

Research Article

Construction and Validation of an Instrument for Identifying Stress Coping Strategies of Teachers Working in the Schools in Tamilnadu

Mrs. R. Portia.,

Research Scholar, Department of Education,

Manonmaniam Sundaranar University,

Tirunelveli.

Abstract

The Researcher having felt the need for an instrument to study the Stress Coping Strategies of teachers, has undertaken this project. As the Researcher is interested more in identifying the Stress Coping Strategies of the teachers while confronting with stress causing situations than how they just manage the stress, she has designed the instrument in such a way that it will give a measure of their adoption of the coping strategies: AVOID THE STRESSOR; ALTER THE STRESSOR; ADAPT TO THE STRESSOR and ACCEPT THE STRESSOR. The present tool has been constructed in the form of a Situational Test. It has been validated and its reliability has been established.

Keywords: Stress Coping Strategies, Teachers, Instrument Construction, Tool Validation, Situational Test, Tamil Nadu Schools, Stress Management, Educational Research, Teacher Well-being

INTRODUCTION

Teachers in schools are subjected to varied activities wherein they have to strain their body, mind and soul for emerging successful in the assigned tasks. The situations are ever changing as the days turn out from Monday to Saturday. While discharging such baffling responsibilities pertaining to different roles, the teacher has to cope with circumstances that may cause stress capable of destabilizing his or her normal teacher behavior (Griffith Jayne et.al., 2010). As in the case of stress at different levels, the coping strategies may also differ from individual to individual as such differentiating one from the other in discharging responsibilities. Therefore developing an instrument for identifying stress coping strategies seems to be a necessity.

RATIONALE

Stress seems to be the other side of the modern life. Though it cannot be removed from life permanently it can be managed by taking up certain precautionary steps. Clifford Sawhney (2010) spells out the following TEN effective ways to manage stress:

Time Management: The time resource has to be handled very carefully, or else it will be lost forever. If every working moment is not monitored properly it will prove to be a waste and at the end the individual will turn out to be non-productive.

Creating Visualization: This is a highly recommended technique for mobilizing inner resources for success. In short it's a created vision of an individual which will be pursued till accomplishment.

Progressive Muscle Relaxation: In this technique there is a deliberate attempt to heighten muscular tension and then relaxation.

Laughter: For centuries it is thought of as a medicine for many of the diseases caused by emotional disorders.

Hobbies: It is considered as a channel to drain of those accumulated thoughts, blocking the vision of the people. A little diversion in the form of hobbies would clear off the mind and promote healthy thinking.

Vacation: The body and mind will get recharged, once the individual goes away from his place of residence or the work spot and stay at a new place.

Exercise: Chronic stress causes pain in the muscles and joints of the body. When the mind gets tensed as a cure to such physical and emotional problems, exercise is suggested as a remedy.

Auto Suggestion and NLP: Auto suggestion is a system evolved to realize the power of a patient's unconscious mind. In this several phrases are devised which are to be uttered in the right frame of mind. One such famous phrase is "Every day I am getting better and better".

Yoga Nidra: It is a state of psychic sleep brought out by physical, mental and emotional relaxation.

Ambience: The use of bright colours, pleasant looking objects and subtle or brighter shades on the walls will create a relaxed atmosphere at home as well as at the work place. The pleasant atmosphere will take away the pain and strain of the individuals.

Similarly Brad Hokanson and Michael Diener (2010) in their article 'Managing Stress' have explained elaborately the use of the following strategies to manage stress:

Look around.	Set realistic goals for yourself.
Remove yourself from the stressful situation.	Don't overwhelm yourself.
Don't sweat the small stuff.	Learn how to best relax yourself.
Selectively change the way you react.	Change the way you see your situation: seek alternative viewpoints.
Avoid extreme reaction.	Do something for others.
Get enough sleep.	Work of stress.
Avoid self-medication or escape.	Begin to manage the effects of stress.
Try to use stress.	Try to be positive.

The aforesaid techniques for stress management seem to be quite helpful for the individuals to get prepared before they get in to the stress causing environment. That is, they are precautionary measures to wade through the current of stress and strain. Similarly after an individual having gone through stressful experiences, to erase off the impact of stress also these suggested stress managing techniques are helpful.

However if someone comes up to make a scientific study about the coping strategies adopted by teachers to get along with the profession without being much affected by the stressful job situations, no tool standardised on our population as on date is available. Hence the need for the preparation of the stated research tool.

