**RELATIONSHIP BETWEEN JOB SATISFACTION**

**AND STRESS COPING SKILLS OF PRIMARY**

**SCHOOL TEACHERS IN KERALA**

**MARIYA GULABI E.V.**

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**D E C L A R A T I O N**

I, MARIYA GULABI E.V., do hereby declare that this dissertation, **RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA**  has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

. .2005. **MARIYA GULABI E.V.**

**Dr. Bindhu C.M.**

**Lecturer (Senior Scale)**

**Farook Training College**

**Farook College (P.O.)**

**C E R T I F I C A T E**

I, Dr. BINDHU C.M., do hereby certify that this dissertation, **RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA** is a record of bonafide study and research carried out by **MARIYA GUBALI E.V.** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **Dr. Bindhu C.M.**

. .2005. *(Supervising Teacher)*

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. .2005. **MARIYA GULABI E.V.**

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VI Stress Coping Skills Inventory Response Sheet (Final)

**INTRODUCTION**

Job Satisfaction may be defined as a pleasurable positive emotional state, resulting from the appraisal of one's job or job experiences. It results from the perception that one's job fulfils or allows the fulfilment of one's important job values providing and to the degree that these values are congruent with one's needs - observes Locke (1969).

Job Satisfaction is the favorable or unfavorable with which employees view their work. It results when there is congruence between job requirement and wants and expectations of employees. It express the extent of match between employees, expectation of the job and the reward that the job provides.

Job Satisfaction seem to have begun with the famous Hawthorn (1920) studies conducted by Elton Mayo. The study revealed that factors of physical conditions, social nature affect Job Satisfaction and productivity. In the same way these factors also influence the satisfaction of other jobs.

Now-a-days there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment on the part of teachers towards their job as a result of which standards of education are falling. Teachers are dissatisfied inspite of different plans and programmes which have been implemented to improve their lot. Job Satisfaction consists of the total body of feelings - about the nature of the job promotion, nature of supervision etc that an individual has about his job. If the sum total of influence of these factors give rise to feelings of satisfaction, the individual has Job Satisfaction. On the other hand if they give rise to feeling of dissatisfaction, the individual is dissatisfied. Changing any one of this influences will lead in the direction of Job Satisfaction or dissatisfaction depending upon the nature of change.

According to Hans Selye (1974) who is father of stress research "The state manifested by the specific syndrome which consists of all the non - specific induced changes within a biological system". Stress is not simple anxiety or nervous tension and tension a necessarily something damaging or bad which needs to be avoided. Stress is inevitable sometime or other but it can be prevented or can effectively be controlled to some extent proper measure are taken.

Job Satisfaction and stress is inevitable in every job. If stress increases Job Satisfaction decreases. Thus Job Satisfaction and stress are closely related. There are number of factors which influence Job Satisfaction like promotion opportunities, pay, working conditions, nature of work group etc. If the teachers are not provided with these, while working in the institution they will be more dissatisfied and more prone to stress.

It is essential to increase Job Satisfaction. For this stress should be reduced. Therefore teachers should have the ability to cope up with stress. In order to make the teachers cope-up with stress, they should be aware of Stress Coping Skills. So teachers should have to develop these skills in order to adjust with the situation.

**NEED AND SIGNIFICANCE OF THE STUDY**

As per view of Kothari Commission Report on education 1964 - 66, the destiny of India being shaped in the classroom, in which teacher plays an important role. A number of external and internal forces act upon a teacher and influence his behaviour in implementing the educational policy of nation. It is needed to identify the conditions necessary to influence the teachers in their working situation. The human interaction that takes place in the school plays an important role. As the school is a web of interaction among people who live and work together in a particular way, this interaction environment of the institution leads to organizational climate. Job Satisfaction and Stress Coping Skills of teachers is important as organizational climate of any educational institution. Job Satisfaction refers to the way one feels about events, people and things in his working situation. According to Blum (1956), "Job Satisfaction is the result of various attitude the person has towards his job, towards related factors and towards life in general". Hence, the Job Satisfaction is the pleasant and positive attitude possessed by an employee towards his job as well as his life.

In many instances jobs influence life style, status in a community. Jobs then, important implication for the individuals themselves, for the economy and ever for society at large. Job Satisfaction is the specific subset of attitudes held by organization members. It is the attitude one has towards his job or in another way it is one's effective response to the job. It has many, facts such as the nature of the work, the supervisor, the company, pay and promotional opportunities. The satisfaction that associates with his or her job interest. Teaching interest has been found as one of the major diterminants of teachers effectiveness (Grewal 1975). An individual's beliefs, attitudes, values and overt behaviour are profoundly influenced and moulded by his interest. Interest in teaching is major concern in educational programmes. Unless a teacher is interested in job, subject and his pupils he can never do justice to his profession.

Universalisation of primary education has been one of the major national concerns in the post - independence era of India. During the last ten years, access to education and retention of children in schools have remained significant factors. The issues of retention of children in schools and higher learning attainments require a congenial learning environment as well as professionally qualified and committed teachers. Because primary education as occupied an important place in national agenda, no programme of educational reconstruction can efford to ignore the importance of primary school teachers.

There are many factors internal and external to the school environment that causes Job Satisfaction and stress. An enquiry probs to these causes is must, to find out remedies for it. The introduction of new curriculum and work load etc. some new causes for the lack of Job Satisfaction and cause for stress. So naturally teachers must have ability to cope with stress to perform effectively. So a study concerned about the Job Satisfaction and Stress Coping Skills turn to be necessity.

Government and its agencies, actually don't have a clear cut idea about how difficult to put practice new type of teaching. Unawareness of teachers may effect them physically and mentally.

To ensure the quality of education to students, it is necessary to improve the condition and quality of teachers in school while talking of 'universalisation of education'. It is important to find out whether teachers are satisfied with their job and how far they can cope with their stress.

**1.2 Statement of the Problem**

The present study is entitled as **RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA**.

**1.3 Definition of the key terms**

The Key terms used in the study are defined below.

**1.3.1 Job Satisfaction**

Job Satisfaction is defined as an effective or emotional response toward various facts of one's job (Kreitner & Kinicki. 1998).

**1.3.2 Stress**

Stress is the style of strain whether physical or psychological.

**1.3.3 Coping Skills**

An ability to manage successfully.

**1.3.4 Primary Teachers**

In the present study the term 'primary teachers means the teachers working in primary schools'.

**1.4 Variables**

The variable selected for the study were the following

**1.4.1 Dependent Variables**

1. Sex of the teacher
2. Locale of the school
3. Type of the management

**1.4.2 Independent Variables**

1. Job Satisfaction
2. Stress Coping Skills.

**1.5 OBJECTIVES OF THE STUDY**

The objectives of the study are,

1. To study the extent and nature of relationship between Job Satisfaction and Stress Coping Skills of primary school teachers.
2. To compare the level of Job Satisfaction and Stress Coping Skill of male and female primary school teachers.
3. To compare the level of Job Satisfaction and Stress Coping Skills between teacher working in government and private primary schools.
4. To compare the level of Job Satisfaction and Stress Coping Skills of rural and urban primary school teachers.

**1.6 HYPOTHESIS**

1. There will be no significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers.
2. There will be no significant difference between male and female primary school teachers' Job Satisfaction and Stress Coping Skills.
3. There will be no significant difference between urban and rural primary school teachers' Job Satisfaction and Stress Coping Skills.
4. There will be no significant difference between government and private primary school teachers' Job Satisfaction and Stress Coping Skills.

**1.7 METHODOLOGY**

The methodology of the present study is outlined below.

**1.7.1 The Sample**

The study is carried out on a representative sample of 500 teachers from the primary schools of Kerala state. Proportionate stratified sampling technique was employed. In selecting sample, due representation is given to the gender, school-locale and type of management. The sample is drawn from eight districts of Kerala, viz Thiruvananthapuram, Palakkad, Thrissur, Malappuram, Kozhikkode, Wynad, Kannur, Kazargode.

**TOOLS USED FOR THE STUDY**

The tools used for measuring the variable are the following.

**Scale of Job Satisfaction (Kumar & Kumar, 2001)**

Job Satisfaction scale developed by Kumar & Kumar (2001) was used to assess the Job Satisfaction of teachers. The scale consists of eight major components. These are relationship with parents and students, pay and fringe benefits, working conditions, opportunities for advancement, personal worth, co-teachers, principal, and job itself.

**Stress Coping Skills inventory (Bindhu, Gulabi & Aneesh, 2005)**

Stress Coping Skills inventory is developed and standardized by Bindhu, Gulabi & Aneesh (2005). This inventory consists of seven components viz., reactivity to stress, ability to relax, self reliance, pro-active attitude, adaptability and flexibility, ability to assess situation, resourcefulness.

**STATISTICAL TECHNIQUES**

The following statistical techniques have been used for the analysis of data in the present study.

1. Test of significance of difference between means for different categories.
2. Pearson's co-efficient of correlation (r)

**SCOPE AND LIMITATION OF THE STUDY**

The aim of the study is to find out how far relationship between Job Satisfaction and Stress Coping Skills of primary school teachers. Appropriate standardized tool were used for data collection from a representative sample of primary school teachers. The investigator hopes that the finding of the study will be largely helpful improving Job Satisfaction and Stress Coping Skills by providing better organization climate. Even though this study "RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA" was conducted with the maximum possible attention and specificity, certain limitations, which could hardly be avoided have crept into this study. They are follows.

1. The study has not covered all the primary teachers of Kerala state. Due to practical reasons it is limited to a representative sample of 500 teachers.
2. The sample of the study is not a state wide one, but confined to eight districts in Kerala viz., Thiruvananthapuram, Palakkad, Thrissur, Malappuram, Kozhikkode, Wayanad, Kannur, Kazargode.
3. A number of personality variables and organisational characteristics are associated with Job Satisfaction. These variables are not taken into consideration.

**1.9 ORGANISATION OF THE REPORT**

Report of the present study is organized into 5 chapters.

