working conditions and unpredictability. Index of reliability had been determined by using Guttman Split formula and t value is calculated using the Edwards (1969) Formulae and found to be 0.71 (t value= 9.98). The index of validity was also ascertained by computing Edwards Formulae which was found to be 0.84 (t value=15.81).

NOVACO ANGER INVENTORY - SHORT FORM (Novaco, 1994)

Novaco Anger Inventory - Short Form (Raymond W. Novaco, 1994) was used to assess the level of anger in each School Teacher. The Novaco Anger Inventory - Short Form, was adapted from the long form (Novaco, 1975) and contains 25 of the original 90 items. The items on this scale describe situations that are related to anger arousal. For each of the items the School Teachers were asked to rate the degree to which the incident described would anger or provoke them by ticking the appropriate degree of annoyance. The degree of anger experienced would depend on other factors that are not specified in the items (such as what kind of situation, how the act occurred, etc.). The factor loadings for factor one ranged between 0.53 and 0.79, with an average loading of 0.71. It is suggested that this scale, therefore, reliably only consists of one factor (anger). A Cronbach's alpha of 0.96 was derived for the scale with an average inter-item correlation of 0.49, an item-total correlation of between 0.50 and 0.77 and a split-half reliability of 0.93.

MANGAL TEACHER ADJUSTMENT INVENTORY – SHORT FORM (Mangal, 1971)

Mangal Teacher Adjustment Inventory – Short Form (Mangal, 1971) was used to assess the level of adjustment among the teachers. The inventory consists of 70 statements with two possible responses 'Yes' or 'No'. The validity coefficient of the Teachers Adjustment Inventory was found to be 0.97. Reliability of the Inventory was estimated through test-retest and split half methods and it was found to be 0.99 in both.

CASE STUDY REASSESSMENT SCHEDULE FOR TEACHERS (Hemalatha, 2009)

Case Study Reassessment Schedule for Teachers (Hemalatha, 2009) was used to reassess the School Teachers after the intervention. The causes of stress, causes of anger,

negative emotions of the School Teachers were assessed after undergoing Positive Therapy.

POSITIVE THERAPY – HANDBOOK (Hemalatha, 2004)

Positive Therapy – Handbook for Healthy, Happy and Successful Living and Audio C. D. (Hemalatha, 2000) on Relaxation Therapy were used to provide intervention to the School Teachers. It is a package, which combines the Eastern Techniques of Yoga and the Western Techniques of Cognitive Behaviour Therapy has four strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. In this action research, all the techniques were used.

PROCEDURE

From 24 various Schools of Palakkad, Ottapalam, Trissur and Cochin Districts in Kerala, 200 School Teachers with High Stress / High Anger / Low Adjustment were screened and selected as the sample using Case Study Schedule, Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form). Out of them 100 School Teachers were randomly assigned to Experimental Group and Hundred to Control Group.

The Case Study Schedule was used to obtain information from the School Teachers individually. The information gathered includes the demographic details, risk factors, negative thoughts etc. Occupational Stress Index, Novaco Anger Inventory (Short Form) and Mangal Teacher Adjustment Inventory (Short Form) were administered to the School Teachers to assess their level of Stress, Anger and Adjustment. The psychological intervention called, Positive Therapy was administered on the selected School Teachers in the experimental group, in batches. The duration of each session lasted for one hour, 3 days a week on alternative days, for 2 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 successfully without any negative thoughts. The School Teachers were assessed with the same tools after Positive Therapy and follow-up was done after six months. The 100 subjects in the control group did not undergo any interventions. They were assessed pre, post and follow-up phases.

POSITIVE THERAPY

Positive Therapy evolved by Hemalatha, (2004) is a package based on the Eastern Techniques of Yoga and 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, negative beliefs and negative emotions and affects a person's physical and mental health. Positive Therapy aims at modifying negative thoughts, beliefs, emotions and behaviour. Positive Therapy helps to replace debilitating negative thoughts with positive, self-enhancing thoughts. It helps in the development of positive personality traits such as courage, confidence, cheerfulness, optimism etc. and trains people to face their problems with a smile. Thus, Positive Therapy facilitates sound mental health, leading to better living.