DESIGN FOR TOOL CONSTRUCTION

There are quite a good number of studies on stress coping strategies using instruments in the form of check list or ranking the stated list of strategies or questionnaire directly asking for marking the preferred coping strategies (Griffith Jayne et.al., 2010; Saito K. 1999; Murphy LR. 1996). As the Researcher is not satisfied with those tools she worked out a design to prepare a Situational Test and standardize it on the teacher population in Tamilnadu to serve the cause of the chosen research.

The following is the proposed design to construct an instrument to identify the strategies adopted by the teachers in the schools in Tamilnadu to cope with their stressful job situations, while discharging their responsibilities:

- (i) Defining the term "Stress Coping Strategies"
- (ii) Reviewing literature to identify the Coping Strategies adopted by individuals in life situations to overcome stress.

- (iii) Reviewing literature to note down the Stressors causing stress to teachers.
- (iv) To prepare for each one of the chosen stressors a pair of Stress Causing Situations natural to all respondents.
- (v) For each stress causing situation the required number of Reaction Statements are to be prepared based on the identified coping strategies.
- (vi) The prepared draft tool is to be subjected to experts' scrutiny for establishing content Validity.
- (vii) The prepared draft tool is to be administered to randomly taken one hundred subjects to establish item validity and construct validity.
- (viii) Again the draft tool is to be administered to about 300 teachers chosen randomly to establish factorial validity.
- (ix) The final form of the tool is to be prepared.
- (x) The reliability of the newly developed tool is to be established by test-retest method.
- (xi) After a few try outs, norms are to be established for the validated tool.

DEFINING STRESS COPING STRATEGIES: By this the Researcher means the strategies adopted by a teacher while confronting with a stress coping situation to avoid or lessen the intensity of stress.

IDENTIFYING STRESS COPING STRATEGIES

These strategies are generally classified as "unhealthy ways of coping with stress" and "healthier ways of managing stress". They are only temporary means of reducing stress; the first category may also cause damage in the long run. For example smoking, drinking too much, using drugs, withdrawing from friends and family, procrastinating etc are supposed to be not so advisable strategies.

On further probing the researcher has identified FOUR STRESS COPING STRATEGIES which are shortly termed as THE FOUR A'S. The first two strategies are termed as:

- i) AVOID THE STRESSOR
- ii) ALTER THE STRESSOR

These two are based on "Change of Situation". The other two coping strategies are based on "Change of the Individual's reaction". They are termed as:

- iii) ADAPT TO THE STRESSSOR
- iv) ACCEPT THE STRESSOR (Melinda Smith and Robert Segal, 2011)

STRESS COPING STRATEGY 1:

AVOID THE STRESSOR: All stress cannot be avoided and it is not healthy to avoid the situation that needs to be addressed. There are a number of stressors that may be eliminated by adopting the following strategies.

- ❖ **Learn how to say "no":** If any situation goes beyond the limit it will be difficult to stick to the situation. Therefore one should learn how to put a full stop by saying "no" in a gentle acceptable manner.
- ❖ **Avoid people who Stress you out:** If a person is a cause of stress in life, one can limit the amount of time being spent with the person or if possible closing the relationship with that person once for all.
- ❖ **Take control of your Environment:** If a person is much worried about what happened in the morning in the locality, he may avoid watching T.V. in the evening to avoid the recurrence of his stress.
- ❖ **Avoid hot-button topics:** If a person has already experienced anything bad in a particular field of activity, he or she can avoid discussing such topics with others.
- ❖ **Plane down your to-do list:** One may analyse his or her schedule, and responsibilities on the basis of their importance and categorize them as 'musts' and 'shoulds'. The works marked as 'must' are to be carried out and those under 'should' may be done in phases, if necessary, the least important ones may be dropped.

STRESS COPING STRATEGY: 2

ALTER THE SITUATION: If it is not possible to avoid a stressful situation, one may at least try to alter it. One has to work out how best he or she can bring changes to make the impending situation not so stressful.

The following are some of the strategic points to alter the situation, somewhat stress free.

- ❖ **Express your feelings instead of bottling them up:** If someone is the cause for a stressful situation, the affected individual may boldly voice his feelings of course in a respectful way to free himself to some extent from the impact of the stress.