**Chapter I Introduction**

Need and Significance

Statement of the Problem

Definition of Key terms

Objectives

Hypotheses

Methodology

Scope and Limitation

Organisation of the report

**Chapter II Review of related literature**

**Theoretical framework of the variable**

**Review of related literature.**

**Chapter III Methodology**

Variables

Objectives

Hypothesis

Procedure

Statistical techniques used for analysis.

**Chapter IV Analysis and interpretations**

Preliminary Analysis

Major Analysis

**Chapter V Summary of Procedure, Findings and Suggestions**

Restatement of the problem

Variable

Objectives

Hypotheses

Methodology

Major findings

Tenability of the hypotheses

Educational implication

Suggestions for the further research

**REVIEW OF RELATED LITERATURE**

An overview of the literature in the field of psychological, socio psychological and educational research concerned with the variables selected for the study is presented in this section. The extensive review helped the investigator to formulate a strong theoretical footing for the study.

The present study gives the review of the studies in nutshell under two headings, viz,

2.1 THEORETICAL FRAMEWORK OF THE VARIABLES

2.2 REVIEW OF RELATED LITERATURE

**2.1 THEORETICAL FRAMEWORK OF THE VARIABLES**

**2.1.1 Job Satisfaction**

Job Satisfaction can be defined as a job attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. Job Satisfaction is most adequately conceptualized as a personalistic evaluation of conditions existing on the job (work, supervision) of outcomes that arises as a result of having a job (pay, security) and in the perception of internal responses (feelings). So Job Satisfaction is not a single unified entity but a multidimensional concept. It breaks down into such dimensions as intrinsic taste, satisfaction attachment to work group, satisfaction with superior, satisfaction with security and income, chances of promotion etc.

Every profession has got certain aspects of conducive for Job Satisfaction. At the same time it has other aspects that lead to dissatisfaction. Teaching profession is no exception. If it is possible to isolate the factors of dissatisfaction attempts can be made either to change the dissatisfying condition or to reduce their intensity so as to increase the holding power of the profession.

**Factors of Job Satisfaction**

**1. Relationship between Students**

In ancient times the relationship between the teacher and student was so intimate that one was giving shelter to the other whenever there was need (Mukerji, 1947). But today the situation is entirely different. Controlling the students has become one of the major task of any teacher. But teacher who reported control problems did not as a group report dissatisfaction with teaching (Cruick Shank, 1982).

**2. Pay**

Anjaneyulu (1968) found that inadequate salary was one of the most common causes for dissatisfaction among school teachers.

Those who were, working under financial incentives had better Job Satisfaction than those who were no such under incentives (Pestonjee, 1971), Ramakrishnnaiah (1980) reported no difference in the level of satisfaction among different salaried groups.

**3. Working condition**

It has been recognised that the work environment satisfied many of the needs possessed by the worker as an individual. The extent to which the various segments of the job environment contribute towards satisfaction of these needs, determines the Job Satisfaction of workers.

Numerous studies conducted in Britain have shown how lighting, temperature, noice etc. effect the efficiency and personal well being of the worker (Smith 1945).

**4. Co-Teachers**

Many investigators reported the importance of good co-workers or interpersonal relations for Job Satisfaction. According to Neeraja Dwidedi (1977), friends, co-workers, members of the family and neighbours exercise their influence on the individual and affect his Job Satisfaction.

**5. Opportunities for Advancement**

Blum (1952) stated that opportunity for advancement was most important to sales, clerical and skilled personal and least important to the unskilled. Opportunities for advancement means chance for promotion from present status.

**6. Personal worth**

The study of personality seeks to discover the reason for a wide range of human behaviours, to account for their occurrence, and to assess their roles in the total person (Gordon, 1963). When the demographic and situational factors are capable to influencing the individual's satisfaction in either way, one's personality will certainly play a vital role in determining the Job Satisfaction/dissatisfaction.

**7. Principal**

One of the most frequently cited reasons give by former teachers for having left the profession was dissatisfaction with their principals, according to Browning et al. (1963). Sommers (1969) reported that the principal is the most important determinant of teacher morale.

**8. Job itself**

Nature of the job done is very important element of Job Satisfaction. In fact, it probably can be said that it is the major determiner of Job Satisfaction. Herzberg et al. (1959) found that positive events, are dominated by reference to intrinsic aspects of the job itself, while negetive events are dominated by reference to extrinsic aspect of the Job Satisfaction.

**THEORIES OF JOB SATISFACTION**

Severaltheories have been propounded concerning the dynamics of Job Satisfaction and its general impact upon worker behaviours. A brief mention of some important theories seems appropriate.

**A. Herzberg's Two - factor Theory**

The study of Herzberg et al. was concerned with an investigation into the causes of Job Satisfaction and dissatisfaction among engineers and accountants. They interviewed each person individually. Each worker was asked to describe, in detail, times when he felt exceptionally good or exceptionally bad about his job. The interviews were the n 'content analysed to what kind of things were mentioned when people described the times at which they were satisfied or dissatisfied with their job and the kinds of things describe in these two different circumstances were different.

The result of their study indicate things which were associated with high satisfaction (satisfiers) were some what different from things which were associated with situation of low satisfaction (dissatisfiers). They found that descriptions of good periods included such things as achievement, recognition, advancement, responsibility etc. All these therefore called content factors. Description of dissatisfaction work periods seemed to be filled with item dealing with company policy, supervision, salary, and working condition. These items were seemed to relate context in which person performed his task and were therefore referred to as a context.

**B. Maslow's Theory**

Jobs which are able to satisfy most of Maslow's (1943) needs, would be jobs which would result in greater satisfaction on the part of the employee.

One way of defining motivation is to talk in terms of a particular state of the individual - a state of imbalance or disequibrium - as defining a motivated person. The person is motivated to correct any such imbalance, that is, he seeks some way of obtaining relief. Thus one might talk of motivational cycle as a process having three distinct part.

1. Need or motive i.e. a state of psychological or physiological imbalance.
2. Response of motivated behaviour i.e., an action directed towards alleviating the imbalance.
3. Goal i.e., that which has to be obtained to reduce the imbalance, the object of the motivated behaviour.

Psychologists interested in motivation have spent considerable time discussing different types of needs. Maslow (1943) has proposed an interesting theory concerning human needs and their effect upon human behaviour. he suggests that human needs may be classified into five different groups or classes:

1. Physiological need : These are the basic needs of the organism such as food, water, oxygen and sleep. They also include the somewhat less basic needs such as sex or activity.
2. Safety needs : Here Maslow is talking about the need of a person for a generally ordered existence in a stable environment, which is relatively free of threats to the safety of the person's existence.
3. Love needs : These are the needs for affectionate relations with other individuals and the need for one to have a recognised place as a group number - The need to be accepted by one's peers.
4. Esteem needs : The need of stable firmly based self evaluation. The need for self - respect, self - esteem, and for the esteem of others.
5. Self - actualisation needs : The need for self - fulfilment. The need to achieve one's full capacity for doing.

The important thing about Maslow's theory, however is not so much his classification system. As it is in the fact that he considers these five need classes to form a 'hierarchy of needs'. That is, it proceeds from very basic needs (Physiological need and safety needs) to a cluster of higher Social needs (Love needs, esteem needs and self - actualisation needs).

**C. Vroom's Theory**

Vroom (1964) has proposed a theory of human motivation which, although quite general in form, takes as its context the individual in the world of work. It is probably the first such attempt at formal motivation. 'Model building' in industrial psychology. Vroom has drawn very heavily on the work of the great social psychologist, Kurt lewin. Like Lewin, Vroom uses the basic concept of valance as a key notion. He defines valance as 'the attractiveness of a goal or out come', or 'The anticipated satisfaction from an outcome', Vroom suggests that Job Satisfaction is a reflection of how desirable a person finds his job. Vroom outlines the town propositions as follows.

1. The valance of an outcome to a person is a monotonically increasing function of the algebraic sum of the products of the valances for all other outcomes and his conceptions of its instrumentality for the attainment of these other outcomes.
2. The force on a person to perform an act is monotonically increasing function of the algebraic sum of the products of the valances of all outcomes and the strength of his experiences that the act will be followed by the attainment of these outcomes.

Vroom suggests that Job Satisfaction is a reflection of how desirable a person finds his job. Thus, it was measure of a person's valance for his work situation. His model predicted the direct relationship between the valance of his job and turn over and absenteeism. Vroom equated Job Satisfaction with the valance of the job or work role. The overall valance of work role is useful in predicting behaviour in relation to the total work role.

**D. Other theories**

Other theories of Job Satisfaction are not so popular as the above theories. But a few researches were undertaken apply these theories.

**Activation** **Theory** : Scott (1966) suggested that 'activation theory' was a appropriate model for understanding the behaviour in work environment. Briefly, activation theory states that the human organism needs stimulation and variety in its environment, without which motivation will suffer and frustration may result. Smith, Kendall and Hulin (1969) defined Job Satisfaction as feeling of affective responses to the work situation. In addition they posited that these responses are best explained by a discrepancy between the work motivation attitudes and the incentives offered by the organisations.

**The inducement contributions theory** (March and Simon, 1958), the cognitive dissonance theory (Festinger, 1957) and the Inequity theory (Adams, 1963) have similar conceptualization. The basic postulate of these theories is that Job Satisfaction levels are related to the perceived differences between what is expected or desired as a fair and reasonable return (individual motivation) and what is actually experienced in the job situation (organisational incentives).

**2.1.2 Stress Coping Skills**

Stress is defined to be the demands placed as the individual that are perceived as threatening and demands that tax the individual's resources. The causes of stress are many. Stress falls into different groups - physical environmental, cultural expectations and personal and social expectations stress affects both physical and emotional well being of an individual.

The term stress is originated in the discipline of physics. It refers to a force exerted on a system that deforms, destroys, or alters the structure of the system. Stress has been defined as "the state manifested by the specific syndrom, which consists of all the non - specific induced changes in a biological system" (Selye, 1974).