STRATEGIES

Positive Therapy has four major strategies:

- Relaxation Therapy
- Counselling
- Exercises
- Behavioural Assignments

I. RELAXATION THERAPY

Relaxation Therapy helps the subjects to have a relaxed state, which promotes a positive attitude towards life. As the focus is on breathing, unwanted thoughts are eliminated, helping the School Teachers to relax. Hence, Relaxation Therapy is given as the first step in Positive Therapy.

Relaxation Therapy involves 3 steps:

- Deep Breathing Practice
- Relaxation Training
- Autosuggestion

DEEP BREATHING PRACTICE

In Deep Breathing Practice, the School Teachers were asked to sit erect, breathe in slowly for 4 counts (4 seconds) and breathe out gradually for 6 counts (6 seconds). This was repeated 5 times with their eyes open and 5 times with their eyes closed.

REALAXATION TRAINING

After Deep Breathing Practice, the School Teachers were asked to sit straight on a chair (with the head straight, lips slightly apart, hands comfortably placed on the lap, palms facing upwards and legs placed one foot apart. The School Teachers were asked to close the eyes. Then, the following instructions (*) were given “Breathe in slowly...Breathe out gradually...

(This was repeated 3 times)

“Now concentrate on the top of the head”. “Breathe in slowly...
Breathe out gradually... Top of the head...Relaaax...”

This was repeated 3 times, followed by the suggestions:

“Now, the top of the head is light and relaxed; no thoughts, no fears, no worries, no tension, no stress and no pain. Top of the head is light and relaxed. Top of the head is completely relaxed (two times). Breathe in slowly ...Breathe out gradually...”

(*) Similar instructions were given to other parts of the body, in the order given below:

- Back of the Head
- Forehead
- Eyes
- Mouth
- Neck and Shoulders
- Back
- Chest
- Stomach
- Hands
- Legs

Then the following directions were given to the School Teachers who were in a relaxed state:

- Inhale GOOD HEALTH. Breathe out all the aches, pains and sicknesses from the body
- Inhale HAPPINESS. Breathe out all the worries from the body
- Inhale POSITIVE THOUGHTS. Breathe out all the negative, useless thoughts from the body
- Inhale STRENGTH. Breathe out all the weaknesses from the body
- Inhale COURAGE AND CONFIDENCE. Breathe out all the fears from the body
- Inhale SUCCESS. Breathe out failures and fears of failures from the body
- Inhale LOVE. Breathe out anger, hatred and jealousy from the body

AUTOSUGGESTION

The School Teachers were given directions and autosuggestion under the relaxed state. They were asked to continue, to have deep breathing, enjoying the relaxed state when the following autosuggestions were given (3 times each):

- I am healthy
- I am happy
- I love everyone; everyone loves me
- I am bold and confident
- I can achieve what I want
- I am a successful person
- I can face my problems boldly and solve them successfully
- I am not afraid of anyone; God is with me
- Today is an excellent day; I will enjoy every minute of this day
- Thank you God for giving me all that I need – long life, good health, wealth, love, happiness and success”

II. COUNSELLING

In Positive Therapy, Counselling involves the following techniques:

- Rational Emotive Therapy

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- Thought Stopping
 - Symptom Stopping
 - Cognitive Restructuring
 - Assertiveness Training

In the present research, Individual Counselling was given using the techniques namely, Rational Emotive Therapy, Thought Stopping and Cognitive Restructuring.

RATIONAL EMOTIVE THERAPY

Most of the School Teachers had irrational thoughts and beliefs such as,

“I cannot complete the work on time”

“I find it difficult to handle the classes”

Their irrational thoughts were removed by appealing to their reason.

THOUGHT STOPPING

The School Teachers was asked to sit in a relaxed state, close the eyes, breathe in slowly and get the negative disturbing thought (one at a time) and breathe out saying ‘Stop’ and push the thought away. This practice was given 5 times. Then he/she was asked to follow the same procedure but say ‘Stop’ mentally and throw out the negative thought. This practice was also given 5 times. The same procedure was followed for the other negative thoughts. In due course, the School Teachers learnt to throw out disturbing, negative thoughts automatically.