- ❖ **Be willing to Compromise:** When one request for change in the behaviour of other, he or she should also come down from his or her stand to lessen the intensity of the stress causing situation.
- ❖ **Be more Assertive:** When a problem comes, it should be faced head on. The person should be able to tell the stress causing individual to keep away from him or her to carry out his or her business.
- ❖ **Manage your time better:** Poor time management causes lot of stress. If one plans ahead and makes sure of his or her course of action, the stressful situation may slowly get naturalized.

STRESS COPING STRATEGY: 3

ADAPT TO THE STRESSOR: If one cannot alter the stress causing situation, he or she has to adapt to the situation by applying the following strategies for a reduction of the stress.

- ❖ **Reframe problems:** One may reframe the stress causing situation and view it in a more positive perspective. It will reduce the intensity of stress.
- ❖ **Look at the big picture:** One may try to perceive the permanency or the extent of continuation of the existing stressful situation. As nothing is permanent or long lasting the affected individual may gain confidence to go along with the situation.
- ❖ **Adjust your standards:** One may fix reasonable standards for his or her work and should develop the mind to accept when others consider the work as "It's ok".
- ❖ **Focus on the positive:** When it is highly unbearable with a situation causing stress, one may start reflecting over his or her positive qualities, capabilities and talents for a good reduction of stress.

STRESS COPING STRATEGY: 4

ACCEPT THE STRESSOR: Certain sources of stress are unavoidable. One cannot prevent or change stressors such as the death of a lover, national recession etc. In such cases, the only way to cope with stress is to accept things as they are. However, slowly in the long run the following strategies work well to reduce stress.

IDENTIFYING TEACHERS' JOB STRESSORS:

Teacher is a multifaceted personality engaged in multifarious activities for the good of all those around him. He is the only professional working with all positive thinking to create a better world with the help of the young souls entrusted to his care. While doing so he is confronted with hundreds and hundreds of problems which turn out to be the cause of stress for him. Any casual reading of literature pertaining to teachers will enable one to cull out scores of stressor from the context of playing innumerable roles inside and outside of the institution. Portia. R (2011) have reported the following Six Factors which they identified by Factor Analysis to explain the constitution of Stress Coping Situations of teachers:

- I. WORKLOAD
- II. CHANGING TEACHING PROCESS
- III. BEYOND TEACHING ROLE
- IV. EXPRESSION OF INDIVIDUALITY
- V. NON-ACADEMIC DEPLOYMENT
- VI. INTERFERENCE OF OFFICIALS AND OTHERS

These Six Factors explain the entire realm of stress causing situations in the life of a teacher in a school. Therefore the Researcher has planned to make use of these Six stress causing factors to elicit the different strategies adopted by teachers to cope with them.

PREPARATION OF DRAFT TOOL: The prepared design leads to the construction of an instrument in the form of a "Situational Test".

The Researcher carefully elaborated each factor to portray two realistic stress causing situations common to teachers in general. When the teachers of the target population are asked to read the 'situations' one by one, it will help them recollect afresh of what might have happened to them at that time.

After reading every situation, when they will have their past experience or exposure looming right over their eyes, they will be triggered off to visualize how they might have reacted or what might they have thought of doing at that time of confronting those situations by asking them to react to the Four Reaction Statements given for every situation, each one incorporating a stress coping strategy.

By answering to each Reaction Statement as always or often or sometimes or rarely or never, the respondent would reveal to what extent the Four Coping Strategies were used or being used, given such stressful experience or exposure.

Thus the Researcher prepared for the SIX FACTORS, TWELVE STRESS CAUSING SITUATIONS, and FORTY EIGHT REACTION STATEMENTS and incorporated them in the proposed research tool.

PILOT STUDY 1: A pilot study was undertaken for validating the tool.

PHASE I: CONTENT VALIDITY: The process of validation starts with phase I. Copies of the Draft Tool were provided to the Research Guide and one more Expert guiding Doctoral studies in Education with a request to study the appropriateness of the Reaction statements prepared to elicit the adoption of the Four Coping Strategies by teachers and offer suggestions for Improvement in the tool under preparation. Based on their suggestions some of the Reaction Statements have been reworded for more clarity. Thus the Content Validity has been established.