Managing stress is more than just copying. It is learning to cope adaptively and effectively coping with stress is the process of developing ways to decrease its effects and to get through difficult tasks despite the stress coping with stress is an ability to reduce disappointment and anxieties.

The teachers are more prone to stress because dealing with students and caring for their better performance throughout the dry is itself a stressful situation. School is considered to be a major source of stress in the lives of both students and teachers. The role of teachers is vital as they make noteworthy contribution to the task of moulding the personalities of future citizens. Teacher work daily with students, cope with numerous interruptions, student absenteeism, student with special needs, insufficient funding and lack of parental support. More over, teachers have to perform lot of work after they reached home like preparation, reference, correcting the notebooks, valuation etc. All these indicates stress is always present with the teacher. So teacher has to cope up with these stress by adopting certain coping skills. The general principle of coping involve change, feed back, rehearsal, developing sensible belief, learning to use leisure time sensibly.

People cope with stress in many ways, but we can group most of them into two major categories. In the style known as monitoring. One attends carefully to the stressful event or at least avoid thinking about it. Some people tend to rely more on one style than on the other , but it is best to alternate between the two depending on circumstances, at most people do. Heszen - Niejdek, 1997.

Monitoring strategies includes inoculation and social support inoculation : - Reduce stressful situation in the light of previous experiences.

Social support : - To minimize stressful experience just talk about them to someone or even write about them.

**General guidelines for stress coping.**

1. Avoid getting overtired, by keeping a nice balance between rest and activity.
2. Make sure that you give yourself the time, conditions and frame of mind to ensure good enough, good quality steep.
3. Cultivate the ability to say 'No' to demands put on you if you feel that there are going to cause you feel over burden.
4. Don't be afraid to admit your limitations. We all have them, but only you can decide in all honesty where your own limits lie.
5. Keep a "stress diary" in which you note your particular stress times.
6. Never be shy about seeking help and advice about stressful situations. One of the problem with stress is that it can be self inforcing.

**Review of Related Literature**

Mehdi and Sinha (1977) conducted a study on relationship between neuroticism and Job Satisfaction in school teachers they proved that the co-relation between neuroticism and Job Satisfaction was negative i.e., as the score of neurotism increased, dissatisfaction also increased in the same way and vise versa Job Satisfaction is found to be high in low neurotic group than high group.

Goyal (1980) studied the relationship among attitude, Job Satisfaction, adjustment and professional interests of teacher educators in India. He found that a large majority of teacher educators were favourably inclined towards their profession and were satisfied in the job.

Gupta (1980) observed that needs of achievement affiliation and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the Job Satisfaction of primary school teachers.

Humphrey, Taylor (1982), they found in 1977, 1982 teachers had great prestige. There has been a clear relationship between Job Satisfaction and prestige.

Chopra (1982) investigated that the open climate schools showed the highest overall teacher Job Satisfaction followed by the autonomous, familiar, controlled, closed and internal climate school, respectively.

Ahmad (1986) found that job involvement is positively correlated with Job Satisfaction.

Samad (1986) conducted a study on organisational climate of government high school of Chandigarh and its effect on Job Satisfaction of teachers. The finding of the study was teacher in open climate school enjoyed more Job Satisfaction than teachers of less open climate schools.

Goswami (1988) identified that the central schools teachers of north-eastern region were found to be satisfied on income, job security status as perceived by self, pleasure of achievement in job, leadership, interpersonal relation and group behaviour.

Panda (1996) had studied to assess the effect of mental healthy, sex, age and management of school on secondary school teachers Job Satisfaction. They found that the mentally healthy teachers were satisfied with their job as compared to mentally unhealthy teachers, no significant difference between teachers who are senior in age and junior in age. No difference between male and female.

Ganjeswar et al. (1998) proved that majority of working women were highly satisfied with occupational status and work schedule with work environment aspect of job.

Thaker (1998) found that there was no significant difference on the level of Job Satisfaction between the principals working in Government and non-government secondary schools.

Venkatammal (1998) investigated that the teachers belonging to arts faculties and science faculties do not differ significantly on occupational stress. The teachers who are just satisfied with their job show more stress than the teachers who are highly satisfied with their job.

Sahgal and Meena (1999) study on self efficacy, stress and health as cross perspective. They found that males scored higher as compared to their female counter parts on both self-efficacy and psychomatic stress.

Bankat et al. (1999) reported in their study 'organisational role stress among bank managers and university teachers; says that female bank managers scores significantly higher than female university teacher on all the dimension of organisational role stress.'

Shafeeqe and Yasmin (2000) found that adjustment did not play any significant role in Job Satisfaction of teacher visually impaired at secondary level.

Mohan et al. (2000) studied that Neuroticism and Psychoticism were positively related with various dimensions of role stress.

Dolke (2000) reported that job attitudes significantly effected work behaviour and mental health.

Rao et al. (2000) reported in their study 'Appraisal of stress and coping bahaviour in college students that the students perceived both the academic and interpersonal situations being moderately to severely stressful. There is no significant difference with regard to appraisal of the stressors.

Deosthelee (2001) found that Job Satisfaction is significantly related to gender, age and educational maturity.

Panda (2001) studied that the college teachers in general as well as both categories of college teachers working in government, management and non-government were satisfied with their job.

Anilkumar (2002) found that male teachers experience more stress due to role ambiguity than female teachers, government school teachers more stressed than private school teachers, urban teachers feel more stress than rural school teachers.

Natarajan (2002) reported that Job Satisfaction of teachers differ significantly as the organisational climate differ from school to school.

Saxena and Jyotsna (2002) studied that both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude forward teaching profession.

Khatoon, Tahira and Hasen (2002) found that majority of teachers liked their job. Female teacher had greater. Fresher teachers drawing less salary were more satisfied than senior teachers drawing higher salaries.

Kumara and Patnaik (2002) studied that it is only possible when there is less tension on the job, teachers find the job challenging and less satisfied with their career progress and non-working environment and climates including health and physical conditions.

Hussain and Rani (2002) studied that autonomy in decision making is differently related to teacher satisfaction.

Natarajan and Dhandapani (2002) reported that Job Satisfaction was some among the teachers irrespective of their marital status, location of school, type of school they work expect their sex.

Sharma et al. (2003) in their investigation they found that there is definite influence on different types of role stresses among male and female.

Pushpam (2003) reported that women teachers have positive attitude towards teaching profession and high level of Job Satisfaction.

Devi et al. (2003) observed that the women lecturers who are working in private colleges are more satisfied in work environment than those who are working in government colleges.

Das and Singhal (2003) studied that there were significant difference between the stress scores of managers with high job autonomy and those with low job autonomy.

Ramathulasamma (2003) found that there is strong influence of organisational climate and personality characteristics on Job Satisfaction of teacher educators.

Gupta and Jain (2003) studied that most of the teachers do not think of nursery school teaching as their carrier. Nursery school teachers' disappointment of frustration arise chiefly from the circumstances under they work and not from the nature of their job as such.

Abbasi (2003) conducted a comparative study of Job Satisfaction among primary school teacher in Iran and India - Result reveals that there are significant difference between them in Job Satisfaction across and within two groups regard to their gender.

Bhata and Kumar (2003) found that occupational stress was positively correlated with emotional exhaustion and depersonalisation syndrome of burn out among supervisors staffs.

Saraladevi and Devaraj (2003) studied that there was negative relationship between examination stress and white blood corpuscles count and lymphocytes but neurophils were positively related with examination stress.

Panday (2004) reported there is significant relationship between conflict management style and stress among teachers.

Deo (2004) tested that the extent to which Type-A behaviour pattern in students lead to stress. TABP in students was positively associated with stress.

Kumar and Patnaik (2004) conducted a study on organisational commitment attitude towards work and Job Satisfaction of post graduate teachers. They found that teachers' commitment in the school would lead to better involvement, improved job performance which ultimately would lead to better output in terms of desirable behaviour of students including improvement in achievement.

Khad and Kadappat (2004) examined academic stress and management among pre-university students the result revealed that arts and commerce students of first year had lesser stress than second year students of arts and commerce.

Randeep and Ravindran (2005) found that in the use of coping styles such as task strategies, logic, home and work relationship time management and involvement executives differ considerably with respect to their basic cognitive style.

Review of these studies revealed the importance of Job Satisfaction among teachers. Certain studies indicated that mental health, sex and management of school has influence on Job Satisfaction. Male teachers have comparatively less satisfaction than their counterparts. Job Satisfaction differ in accordance with the organisational climate also. Studies related with stress showed that comparatively teachers have stress irrespective of subject area.

**METHODOLOGY**

The present study is an attempt to find out relationship between Job Satisfaction and Stress Coping Skills of primary school teachers.

The methodology of the present study is presented under following headlines.

3.1 VARIABLES

3.2 OBJECTIVE

3.3 HYPOTHESES

3.4 PROCEDURE

3.5 STATISTICAL TECHNIQUES USED FOR ANALYSIS

The detailed description of the each is followed,

**3.1 VARIABLES**

The variables selected to the study were following.

**3.1.1 Dependent Variables**

Dependent variables in the study are;

Sex

Locale

Type of management

**3.1.2 Independent variables**

The independent variables in this study are;

(a) Job Satisfaction

(b) Stress Coping Skills

**3.2 OBJECTIVES**

1. To study the extent and nature of relationship between Job Satisfaction and Stress Coping Skills of primary school teachers.
2. To compare the level of Job Satisfaction and Stress Coping Skills between male and female primary school teachers.
3. To compare the level of Job Satisfaction and Stress Coping Skills between teachers working in government and private primary schools.
4. To compare the level of Job Satisfaction and Stress Coping Skills between Rural and Urban primary school teachers.

**3.3 HYPOTHESES**

1. There will be no significant difference between Job Satisfaction and Stress Coping Skills of primary schools teachers.
2. There will be no significant difference between male and female primary school teachers' Job Satisfaction and Stress Coping Skills.
3. There will be no significant difference between urban and rural primary school teachers' Job Satisfaction and Stress Coping Skills.
4. There will be no significant difference between government and private primary school teachers' Job Satisfaction and Stress Coping Skills.