COGNITIVE RESTRUCTURING

In this, the School Teachers were helped to replace the negative thoughts with positive thoughts. The subject was asked to breathe in slowly and breathe out, saying each of the positive statements such as

“I can complete the work on time”

“I can handle my classes” (3 times each).

The School Teachers were asked to strongly believe that they had acquired the positive qualities and start behaving accordingly. Thus, they were helped to get rid of their negative, self-defeating thoughts and develop positive, self-enhancing thoughts.

III. EXERCISES

Positive Therapy involves three exercises to help people get rid of their stress and develop a cheerful state. They are:

- Tension Releasing Exercise
- Smile Therapy
- Laugh Therapy

TENSION RELEASING EXERCISE

Stress causes fear, anxiety, anger / worry, leading to tension. Tension Releasing Exercise helps to throw out all these. In this exercise, the School Teachers were asked to stand with their feet one foot apart, close the palms and bring them towards the chest, breathing in slowly; then breathe out forcefully through the mouth making a loud sound (Ha), simultaneously throwing down the hands sidewise and opening the palms. As they breathed out, the following instructions were given, three times each:

“Tension goes out”

“Fear goes out”

“Anger goes out”

“Anxiety goes out”

“Worry goes out”

SMILE THERAPY

In the Modern World, life has become highly mechanical and many people have even forgotten to smile. Smile, not only changes the facial expression, but also changes the mood of a person to a cheerful one. Hence, by developing the habit of smiling, one can replace the negative emotions. In other words, one cannot have negative emotions such as fear, anxiety, worry or anger, while smiling.

In Smile Therapy, the School Teachers were asked to say (Eee), with a broad smile, breathe in slowly through the mouth, with a hissing sound (without involving the vocal cords), close the mouth smilingly and breathe out gradually through the nose, without any sound. They were asked to enjoy the cool breeze entering through the mouth

and feel the coolness spreading through the chest to the abdomen. This practice was given 5 times.

LAUGH THERAPY

In this, the School Teachers were asked to stand in a circle, bend down the back and the head slightly, breathe in slowly lifting up the head and the back and start laughing loudly without any inhibition. They were encouraged to look at each other, make gestures, clap hands, etc. while laughing. They were asked to laugh louder and louder for a longer duration. This practice was given 5 times. The School Teachers enjoyed practicing Laugh Therapy.

IV. BEHAVIOURAL ASSIGNMENTS

The School Teachers were asked to follow the assignments to ensure optimum health

- Have positive thoughts. Modify negative thoughts with positive thoughts
- Have positive attitude towards self, life and others
- Live in the present, concentrate on what you do and enjoy what you do
- Enjoy work. Strongly believe that you can complete your work on time
- Accept responsibilities with a smile
- Face problems boldly and solve them successfully
- Enjoy the company of family members and friends
- Develop a sense of humour, enjoy jokes; laugh heartily
- Practice Deep Breathing for 5 minutes in the morning, facing east and for 5 minutes in the evening, facing west
- Practice Relaxation Training for 20 minutes in the morning, preferably, after the exercise and at night, before going to sleep
- Pray to God with full faith

REASSESSMENT

All the School Teachers of Experimental and Control Groups were reassessed using the Case Study Reassessment Schedule, Occupational Stress Index, Mangal Teacher Adjustment Inventory (Short Form) and Novaco Anger Inventory (Short Form) after two weeks. Follow-up was done after 6 months using the same tools in order to assess the effect of Positive Therapy.

ANALYSIS OF DATA

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

- The Negative Emotions of the School Teachers Before and After Positive Therapy
- The Level of Stress in the School Teachers Before, After and Follow-up Phases
- Significance of difference between Experimental and Control Group in the Stress Level
- Significance of difference between Mean Stress Before, After and Follow-up of Positive Therapy
- The Level of Anger in the School Teachers Before and After Positive Therapy
- Significance of difference between Experimental and Control Group in the Anger Level
- Significance of difference between Mean Anger Before, After and Follow-up of Positive Therapy
- The Level of Adjustment in the School Teachers Before and After Positive Therapy
- Significance of difference between Experimental and Control Group in the Adjustment Level
- Significance of difference between Mean Adjustment Before, After and Follow-up of Positive Therapy