PHASE II: ITEM FITNESS: To establish the Item fitness, the modified Draft tool was administered to 100 teachers working in schools in Trichy and Tirunelveli Districts. After scoring responses of the respondents, the fitness of each item has been established by subjecting the data to Goodness of Fit Test, which is otherwise called ONE SAMPLE TEST OF CHI SQUARE. It is one of the several applications of chi square test (Cohen Louis 1976). Here it is used to test the null hypothesis formed for every Reaction statement in the draft tool that the responses obtained under ALWAYS, OFTEN, SOMETIMES, RARELY, and NEVER are not by CHOICE.

GOODNESS OF FIT VALUE

Item No.	Goodness Fit Value	Table Value at .01 Level	Remark	Item No.	Goodness Fit Value	Table Value at .01 Level	Remark
I	37.00	13.28	Retained	26	13.57	13.28	Retained
2	13.43	13.28	Retained	27	17.92	13.28	Retained
3	15.25	13.28	Retained	28	15.60	13.28	Retained
4	14.89	13.28	Retained	29	13.46	13.28	Retained

5	21.85	13.28	Retained	30	14.28	13.28	Retained
6	26.32	13.28	Retained	31	17.57	13.28	Retained
7	14.85	13.28	Retained	32	17.03	13.28	Retained
8	14.71	13.28	Retained	33	18.46	13.28	Retained
9	15.78	13.28	Retained	34	13.42	13.28	Retained
IO	14.26	13.28	Retained	35	13.64	13.28	Retained
II	19.28	13.28	Retained	36	15.89	13.28	Retained
12	17.03	13.28	Retained	37	14.27	13.28	Retained
13	14.53	13.28	Retained	38	27.57	13.28	Retained
14	13.90	13.28	Retained	39	24.89	13.28	Retained
15	15.85	13.28	Retained	40	21.67	13.28	Retained
16	15.14	13.28	Retained	41	18.82	13.28	Retained
17	13.82	13.28	Retained	42	16.32	13.28	Retained
18	14.03	13.28	Retained	43	18.28	13.28	Retained
19	18.28	13.28	Retained	44	15.50	13.28	Retained
20	16.11	13.28	Retained	45	23.07	13.28	Retained
21	23.82	13.28	Retained	46	15.25	13.28	Retained
22	19.17	13.28	Retained	47	21.32	13.28	Retained
23	13.71	13.28	Retained	48	14.39	13.28	Retained
24	14.64	13.28	Retained				
25	15.07	13.28	Retained				

The above given table furnishes the Goodness of Fit value for each one of the 48 items.

The table shows that all the Reaction Statements are retained because the stated null hypothesis for each statement is rejected at .01 level.

PHASE III: CONSTRUCT VALIDITY: Using the tabulated data, the Item - Dimension total correlation was computed for each Reaction Statement to establish the construct validity of the newly formed tool. Dimensions are the different Coping Strategies incorporated in the Reaction Statements. The table given below reveals the Intern - Dimension total correlation for all the 48 items.

ITEM DIMENSION TOTAL CORRELATION

Item No	rValue	Item No	rValue	Item No	r Value	Item No	r Value
Dimension I		Dimension II		Dimension III		Dimension JV	
1	0.665	2	0.387	3	0.572	4	0.468
5	0.481	6	0.503	7	0.396	8	0.482
9	0.387	10	0.634	11	0.523	12	0.545
13	0.483	14	0.370	15	0.382	16	0.407
17	0.387	18	0.486	19	0.437	20	0.364
21	0.499	22	0.355	23	0.465	24	0.380
25	0.556	26	0.586	27	0.535	28	0.619
29	0.630	30	0.741	31	0.535	32	0.368
33	0.516	34	0.473	35	0.423	36	0.614
37	0.526	38	0.406	39	0.386	40	0.403
41	0.539	42	0.388	43	0.390	44	0.527
45	0.495	46	0.506	47	0.533	48	0.388

From the table it may be seen that all the 48 Reaction Statements are significantly correlated with their respective Coping Strategies, that is the Dimension total.

PHASE IV FACTORIAL VALIDITY: Finally the researcher has decided to make the process of validation complete by Factor Analysis. The partially validated draft tool was again administered to 300 subjects chosen by random from 11 districts randomly taken in Tamilnadu. The tabulated data were used for Factor Analysis. The process of Factor Analysis started with the extraction of Communality values for all the 48 items furnished in the table given below. It may be observed that all the 48 items have recorded more than 0.577, proving their suitability for inclusion.