**3.4 PROCEDURE**

**3.4.1 TOOLS USED FOR DATA COLLECTION**

The selection of the appropriate instrument or devices requirement to collected data is the first step in an investigation. The selection or construction of suitable instrument or tool is vital importance for successful research. Different tools are required for collecting various kinds of information for various purpose.

For this study data were collected using the following tools.

1. Scale of Job Satisfaction (Kumar & Kumar 2001)
2. Stress Coping Skills inventory (Bindhu, Gulabi and Aneesh 2005)

A brief description of the tools are given below.

**(a) Stress Coping Skills inventory**

The investigator reviewed the literature related to stress and studied in detail. The tools used by previous researchers were also examined. The investigator also consulted with psychologists who are working in the field of stress management.

Stress Coping Skills has seven components viz, reactivity to stress, resourcefulness, ability to relax, self reliance, pro-active attitude, adaptability and flexibility, ability to assess situation.

* **Reactivity to stress**

Reaction to a state of strain whether physical or psychological.

* **Resourcefulness**

It is the ability of acquiring special knowledge or skills and could get as a consultant or an advisor to a group.

* **Ability to relax**

It is an ability to gain a state of low tension with an balance of strong emotion.

* **Self reliance**

It is the trust or confidence on one's own resources.

* **Pro-active attitude**

Is of a person, policy etc is creating or controlling a situation by taking the initiative.

* **Adaptability and flexibility**

Ability to react changed circumstances or demands and ability to change with changing condition.

* **Ability to assess situation**

It is an ability to measure the quantity and quality of the stimulus pattern upon which a given perception is based.

Preparation based upon above mentioned components, investigator prepared a draft inventory consists of 126 items. There are eighteen item under each components. There are nine positive and nine negative items under each component.

Examples of items coming under each component are given below.

* **Reactivity to stress**

1. I don't engage in private employment to overcome financial difficulties.
2. Job related problems effect physically

* **Resourcefulness**

1. I always try to solve my problems by discussing with others.
2. I don't use examples to simplify the matter to make clear.

* **Ability to relax**

1. I try to participate and conduct club activities.
2. I believe that, absence of promotion with my colleague is because of my limitations.

* **Self reliance**

1. I can handle all of the challenges in my profession.
2. I don't take any action against relatives of the head of the institution.

* **Pro-active attitude**

1. I am bold enough to say I will deal with a difficult problem after analysing it later.
2. I don't take a responsibility of conducting awareness programmes in areas where communal riot prevail.

* **Adaptability and flexibility**

1. I don't try to solve others problem
2. I try to create a sense of accountability among my undedicated colleagues.

* **Ability to assess situation**

1. I raise my opinion in staff meeting.
2. I don't try to find out the reasons for sudden behavioural changes of colleagues.

**3.4.2 Scoring Procedure**

Subjects have to decide how far each statement in the inventory in true to their case. Responses can be made in a three point scale as always, sometimes and Never. For a positive statement the score given is 3,2 and 1. Scoring scheme is reversal for a negative statement. The draft inventory in English and Malayalam are presented as Appendix. Try out an selection of items for the final inventory.

The purpose of the try out of the inventory is to select the items for the final inventory by empirically testing the item characteristics. For item analysis, the procedure suggested by Edward (1969) was used.

For try out the preliminary inventory was administered to a sample of 370 primary school teachers, selected by stratified sampling techniques, giving representation to gender, locality, type of school management. The response sheets of 370 subjects were arranged in the rank order of total score obtaining by them. The scores obtained by the top 100 teachers (27%) and bottom 100 teachers (27%) were taken as the high group ands low group respectively. Then the 't' values for each item was calculated using the formula.





= Arithmetic mean of the given item for high group



= Arithmetic mean of the given items for low group.



N = Number of the Subject

XH = Score of high Group

XL = Score of low Group

't' value of 126 items were calculated and tabulated item wise. Items having the 't' value 2.58 and above were selected with an inference that such items discriminate the high group and the low group. The 't' value of all the 126 items are given in table.

TABLE 3.1

**'t' values for 126 items of stress coping inventory**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | t - value | +ve/-ve | Item No |  |  |
|  | 5.34 | - \* |  | 5.13 | - |
|  | 4.62 | - |  | 3.29 | + |
|  | 1.39 | - |  | 4.24 | + |
|  | 2.18 | + |  | 1.82 | + |
|  | 1.47 | + |  | 5.64 | + |
|  | 0.91 | + |  | 5.34 | + \* |
|  | 2.35 | - |  | 6.65 | + \* |
|  | 4.64 | - |  | 3.84 | - |
|  | 3.71 | - |  | 0.71 | - |
|  | 5.43 | + |  | 4.27 | - \* |
|  | 3.31 | + \* |  | 2.54 | + |
|  | 2.48 | + |  | 5.91 | + \* |
|  | 4.54 | - \* |  | 6.12 | + |
|  | 6.61 | - |  | 2.31 | - |
|  | 7.48 | - \* |  | 5.09 | - \* |
|  | 8.94 | + \* |  | 3.17 | - |
|  | 5.32 | + \* |  | 3.84 | + \* |
|  | 3.83 | + |  | 1.68 | + |
|  | 3.44 | - \* |  | 3.72 | + |
|  | 3.73 | - |  | 4.47 | - |
|  | 4.81 | - |  | 2.68 | - |
|  | 6.26 | + \* |  | 5.94 | - |
|  | 5.07 | + \* |  | 2.21 | + |
|  | 3.43 | + \* |  | 4.76 | + |
|  | 3.56 | - \* |  | 3.71 | + |
|  | 5.32 | - |  | 3.77 | - \* |
|  | 4.92 | + \* |  | 3.36 | - \* |
|  | 3.13 | + |  | 7.44 | - \* |
|  | 3.31 | + |  | 4.52 | + |
|  | 2.61 | - |  | 1.28 | + |
|  | 3.72 | + \* |  | 6.87 | + \* |
|  | 2.23 | - |  | 5.31 | + \* |
|  | 5.62 | - |  | 9.43 | - |
|  | 0.14 | - |  | 4.52 | - |
|  | 4.84 | + |  | 2.17 | - |
|  | 3.82 | + \* |  | 6.09 | + |
|  | 5.68 | + |  | 7.36 | + |
|  | 5.92 | - |  | 2.62 | + |
|  | 3.71 | - |  | 6.75 | - \* |
|  | 4.81 | - |  | 5.21 | - |
|  | 4.86 | + \* |  | 4.13 | - \* |
|  | 2.37 | + |  | 3.84 | + |
|  | 3.32 | + |  | 7.12 | + |
|  | 5.73 | - |  | 5.21 | + \* |
|  | 3.16 | - |  | 6.91 | - \* |
|  | 7.16 | - \* |  | 4.27 | - \* |
|  | 6.98 | + \* |  | 9.14 | - |
|  | 3.65 | + \* |  | 1.44 | + |
|  | 5.18 | + \* |  | 7.87 | + \* |
|  | 4.32 | - |  | 5.12 | - \* |
|  | 3.76 | - |  | 3.92 | - |
|  | 4.34 | - \* |  | 2.73 | - |
|  | 2.76 | + |  | 5.91 | + \* |
|  | 5.07 | + |  | 7.42 | + |
|  | 2.54 | + |  | 4.23 | + |
|  | 8.42 | - \* |  | 9.62 | - |
|  | 7.14 | - |  | 6.31 | - |
|  | 2.47 | - |  | 8.34 | - |
|  | 3.45 | - |  | 3.85 | + |
|  | 5.71 | - |  | 7.13 | + |
|  | 8.15 | - |  | 5.29 | + |
|  | 7.39 | - \* |  | 6.57 | + \* |
| \* Selected item | 7.12 | + |  | 8.54 | - |

Thus the final inventory contains 21 positive items and 21 negative items. The number of selected items for the final scale which falls in the seven components are given.

TABLE 3.2

**Number of Items in Seven Components**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Components | Number of items | Sl. Number of Final inventory |
|  | Ability to relax | 18 | 2, 11, 13, 15, 16, 17 |
|  | Reactivity of stress | 18 | 19, 22, 23, 24, 25, 27 |
|  | Ability to assess situation | 18 | 36, 37, 40, 43, 45, 47 |
|  | Self reliance | 18 | 56, 57, 58, 61, 66, 71 |
|  | Pro-active attitude. | 18 | 76, 77, 78, 79, 82, 86 |
|  | Resourcefulness | 18 | 92, 94, 95, 102, 104, 107 |
|  | Adaptability & Flexibility | 18 | 108, 109, 112, 113, 116, 125 |
| Total items | | 126 | 42 |

**3.4.3 RELIABILITY AND VALIDITY**

Reliability of the stress coping inventory was established by split half method. Items in the Stress Coping Skills inventory was divided into equal halves and each halves is treated as separate inventory. These were administered on 50 primary school teachers, two sets of responses were collected and correlated. The correlation coefficient after correlation using Spearman - Brown. Prophecy formula was 0.48.

For establishing the content validity the investigator subjected the test item for experts evaluation. As per the evaluation of the experts the content covers the significant concepts and comprehensive enough in terms of the instructional objectives.

**(b) Scale of Job Satisfaction (S J S Kumar & Kumar 2001)**

For the present study the dependent variable Job Satisfaction measured using Job Satisfaction scale, developed and standardised by Dr. Sudheesh Kumar and Anil Kumar.

The inventory consists of 8 subsets: relationship with parents and students, pay and fringe benefits working condition, opportunities for advancement, personal worth, co-teachers, principal, job itself. There are 74 items in the inventory. For each statements there are 5 options given and the respondent can mark (×) his own choice in the response sheet. The final score can be calculated by adding the total score to get the total Job Satisfaction scores.

Validity of the test obtained was 0.62. The validity of the present test is established using criterion related techniques. Reliability of the test was established using split half method. The reliability of the test obtained 0.84.

**3.4.4 SELECTION OF SAMPLE**

Population meant for study is primary school teachers of Kerala state, even though the size of the population is finate, because of its huge size. It was impossible and impractical to study the population characteristics as such. There fore it is decided to take a representative sample of the population in which representativeness determines the extent of generalisability of the researches to meet representativeness. In sample selection investigator had to take decision on three major aspects namely size of the sample, technique of sampling, factors to represented in the sample.

The investigator decided to take an initial sample of 520 primary school teachers of Kerala State. The sample was selected using stratified sampling. The strata considered during the selection of sample were gender (male and female) Locale (Urban and Rural) Management of School (Government and Private).

TABLE 3.3

**Break up of the proposed sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Locale | Type of management | Gender of teachers | | Total | Grand total |
| M | F |
| Urban | Govt. | 22 | 36 | 58 | 175 |
| Private | 40 | 77 | 117 |
| Rural | Govt. | 29 | 61 | 90 | 345 |
| Private | 66 | 189 | 255 |
| Total | | | | 520 | |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDA-TION OF DATA**

**3.4.6 DATA COLLECTION PROCEDURE**

Two tools used for the study are in the reusable form. Inventory and scale separate response sheets were prepared. After deciding the sample the investigator fixed the school for data collection. The investigator contacted the head of the every institution and getting permission to distribute the inventory and recollect it from the teachers. The tools (inventory and scale) were personally administered by the investigator to every teachers and explained the purpose and clarify the doubts of the informant and collected through the scale and inventory were tabulated and then made ready to analysis.

**Scoring and consolidation of data**

All the response sheets were scored as per the scoring scheme of the tools prepared. The incomplete data sheets were rejected and thus the sample of the study was then reduced to 500.

TABLE 3.4

**Break up of the final sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Locale | Type of management | Gender of teachers | | Total | Grand total |
| M | F |
| Urban | Govt. | 20 | 33 | 53 | 165 |
| Private | 38 | 74 | 112 |
| Rural | Govt. | 26 | 59 | 85 | 335 |
| Private | 63 | 187 | 250 |
| Total | | | | 500 | |

**3.5 STATISTICAL TECHNIQUES USED**

**FOLLOWING STATISTICAL TECHNIQUES ARE USED FOR ANALYSING THE DATA**

1. Preliminary Analysis
2. Major analysis
3. **Test of significance of difference between means to different category**

The difference in the mean scores of Job Satisfaction and that of 'Stress Coping Skills' in the relevant sub samples based on Gender, Locale and Type of Management was tested for significance using the formula.





= Arithmetic mean of the given item for high group



= Arithmetic mean of the given items for low group.



N = Number of the Subject

XH = Score of high Group

XL = Score of low Group

1. **Pearson's product Moment coefficient of correlation**

In order to estimate the extent of relation of Job Satisfaction and Stress Coping Skills, the technique of Pearson's moment coefficient of correlation was used. The formula for calculating Person's product moment coefficient of correlation 'r' given below.



x = Sum of the x Scores



y = Sum of the y scores



x2 = Sum of the Squares of x scores.



y2 = Sum of the Squares of y scores.



xy = Sum of the products of paired x and y scores.



N = Number of paired scores.

1. **Verbal interpretations of 'r' (Garrett)**

It is mental measurement to describe the correlation between two sets in a general way as high, marked or substantial, low or negligible. This can be classified as follows.

r from 0.00 to ± 0.20 denotes indifferent or negligible relationship.

r from ± 0.20 to ± 0.40 denotes low correlation ; present but slight.

r from ± 0.40 to ± 0.70 denotes substantial or marked relationship.

r from ± 0.70 to ± 1.00 denotes high to very high relation.

1. **'t' test (Guilford)**

The obtained 'r' was tested to find whether it is significant or not by using Fischers t - test viz

for (n-2) degrees of freedom.



r = Obtained coefficient of correlation

n = The size of the sample which 'r' is computed.

1. **0.99 confidence interval of 'r' was calculated by using the formula   
   (r ± 2.58 SEr) where 'r' is the correlation coefficient.**



r = Coefficient of correlation

N = Size of the Sample

1. **Shared Variance (Fox, 1969)**

The formula for computing percentage variance shared between the variable is r2×100. The obtained value of the variance indicates the percentage of variation of the dependent variable that can be attributed to the variation in the independent variables.

**ANALYSIS AND INTERPRETATIONS**

The present study is to find out the relationship between Job Satisfaction and Stress coping skills of primary school teachers. This chapter deals with the analysis and interpretation of the data as per the following objectives.

1. To study what extent and nature of relationship between job satisfaction and stress coping skills of primary school teachers.

2. To compare the level of job satisfaction and stress coping skills between male and female primary school teachers.

3. To compare the level of job satisfaction and stress coping skills between teachers working in government and private primary school.

4. To compare the level of job satisfaction and stress coping skills between rural and urban primary school teachers.

The analysis and discussion are presented under following heads:

1. Preliminary Analysis

2. Major Analysis

**4.1. PRELIMINARY ANALYSIS**

The important properties of the scores on the variables under study were analysed as a preliminary step. The mean, median, mode, SD, skewness, kurtosis worked out for the male, female, rural, urban, government, private and total sample.

The summary of the statistical details are presented in tables.

TABLE 4.1

**Important Statistical Constants of   
Distribution of Scores of Relationship   
between Job Satisfaction and Stress Coping Skills of   
Primary School Teachers (Component-wise and Total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Mean | Median | Mode | SD | Skew-ness | Kurtosis |
| 1 | Job Satisfaction | 257 | 258 | 267 | 24.31 | .06 | .28 |
| 2 | Stress Coping Skills | 99 | 99.5 | 104 | 8.63 | -.32 | .17 |
| 3 | Ability to Relax | 13.12 | 13 | 12 | 1.96 | -.09 | -.36 |
| 4 | Reactivity to stress | 12.91 | 13 | 12 | 1.94 | -.113 | -.05 |
| 5 | Ability to Assess Situation | 14.30 | 14 | 15 | 2.02 | -.32 | .26 |
| 6 | Self Reliance | 14.85 | 15 | 16 | 2.04 | -.25 | -.64 |
| 7 | Pro-Active Attitude | 15.10 | 15 | 14 | 2.04 | -.37 | -.54 |
| 8 | Resourcefulness | 14.39 | 14 | 16 | 2.18 | -.25 | -.54 |
| 9 | Adaptability and flexibility | 14.28 | 14 | 14 | 2.05 | -.31 | -.06 |

TABLE 4.2

**Important Statistical Constants of   
the Distribution of Mean Scores of Male and Female   
Primary School Teachers Job Satisfaction and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Mean | Median | Mode | SD | Skew-ness | Kurtosis |
| **Male** |  |  |  |  |  |  |
| Job Satisfaction | 254.46 | 254 | 245 | 24.45 | -.042 | -.24 |
| Stress Coping Skills | 99.347 | 101 | 104 | 9.226 | -.514 | -.375 |
| Ability to Relax | 13.408 | 14 | 14 | 1.99 | -.369 | .130 |
| Reactivity to stress | 13.197 | 13 | 12 | 1.911 | .108 | -.396 |
| Ability to Assess Situation | 14.095 | 14 | 15 | 2.088 | -.357 | .158 |
| Self Reliance | 15.116 | 16 | 16 | 2.24 | -.523 | -.484 |
| Pro-Active Attitude | 15.034 | 15 | 14 | 2.085 | -.257 | -.841 |
| Resourcefulness | 14.156 | 14 | 14 | 2.198 | -.418 | -.360 |
| Adaptability and flexibility | 14.272 | 14 | 14 | 2.157 | -.341 | -.161 |
| **Female** |  |  |  |  |  |  |
| Job Satisfaction | 259.4 | 260 | 257 | 24.131 | .113 | .467 |
| Stress Coping Skills | 98.884 | 99 | 104 | 8.376 | -.233 | .514 |
| Ability to Relax | 13.006 | 13 | 13 | 1.941 | .015 | -.342 |
| Reactivity to stress | 12.8 | 13 | 12 | 1.942 | .123 | .088 |
| Ability to Assess Situation | 14.394 | 15 | 15 | 1.997 | -.307 | -.475 |
| Self Reliance | 14.745 | 15 | 14 | 1.95 | -.149 | -.701 |
| Pro-Active Attitude | 15.136 | 15 | 14 | 2.032 | -.425 | -.394 |
| Resourcefulness | 14.487 | 14 | 16 | 2.18 | -.183 | .130 |
| Adaptability and flexibility | 14.286 | 14 | 14 | 2.02 | -.304 | -.004 |

TABLE 4.3

**Important Statistical Constants of   
the Distribution of Mean Scores of Rural and Urban  
Primary School Teachers Job Satisfaction and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Mean | Median | Mode | SD | Skew-ness | Kurtosis |
| **Rural** |  |  |  |  |  |  |
| Job Satisfaction | 257.093 | 258 | 253 | 24.517 | .028 | .484 |
| Stress Coping Skills | 98.818 | 99 | 92 | 8.611 | -.347 | .516 |
| Ability to Relax | 13.027 | 13 | 13 | 1.941 | -.110 | .133 |
| Reactivity to stress | 12.875 | 13 | 12 | 1.963 | .059 | -.013 |
| Ability to Assess Situation | 14.275 | 15 | 15 | 2.107 | -.318 | -.401 |
| Self Reliance | 14.869 | 15 | 16 | 2.020 | -.289 | -.517 |
| Pro-Active Attitude | 15.110 | 15 | 14 | 2.035 | -.327 | -.683 |
| Resourcefulness | 14.316 | 14 | 16 | 2.179 | -.178 | -.673 |
| Adaptability and flexibility | 14.278 | 14 | 14 | 2.041 | -.248 | -.305 |
| **Urban** |  |  |  |  |  |  |
| Job Satisfaction | 259.788 | 258 | 248 | 23.852 | .153 | -.24 |
| Stress Coping Skills | 99.430 | 101 | 104 | 8.673 | -.29 | -.483 |
| Ability to Relax | 13.321 | 13 | 14 | 2.003 | -.086 | -.4 |
| Reactivity to stress | 13.00 | 13 | 12 | 1.895 | .247 | -.175 |
| Ability to Assess Situation | 14.37 | 14 | 14 | 1.858 | -.328 | .189 |
| Self Reliance | 14.284 | 15 | 15 | 2.104 | -.198 | -.866 |
| Pro-Active Attitude | 15.097 | 15 | 14 | 2.075 | -.466 | -.264 |
| Resourcefulness | 14.539 | 15 | 16 | 2.224 | -.405 | -.225 |
| Adaptability and flexibility | 14.291 | 14 | 15 | 2.101 | -.447 | .425 |