EXTRACTED COMMUNALITY VALUE

Item No	Initial	Extraction	Item No	Initial	Extraction	Item No	Initial	Extraction
1	1	0.778	18	1	0.813	35	1	0.743
2	1	0.794	19	1	0.836	36	1	0.832
3	1	0.847	20	1	0.795	37	1	0.823
4	1	0.852	21	1	0.724	38	1	0.786
5	1	0.734	22	1	0.787	39	1	0.822
6	1	0.800	23	1	0.856	40	1	0.704
7	1	0.820	24	1	0.861	41	1	0.849

8	1	0.778	25	I	0.816	42	I	0.865
9	I	0.851	26	1	0.830	43	I	0.739
10	1	0.842	27	1	0.751	44	1	0.856
11	1	0.659	28	1	0.812	45	I	0.577
12	1	0.869	29	1	0.820	46	1	0.678
13	1	0.841	30	1	0.899	47	1	0.784
14	1	0.703	31	1	0.751	48	1	0.729
15	1	0.692	32	1	0.835			
16	I	0.744	33	I	0.648			
17	I	0.760	34	I	0.767			

The further analysis to explain the total variance of each component by initial Eigenvalues shows that the first 6 components explain a variance ranging from 6.975 to 21.143. Moreover extraction sums of squared loadings also explain that the first 6 components account for 77.34% of the composite score value. The contribution of all the remaining components seems to be so negligible and insignificant that they are not to be considered as contributing factors. Therefore for these 6 components which are to be treated as factors, the contribution of each item has been computed by principal Component Analysis using Varimax with Kaiser Normalization generating Component Matrix and Rotated Component Matrix.

Thus using the matrices the items have been reorganized under the emerging 6 factors on the basis of their factor loadings. The following table gives the details of the items grouped under the factors.

ITEM DISTRIBUTION UNDER 6 FACTORS

S.No	Components					
	1	2	3	4	5	6
1	1	2	3	4	8	28
2	5	6	7	12	20	
3	9	10	11	16	40	
4	13	14	15	24		
5	17	18	19	32		
6	21	22	23	36		
7	25	26	27	44		
8	29	30	31	48		
9	33	34	35			

10	37	38	39			
11	41	42	43			
12	45	46	47			

The table shows that the first three factors have all the twelve items of identical nature. The perusal of items under the factors Four, Five and Six reveals that the items under these respective factors have more similarity but with little difference in coping with those accepting the stress causing situations.

However considering their nature of accepting such situations they may be grouped under 'one' component and as such the Researcher has marked it as Factor 4 and retained the same nomenclature.

Thus factor analysis confirms incorporation of the following Four coping strategies, each in TWELVE REACTION STATEMENTS which are to be responded by subjects on a FIVE POINT SCALE:

- COPING STRATEGY i. AVOID THE STRESSOR
- COPING STRATEGY ii. ALTER THE STRESSOR
- COPING STRATEGY iii. ADAPT TO THE STRESSOR
- COPING STRATEGY iv. ACCEPT THE STRESSOR

PILOT STUDY 11: RELIABILITY: The reliability coefficient of the tool has been established by test and retest method. The computed reliability coefficient 0.853 confirms the Reliability of the tool.

Pilot Study III: ESTABLISHING NORMS:

The final form of the tool administered to 1200 respondents chosen randomly from 15 districts in Tamilnadu representing all the 32 districts. Using the normal probability the coping strategy wise grade norms have been established.

FINAL FORM OF THE TOOL TEACHERS' STRESS COPING STRATEGIES

Here below TWELVE stress causing situations are given one by one. For each stress causing situation FOUR Reaction Statements are given. Kindly read the stress causing situations carefully one by one and visualize as a Teacher how you will react in this context. Kindly read each one of the reaction statements carefully and give your response under any

one of the alternatives ALWAYS, OFTEN, SOMETIMES, RARELY and NEVER by putting a tick mark (v) under the particular category.