TABLE 4.4

**Important Statistical Constants of   
the Distribution of Mean Scores of Government and Private  
Primary School Teachers Job Satisfaction and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Mean | Median | Mode | SD | Skew-ness | Kurtosis |
| **Government** |  |  |  |  |  |  |
| Job Satisfaction | 257.196 | 257 | 253 | 24.913 | -.04 | -.471 |
| Stress Coping Skills | 98.92 | 100 | 104 | 9.1 | -.181 | -.471 |
| Ability to Relax | 12.993 | 13 | 12 | 2.059 | -.016 | -.343 |
| Reactivity to stress | 12.848 | 13 | 13 | 2.043 | .131 | -.167 |
| Ability to Assess Situation | 14.203 | 14 | 14 | 2.118 | -.107 | -.558 |
| Self Reliance | 14.92 | 15 | 16 | 2.04 | -.32 | -.942 |
| Pro-Active Attitude | 15.181 | 15 | 14 | 2.041 | -.244 | -.721 |
| Resourcefulness | 14.391 | 14 | 14 | 2.262 | -.263 | -.295 |
| Adaptability and flexibility | 14.08 | 14 | 14 | 2.155 | -.407 | .361 |
| **Private** |  |  |  |  |  |  |
| Job Satisfaction | 258.282 | 258.5 | 257 | 24.103 | .107 | .584 |
| Stress Coping Skills | 99.058 | 99 | 104 | 8.453 | -.393 | .472 |
| Ability to Relax | 13.174 | 13 | 14 | 1.928 | -.12 | -.219 |
| Reactivity to stress | 12.945 | 13 | 12 | 1.901 | .111 | -.001 |
| Ability to Assess Situation | 14.345 | 15 | 15 | 1.993 | -.423 | -.093 |
| Self Reliance | 14.829 | 15 | 14 | 2.05 | -.235 | -.529 |
| Pro-Active Attitude | 15.077 | 15 | 17 | 2.05 | -.423 | -.483 |
| Resourcefulness | 14.390 | 14 | 16 | 2.162 | -.248 | .128 |
| Adaptability and flexibility | 14.399 | 14 | 14 | 2.019 | -.263 | -.295 |

From the table of statistics, it can be seen that there is not much variation between values of the three measures of central tendencies viz., mean, median and mode of the variables. The values of coefficient of skewness is near to zero. The measures of kurtosis for the variables do not depart appreciately from that of normality. This suggests that the select variables of the study fulfils the properties of a normal distribution.

The distribution of the scores of the variables such as job satisfaction, stress coping skills for total sample are graphically plotted (histogram) and are given as figure 4-1, 4-2.



**FIGURE 4-1 Histogram of Job Satisfaction**



**FIGURE 4-2 Histogram of Stress Coping Skills**

**EXTENT AND LEVEL OF JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS**

The investigator made an attempt to study the extent and levels of Job Satisfaction and stress coping skills of primary school teachers. This is done with a view to report how much percent of the teachers (Total and Subsamples) perceived high, average, and low levels of job satisfaction and stress coping skills.

**4.1.1 Extent and levels of Job Satisfaction and Stress Coping Skills in Total Sample**

The extent and different levels of Job Satisfaction and Stress Coping Skills (high, average and low) for the total sample were examined and details are presented in Figure 4-3 and 4-4.



**FIGURE 4-3 Extent and levels of Job Satisfaction in Total Sample**



**FIGURE 4-4** **Extent and levels of Stress Coping Skills in Total Sample**

As per figure 4-3, 17.2 percent have high Job Satisfaction where 66.0% reported average level of Job Satisfaction, low level of Job Satisfaction is reported by 16.8% of total teachers.

As per figure 4-4, 15.2% of the teachers have high stress coping skill whereas, 16.8% reported that they feel low stress coping skills. But among total sample 68.2% experience average level of stress coping skills.

**4.1.2. Extent and levels of Job Satisfaction and Stress Coping Skills of Primary School Male Teachers**

Male primary school teachers in the sample were studied to understand the extend and level of job satisfaction and stress coping skills. The details presented in figures 4.5 and 4.6.



FIGURE 4-5 Extent and level of job satisfaction of Primary School Male Teachers

Figure 4.5 reveals that of the 147 primary school male teachers, high, average, low, levels of job satisfaction were 15.6, 63.9 and 20.4 percent respectively.



**FIGURE 4-6** **Extent and levels of Stress Coping Skills of Primary School Male Teachers**

In stress coping skills (Figure 4.6) 19.0 percent of the male teachers experience high level of stress coping skills. The low level of stress coping skills group comprises 18.4 percent and 62.6 percent of primary school male teachers feel average levels of stress coping skills.

4.1.3. Extent and levels of Job Satisfaction and Stress Coping Skills among Primary School Female Teachers

Details of the extent and levels of job satisfaction and stress coping skill among primary school female teachers are presented in Figure 4.7 and 4.8.



FIGURE 4-7 Extent and levels of Job Satisfaction of Primary School Female Teachers



FIGURE 4-8 Extent and levels of Stress Coping Skill of Primary School Female Teachers

Among the 353 female teachers 17.8% have high level of job satisfaction. Average level of job satisfaction was reported as 66.9 percent of the primary female school teachers. 15.3% have low job satisfaction.

As per Figure 4.8 the percentage of primary school female teachers having different levels of stress coping skills are 13.6 percent (High); 70.5 percent (Average); 15.9 percent (Low).

4.1.4 Extent and levels of job satisfaction and Stress Coping Skills of Urban Primary School Teachers

Figure 4.9 and 4.10 reveals the extent and levels of job satisfaction and stress coping skills of Urban Primary School Teachers.



FIGURE 4-9 Extent and levels of job satisfaction of Urban Primary School Teachers



FIGURE 4-10 Extent and levels of Stress Coping of Urban School Teachers

Among the urban primary school teachers (Figure 4.7) 19.4 percent experience the high and 15.2 percent experience low job satisfaction level and 65.5 percent urban teachers experience average level of job satisfaction.

Figure 4.8 depicts the extent and different levels of stress coping skills of urban primary school teachers. As per the figure, 16.4 percent primary school teachers experience high stress coping skill level. 64.2% experience average and 19.4 percent experience low stress coping skill.

4.1.5 Extent and levels of job satisfaction and Stress Coping Skills of Rural Primary School Teachers

Figure 4.11 and 4.12 reveals the extent and levels of job satisfaction and stress coping skills of Rural Primary School teachers.



FIGURE 4-11 Extent and levels of job satisfaction of Rural Primary School Teachers



FIGURE 4-12 Extent and levels of Stress Coping Skill of Rural Primary School Teachers

Among the Rural Primary School Teachers (Figure 4.11) 16% percent experience the high and 17.6 percent experience low job satisfaction level, and 66.3 percent rural teachers experience average level of job satisfaction.

Figure 4.12 consists the extent and different levels of stress coping skills of rural primary school teachers. As per the figure, 16.1% percent primary school teachers experience high stress coping skills level. 66.3 percent experience average level of stress coping skills 17.6 percent teachers experience low level of stress coping skills.

4.1.6 Extent and levels of Job Satisfaction and Stress Coping Skills of Government Primary School Teachers

The extent and different levels of job satisfaction and stress coping skills (high, average and low) for the government teachers sample were examined and details are presented in figure 4.13 and 4.14.



FIGURE 4-13 Extent and levels of Job Satisfaction in Government Primary School Teachers



FIGURE 4-14 Extent and levels in Stress Coping Skills in Government Primary School Teachers

As per figure 4.13, 18.8 percent of the teachers of the government primary school teachers have high job satisfaction where 60.9 percent reported average level of job satisfaction. Low level of job satisfaction is reported by 20.3 percent of government primary school teachers.

As per 4.14, 15.9 percent of the teachers have high stress coping skills where as, 21 percent reported that they feel low stress coping skills. But among the government primary school teachers have 63.0 percent have average stress coping skills.

4.1.7. Extent and levels of Job Satisfaction and Stress Coping Skills of Private Primary School Teachers

Details of the extent and levels of job satisfaction among Private Primary School teachers are presented in Figure 4.15 and 4.16.



FIGURE 4-15 Extent and levels of Job Satisfaction of Private Primary School Teachers



FIGURE 4-16 Extent and levels of Stress Coping Skill of Private Primary School Teachers

As per Figure 4.15, 16.6 percent of the private school teachers experience high level of job satisfactions. The low level of job satisfaction 15.5 percent and 68% of Private Primary School Teachers feel Average level of job satisfaction.

Figure 4.16 reveals that of the 362 Private Primary School Teachers, high, average and low levels of stress coping skills were 4.9, 70.2 and 14.9 respectively.

TABLE 4.5  
  
Data and Results of the test of mean   
Scores of Job Satisfaction and Stress Coping   
Skills between Male and Female Primary School Teachers

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | MALE | | | FEMALE | | | | Level of Signi-ficance |
| N | Mean 1 | SD | Mean 2 | N2 | SD | t-value |
| Job satis-faction | 147 | 254.4626 | 24.456 | 259.44 | 353 | 24.131 | -2.08 | 0.05 |
| Stress coping skills | 147 | 99.3469 | 9.226 | 98.883 | 353 | 8.376 | .53 | NS |
| Ability to Relax | 147 | 13.4082 | 1.999 | 13.0057 | 353 | 1.941 | 2.07 | 0.05 |
| Reactivity to stress | 147 | 13.1973 | 1.911 | 12.8017 | 353 | 1.942 | 2.10 | 0.05 |
| Ability to Assess Situation | 147 | 14.095 | 2.088 | 14.3938 | 353 | 1.997 | -1.47 | NS |
| Self Reliance | 147 | 15.1156 | 2.244 | 14.745 | 353 | 1.950 | 1.75 | NS |
| Pro-Active Attitude | 147 | 15.034 | 2.085 | 15.136 | 353 | 2.032 | -.50 | NS |
| Resourcefulness | 147 | 14.1565 | 2.198 | 14.487 | 353 | 2.18 | -1.54 | NS |
| Adaptability and flexibility | 147 | 14.272 | 2.157 | 14.286 | 353 | 2.02 | -.07 | NS |

NS : Not Significant.

Table 4.5 indicates that the mean scores obtained for the Male teachers on Job satisfaction, stress coping skills and its components, Ability to relax, reactivity to stress, Ability to assess situation, self reliance, Pro-active attitude, Resourcefulness, Adaptability and Flexibility are 254.426, 99.346, 13.408, 13,197, 14.09, 15.11, 15.03, 14.156, 14.272 respectively. Standard Deviations obtained for above variables, 24.45, 9.22, 1.99, 1.91, 2.08, 2.24, 2.08, 2.19, 2.15 respectively. Mean scores obtained for the female teachers on Job satisfaction, stress coping skill and its components, Ability to relax, reactivity to stress, Ability to assess situation, self reliance, pro-active attitude, Resourcefulness, Adaptability and Flexibility, are 259.44, 99.883, 13.005, 12.801, 14.39, 14.74, 15.13, 14.48, 14.28 respectively. Standard deviation obtained for above variables are 24.13, 8.37, 1.94, 1.94, 1.99, 1.95, 2.03, 2.18, 2.02 respectively. The 't' values obtained are –2.08, .53, 2.07, 2.1, -1.47, 1.75, .50, 1.54, .07. The 't' values are less than the table value 1.96 at 0.05 level of significance. Thus it can be found that there exists no significant difference between the job satisfaction and stress coping skills of Male and Female teachers, except components viz. Ability to relax, Reactivity to stress.

DISCUSSION

The analysis of the above data shows that there is no significant difference between the job satisfaction and stress coping skills except Ability to relax, reactivity to stress of Male and Female teachers. So it can be concluded that the male and female teachers are almost equal in the case of job satisfaction and stress coping skill.

TABLE 4.6  
  
Data and Results of the test of mean   
Scores of Job Satisfaction and Stress Coping   
Skills between Rural and Urban Primary School Teachers

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | RURAL | | | URBAN | | | | Level of Signi-ficance |
| N1 | Mean 1 | SD1 | N2 | Mean2 | SD 2 | 't'-value |
| Job satis-faction | 335 | 257.0925 | 24.517 | 165 | 259.787 | 23.852 | -1.18 | NS |
| Stress coping skills | 335 | 98.8179 | 8.611 | 165 | 99.4303 | 8.673 | -.74 | NS |
| Ability to Relax | 335 | 13.026 | 1.941 | 165 | 13.3212 | 2.003 | -1.56 | NS |
| Reactivity to stress | 335 | 12.874 | 1.963 | 165 | 13.006 | 1.895 | -.72 | NS |
| Ability to Assess Situation | 335 | 14.274 | 2.107 | 165 | 14.369 | 1.858 | -.51 | NS |
| Self Reliance | 335 | 14.868 | 2.02 | 165 | 14.824 | 2.104 | .22 | NS |
| Pro-Active Attitude | 335 | 15.110 | 2.035 | 165 | 15.097 | 2.075 | .07 | NS |
| Resourcefulness | 335 | 14.316 | 2.17 | 165 | 14.539 | 2.224 | -1.06 | NS |
| Adaptability and flexibility | 335 | 14.227 | 2.041 | 165 | 14.29 | 2.101 | -.07 | NS |

NS : Not Significant.

As shown in the table 4.6 mean scores obtained for rural school teachers on job satisfaction, stress coping skills and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self reliance, Pro-Active attitudes, Resourcefulness, Adaptability and Flexibility are 257.09, 98.81, 13.02, 12.87, 14.27, 14.86, 15.11, 14.31, 14.27 respectively. Standard deviation obtained for above variables are 24.51, 8.61, 1.94, 1.96, 2.107, 2.02, 2.03, 2.17, 2.04 respectively. Mean scores obtained for urban school teachers on job satisfaction, stress coping skill, and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self-reliance, Pro-active attitude, resourcefulness, Adaptability and Flexibility are 259.78, 99.43, 13.32, 13, 14.36, 14.82, 15.09, 14.53, 14.29 respectively. Standard deviation scores obtained for above variables are 23.85, 8.67, 2.003, 1.89, 1.85, 2.104, 2.07, 2.22, 2.101 respectively. The 't' values obtained are 1.18, .74, 1.56, .72, .51, .22, .07, 1.06, .07. The 't' values are less than tabled value 1.96 at 0.05 level of significance. Thus it can be found that there is no significant difference between the job satisfaction and stress coping skill of Rural and Urban School teachers.

DICUSSION

The analysis of the above data shows that there is no significant difference between the job satisfaction and stress coping skill at Rural and Urban teachers. Hence it can be concluded that the Rural and Urban teachers are almost equal in the case of job satisfaction and stress coping skills.

TABLE 4.7  
  
Data and Results of the test of mean   
scores of Job Satisfaction and Stress Coping   
Skills between Government and Private Primary School Teachers

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Government | | | Private | | | | Level of Signi-ficance |
| N1 | Mean 1 | SD1 | N2 | Mean 2 | SD 2 | 't'-value |
| Job satis-faction | 138 | 257.1957 | 24.913 | 362 | 258.28 | 24.103 | -.44 | NS |
| Stress coping skills | 138 | 98.9203 | 9.100 | 362 | 99.058 | 8.453 | -.15 | NS |
| Ability to Relax | 138 | 12.9928 | 2.059 | 362 | 13.174 | 1.928 | -.9 | NS |
| Reactivity to stress | 138 | 12.8478 | 2.043 | 362 | 12.944 | 1.901 | -.48 | NS |
| Ability to Assess Situation | 138 | 14.2029 | 2.118 | 362 | 14.345 | 1.993 | -.68 | NS |
| Self Reliance | 138 | 14.9203 | 2.04 | 362 | 14.828 | 2.05 | .45 | NS |
| Pro-Active Attitude | 138 | 15.1812 | 2.041 | 362 | 15.0773 | 2.05 | .51 | NS |
| Resourcefulness | 138 | 14.3913 | 2.262 | 362 | 14.389 | 2.162 | .01 | NS |
| Adaptability and flexibility | 138 | 14.079 | 2.155 | 362 | 14.359 | 2.019 | -1.32 | NS |

NS : Not Significant.

Table indicates that the mean scores obtained for the government school teachers on job satisfaction, stress coping skill, and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self reliance, Pro-Active attitudes, Resourcefulness, Adaptability and Flexibility are 257.195, 98.92, 12.99, 12.847, 14.202, 14.92, 15.181, 14.391, 14.079 respectively. Standard deviation obtained for above variables are 24.913, 9.1, 2.05, 2.04, 2.11, 2.04, 2.04, 2.06, 2.155 respectively. Mean scores obtained for the private school teachers on job satisfaction, stress coping skill, and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self-reliance, Pro-active attitude, resourcefulness, Adaptability and Flexibility are 258.28, 99.058, 13.174, 12.944, 14.345, 14.82, 15.077, 14.38, 14.35 respectively. Standard deviation obtained for above variables are 24.03, 8.45, 1.92, 1.9, 1.99, 2.05, 2.05, 2.16, 2.01 respectively. 't' value obtained for the above variables -.44, .-15, .-9, .-48, .-68, .45, .51, .01, -1.32 respectively. The 't' values are less than tabled value. Hence it can be found that there exists no significant difference between job satisfaction and stress coping skills of Government and Private school teachers.

DISCUSSION

The mean scores of Job satisfaction and stress coping skills of Government and Private school teachers analysed, it is found that there is no significant difference between the job satisfaction and stress coping skills of Government and Private teachers. That is the job satisfaction and stress coping skills of Government and Private teachers are almost equal.

4.2. MAJOR ANALYSIS

4.2.1. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Componentwise and Total) for Total Sample

Correlation coefficient between total job satisfaction and stress coping skills (component wise and total) were obtained for total sample.

TABLE 4.8

Correlation of Job Satisfaction with Stress   
Coping Skills (Component wise and total) for total sample

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signifi-cance |
| Ability to Relax | 0.02 | 0.44 | 1.97  -0.93 | 0.4 | NS |
| Reactivity to Stress | 0.08 | 1.79 | 0.16 –0.007 | 0.64 | NS |
| Ability to Assess situation | 0.07 | 1.57 | 0.15 –0.01 | 0.49 | NS |
| Self reliance | 0.09 | 2.01 | 0.17 –0.09 | 0.81 | 0.05 |
| Pro-Active attitude | .10 | 2.24 | 0.01 –1.85 | 1 | 0.05 |
| Resourcefulness | .03 | 0.66 | 0.11 –0.05 | 0.09 | NS |
| Adaptability & Flexibility | .12 | 2.69 | 0.07 –1.83 | 1.44 | 0.01 |
| Stress Coping skills | .11 | 2.46 | 0.19 –0.02 | 1.21 | 0.05 |

NS : Not Significant

Table 4.8 shows that there exist significant and positive correlation between total job satisfaction and the following stress coping skills.

1. Self reliance and Job Satisfaction (0.05 level)

2. Pro-active Attitude and Job Satisfaction (0.05 level)

3. Adaptability and Flexibility and Job Satisfaction (0.10 level)

4. Stress Coping Skills – Total and Job Satisfaction (0.05 level)

The sign of 'r' in all the four cases is positive which indicates that higher influence of stress coping skills, higher the influence of job satisfaction.