Stress Causing Situation 1: Time consuming and mind boggling work of maintaining several records and registers stifle the spirit of teachers.					
Reaction Statements	Always	Often	Sometimes	Rarely	Never
i) I will prioritize the completion of different records / registers and first attempt to those that are 'must'; whenever time permits I will take up others.					
ii) I will plan ahead of allotment of time for each and every record and register.					
iii) Since perfection is difficult to achieve in records I register maintenance I will just try to finish of the work in the stipulated time.					
iv) Even while failing miserably for completion of records / registers I will stay calm on the understanding that 'what does not kill us makes us stronger'.					
Stress Causing Situation 2: Unavoidable nuisance and headache due to colleagues' endless pestering/or professional help and other personal assistance an ever pricking irritant.					
i) I will try to help my colleagues as much as possible. But when it exceeds the limit I will say very gently 'No' expressing my inability.					
ii) When I am at a task I will tell my colleagues straight that they can approach me for help after three days or a week as I am engaged in another work.					
iii) It is great that so many are coming for my professional guidance and help. I will dole out a little to each one of them as a model to be copied or an example to be followed.					
iv) I cannot irritate my colleagues, but at the same time I cannot fulfill all their needs. So during course of assistance I will share my sufferings and hardships with one or two very much close to me.					
Stress Causing Situation 3: Recent introduction of new methods of teaching is a cause of worry.					

Though it taxes the teachers a lot, its ideal application in the classroom evades all efforts teachers face criticis					
i) I will discuss the intricacies of the new methods only with those who can understand my feelings and limitations. I ignore all those who strut like a cock.					
ii) I openly express my feelings and anguish in a modest way to those who criticise or ridicule my works.					
iii) I will look at the agonising situation caused by my limitation in dealing with new methods of teaching in a wider perspective, assuring myself that it will not last for long.					
iv) I will stomach all insults and my failures, accepting the fact that we live in an imperfect world, and forgive all those who are instrumental for creating such an unpleasant situation.					
Stress Causing Situation 4: In the name of innovation in teaching often teachers are disturbed because of the compulsion to attend seminars, workshops and in-service I orientation courses. It leads to hardships and loss of morale among students and staff it is a cause of worry.					
i) I will look for a small good thing even in such a worry causing situation and use it as a key for happiness in those circumstances.					
ii) I will come forward to sacrifice my comforts and happiness a little by giving importance to the efforts taken by the government and arrangements made by the institution.					
iii) I will start studying my positive qualities and competencies that help me successfully wade through such stressful situations.					
iv) I will try to attend such programmes at a place convenient to me or adjust the situation in such a way to attend along with those who are cordial and accommodative to me.					
Stress Causing Situation 5: A teacher needs to be competent and knowledgeable in different fields. At times of celebrations or organizing programmes deficiency in language command or specified knowledge is a problem to many of the teachers.					

i) I will drop tasks involving language competence or specialized knowledge considering as if they are not truly necessary.					
ii) I will plan out and manage the time in such a way that instead of doing the roles involving language commands or other specific knowledge, I will take up other roles and work for the success of the programme.					
iii) I will induce the authorities and the staff connected with the programme to repian and reframe to get myself accommodated.					
iv) Inspite of deficiency I will accept it as an opportunity for my personal growth.					
<i>Stress Causing Situation 6: Apart from teaching the teachers have to work for the development of leadership qualities, good conduct and character in students. Teachers who really work for such developments are not properly regarded or respected.</i>					
i) I will slowly stop my relationship with those who undermine my efforts to instill leadership skills and good conduct and character in students.					
ii) I will directly talk to those who have a scant regard for teachers who work for the overall development of the students about the damage they are causing to student community.					
iii) I will not bother about the indifference of others to me and to my noble work because such a situation will not remain for ever.					
iv) I will release my anguish and frustration by freely expressing my feelings to my trusted friends or authorities.					
<i>Stress Causing Situation 7: Teachers are to be creative. Therefore they need to have freedom in teaching. In the name of innovation their individuality in teaching is curbed it takes away their joy of teaching.</i>					
i) I will utilize the free time before and after the class hours for providing additional information and guidance to prove my individuality.					
ii) I will express this limitation wherever possible to school authorities and government officials in a respectful way.					

<i>iii) I will analyse my positive qualities and abilities to bring in individuality while following the prescribed methods of teaching.</i>				
<i>iv) I will try to equip myself more and more to become proficient in the proposed innovative methods.</i>				
Stress Causing Situation 8: Teachers are supposed to have good status in the society; but in reality persons of wealth and power enjoy higher status than teachers it is a cause of worry.				
<i>i) I will not discuss teacher status in the society with anyone inside or outside the school.</i>				
<i>ii) I will openly voice my feelings about the treatment meted out to teachers in the society with the leaders of the community whenever possible.</i>				
<i>iii) I will not get disgusted over the reduced status of teachers in the society; rather I will reflect over all my good qualities and notable talents being utilized for societal needs.</i>				
<i>iv) The world itself is imperfect. So I will forgive the society in which I live for its wrong doings to teachers.</i>				
Stress Causing Situation 9: Apart from involving teachers in non academic institutional activities such as generating funds for programmes, mobilizing resources for developments, PTA and Alumni works, Student welfare, community works. etc., forcing some of the teachers to routine office assistance and other clerical works is agonising.				
<i>i) I will first limit the amount of time spent with those persons who induct me in some non- academic works and slowly stop my contact with them.</i>				
<i>ii) I will strike a compromise with authorities to compensate the loss of time in future by providing special leave, relief from routine work etc.,</i>				
<i>iii) I will do my best in non academic area also, however when it becomes difficult to handle I won't bother about the quality of work, rather I would be happy if it is just done.</i>				
<i>iv) I will not give up my tasks assigned though they are non academic in nature because they may also be helpful for my personal growth.</i>				

Stress Causing Situation 10: Teacher, a professional is reduced to the status of a layman. Even an ordinary person has a say over the work of a teacher in an institution a deplorable condition for a teacher professional.

i) I will not listen to talks about the importance of teachers nor encourage any conversation about their services to the society.				
ii) I will not fail to impress whenever I get a chance in words or action that teacher is a professional and any non-specialist questioning the work of a teacher is a great insult to the profession.				
iii) If I happen to confront with such a situation, instantly I will turn a blind eye to people and deaf ear to their words and start concentrating on something happening around the place.				
iv) I may not be able to control the present attitude of the society towards teachers; however I will do my best to educate the masses about the uniqueness of teaching and the teacher profession.				

Stress Causing Situation 11: School authorities and officials of department of education fail to provide needed facilities and assistance to teachers. It's a matter of great concern.

i) In case of non-availability of required facilities I will drop tasks that are not truly necessary for achieving the basic things in the field of education.				
ii) I will convince the authorities to release the first package of assistance saying that still better works the school can expect from the teachers with the fulfillment of the facilities in phases.				
iii) I will manage with what is available because standard execution of planned activities is rare in institutions.				
iv) I will not complain about all these drawbacks to others; but I will work for the developments of my capabilities for better performance.				

Stress Causing Situation 12: The frequent visits of the officials such as department people, SSA supervisors, faculty of DIET, etc., mostly turnout to be quiet mechanical acts thus teachers are emotionally shaken.

i) Once the visit of the officials is over I will not talk about the persons or their behaviour or their remarks.					
ii) I will immediately oppose the negative remarks, if any against me and will not leave them until I am convinced.					
iii) Any negative comment on my work will trigger of my thinking about my personal worth, unique characteristics and abilities which they are not aware of					
iv) I let out my feelings and emotions to my bosom friends and family members soon after the visit.					

REFERENCES

- Griffith Jayne et.al. (2010); "An investigation of coping strategies associated with job stress in teachers", British Journal of Educational Psychology, Vol.69, Issue 4, page 517.
- Sawhney Clifford (2010); "Ten Effective Ways to Manage Stress" Life Positive, Retrieved from: file://H:\doc files\Stress Redution.htm
- Dinner, Michael and Kokanson, Brad (2010); "Managing Stress", School of Design, University of Minnesota. Retrieved from: file://H:\doc files\How to deal with Stress. html
- Griffith Jayne et.al.(2010)· "An investigation of coping strategies associated with job stress in teachers", British Journal of Educational Psychology, Vol.69, Issue 4.
- Saito K.(1999),Development of the Measurement Scale of Psychological Stressor on Teachers in Junior High School. Jpn Jcoums Sci 32,254-263.
- Murphy LR. (1996); "Stress Management Techniques for Secondary Prevention of Stress" in Schabracqms, Cooper CL, eds. Handbook of Work and Health Psychology, Chicherter: Wiley, 427-441
- Smith Melinda and Robert Segal(2011); "Stress Management Strategies" Retrieved from: <http://www.tandfonline.com/doc/abs/10.1080/0144341960160104>.
- Portia. R (2011); "Teachers' Job Stressors A Critical Analysis" Unpublished Research Work.