The relationship obtained can be verbally interpreted as Negligible relationship between total job satisfaction and stress coping skills like Ability to Relax Reactivity to stress, Ability to Assess situation and resourcefulness. The relationship between total Job satisfaction and total stress coping skills is found to be as negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between the given limits.

The percentage of variance shared between variables are also given in the table 4.8. This indicates that, that much percent of variance of job satisfaction is attributable to the respective variation in each components of stress coping skills and stress coping skills Total. The highest percent of shared variance is for the component Adaptability and flexibility (1.44) and the lowest is notice for the component resourcefulness (0.09).

4.2.2. Relationship between Job Satisfaction (Total) and Stress coping skills (Component wise and total) for Primary school male teachers

Correlation coefficient between Total Job Satisfaction and Stress coping skills (Component wise and total) were obtained for Primary School male teachers and the details are presented in Table 4.9.

TABLE 4.9

Correlation of Job Satisfaction   
with Stress Coping Skills (Component   
wise and total) for Primary School Male Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signifi-cance |
| Ability to Relax | 0.02 | 0.24 | 0.18 –0.14 | 0.04 | NS |
| Reactivity to Stress | 0.26 | 3.24 | 0.41 0.10 | 6.76 | 0.01 |
| Ability to Assess situation | 0.07 | 0.84 | 0.23 –0.14 | 0.49 | NS |
| Self reliance | .14 | 1.71 | 0.29 –0.01 | 1.96 | NS |
| Pro-Active attitude | .21 | 2.58 | 0.36 –0.05 | 4.41 | 0.01 |
| Resourcefulness | .19 | 2.33 | 0.34 0.03 | 3.61 | 0.05 |
| Adaptability & Flexibility | .09 | 1.09 | 0.25 –0.07 | 0.81 | NS |
| Stress Coping skills | .21 | 2.58 | 0.36 –0.05 | 4.41 | 0.01 |

NS: Not Significant.

Table 4.9 shows that there exists significant and positive relationship between Total Job satisfaction and the following stress coping skills.

1. Reactivity to stress and total Job Satisfaction (0.01 level).

2. Pro-Active Attitude and Total Job Satisfaction (0.01 level).

3. Resourcefulness and Total job satisfaction (0.05 level)

4. Total stress coping skills and Job Satisfaction (0.01 level)

The sign 'r' in all the cases is positive which indicate that higher the influence of stress coping skills higher the influence of job satisfaction.

The relationship obtained can be verbally interpreted as: Negligible relationship between Total job satisfaction and stress coping skills, like Ability to relax, Ability to Asses Situation, Self-reliance and Adaptability and Flexibility. The relationship between Total Job Satisfaction and Total Stress Coping Skills is found to be negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between given limits.

The percentage of variance shared between the variables are also given in the table 4.9. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and the stress coping skills total. The highest percent of shared variance is for the component reactivity to stress (6.75) and lowest is noticed for the component Ability to relax (0.04).

4.2.3. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Component wise and Total) for Primary School Female Teachers

Correlation coefficients between Total Job Satisfaction and Stress Coping Skills (Component wise Total) were obtained for Primary school female teachers and the details are presented in Table 4.10.

TABLE 4.10

Correlation of Job Satisfaction   
with Stress Coping Skills (Component wise   
and total) for Primary School Female Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signifi-cance |
| Ability to Relax | .03 | 0.56 | -0.07 0.13 | 0.09 | NS |
| Reactivity to Stress | .02 | 0.37 | 0.12  -0.08 | 0.04 | NS |
| Ability to Assess situation | .06 | 0.72 | 0.16 –0.04 | 0.36 | NS |
| Self reliance | 0.07 | 0.85 | 0.17 –0.03 | 0.47 | NS |
| Pro-Active attitude | 0.05 | 0.72 | 0.16 –0.04 | 0.36 | NS |
| Resourcefulness | -.01 | -0.12 | 1.107 –0.09 | 0.01 | NS |
| Adaptability & Flexibility | .14 | 2.64 | 0.24 –0.03 | 1.96 | 0.01 |
| Stress Coping Skills (Total) | .11 | 2.07 | 0.21 –0.06 | 1.21 | 0.05 |

NS: Not Significant.

Table 4.10 shows that there exists significant and positive relationship between Total Job Satisfaction and following stress coping skills.

1. Adaptability and Flexibility and Total Job satisfaction (0.01 level)

2. Stress Coping Skills – Total and Total Job Satisfaction (0.05 level)

The sign of 'r' is positive, indicating that as the Job Satisfaction influence increase, stress coping skills increases.

The relationship obtained can be verbally interpreted as: Negligible relationship between Total Job Satisfaction and Stress Coping Skills like Ability to relax, Reactivity to Stress, Ability to Asses Situation, Self-reliance Pro-Active attitude, Resourcefulness. The relationship between Total Job Satisfaction and Total Stress Coping Skills of Primary school female school teachers is found to be as negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between given limits.

The percentage of variance shared between the variables are also given in the table 4.10. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and the stress coping skills total. The highest percent of shared variance is for the component of Adaptability and Flexibility (1.96) and lowest is for the component resourcefulness (0.01).

4.2.4. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Component wise and Total) for Government Primary School Teachers

Correlation coefficients between Total Job Satisfaction (Total) and Stress Coping Skills (Component wise Total) were determined for Government Primary School Teachers and the details are presented in Table 4.11.

TABLE 4.11

Correlation of Job Satisfaction   
with Stress Coping Skills (Component wise   
and total) for Government Primary School Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signi-ficance |
| Ability to Relax | .03 | 0.35 | 0.19 –0.13 | 0.09 | NS |
| Reactivity to Stress | .17 | 2.01 | 0.33 -0.07 | 2.89 | 0.05 |
| Ability to Assess situation | .005 | 0.05 | 0.17 –0.16 | 0.25 | NS |
| Self reliance | .03 | 0.35 | 0.19 –0.13 | 0.09 | NS |
| Pro-Active attitude | .17 | 2.01 | 0.33 -0.07 | 2.89 | 0.05 |
| Resourcefulness | .07 | 0.81 | 0.23 –0.09 | 0.49 | NS |
| Adaptability & Flexibility | .07 | 0.81 | 023 –0.09 | 0.49 | NS |
| Stress Coping Skills (Total) | .18 | 2.13 | 0.34 0.01 | 3.24 | 0.05 |

NS: Not Significant.

Table 4.11 shows that there exists significant and positive relationship between Total Job Satisfaction and the following stress coping skills.

1. Reactivity to Stress and Total Job Satisfaction (0.05 level)

2. Pro-Active attitude and Total Job Satisfaction (0.05 level)

3. Stress Coping Skills – Total and Total Job Satisfaction (0.05 level)

The positive sign 'r' indicates that an increase in the effect of stress coping skills will result in an increase of Job Satisfaction Vice versa.

The relationship obtained can be interpreted as: Negligible relationship between Total Job Satisfaction and Stress Coping Skills like Ability to relax, Ability to Asses Situation, Self-reliance, Resourcefulness and Adaptability and Flexibility. The relationship between Total Job Satisfaction and Total Stress Coping Skills is found to be as negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between given limits.

The percentage of variance shared between the variables are also given in the table 4.11. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and the stress coping skills total. The highest percent of shared variance is for the Total Stress Coping Skills (3.24) and lowest is for the component of Ability to relax and self reliance (0.09).

4.2.5. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Component wise and Total) for Private Primary School Teachers

Correlation coefficients between Total Job Satisfaction and Stress Coping Skills (Component wise Total) were obtained for Private Primary School Teachers and the details are presented in Table 4.12.

TABLE 4.12

Correlation of Job Satisfaction   
with Stress Coping Skills (Component wise   
and total) for Private Primary School Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signi-ficance |
| Ability to Relax | .01 | 0.18 | 0.11 –0.09 | 0.01 | NS |
| Reactivity to Stress | .05 | 0.94 | 0.15 –0.05 | 0.25 | NS |
| Ability to Assess situation | .12 | 2.29 | 0.22 –0.01 | 1.44 | 0.05 |
| Self reliance | .11 | 2.09 | 0.21 0.2 | 2.21 | 0.05 |
| Pro-Active attitude | .09 | 1.71 | 0.19 –0.01 | 0.81 | NS |
| Resourcefulness | .01 | 0.18 | 0.11 –0.09 | 1.06 | NS |
| Adaptability & Flexibility | .14 | 2.62 | 0.24 –0.03 | 1.96 | 0.01 |
| Stress Coping Skills (Total) | .12 | 2.29 | 0.22 –0.01 | 1.44 | 0.05 |

NS: Not Significant.

1. Ability to Assess Situation and Total Job Satisfaction (0.05 level)

2. Self Reliance and Total Job Satisfaction (0.05 level)

3. Adaptability and Flexibility and Total Job Satisfaction (0.01 level)

4. Stress Coping Skills Total and Total Job Satisfaction (0.01 level).

The sign 'r' in all the cases is positive which indicates that higher influence of stress coping skill, higher the influence of Job Satisfaction.

The relationship obtained can be verbally interpreted as negligible relationship between Total Job Satisfaction and some components of stress coping skills like Ability to Relax, Reactivity to Stress, Pro-Active Attitude, Resourcefulness. The relationship between Total Job Satisfaction and Total Stress Coping Skills is found to be as negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between given limits.

The percentage of variance shared between the variables are also given in the table 4.12. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and Total stress coping skills. The highest point of shared variance is for the Adaptability and Flexibility (1.96) and lowest is for Ability to relax (0.01).

4.2.6. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Component wise and Total) for Rural Primary School Teachers

Correlation coefficients between Total Job Satisfaction (Total) and Stress Coping Skills (Component wise Total) were computed for Rural Primary school teachers and the details are presented in Table 4.13.

TABLE 4.13

Correlation of Job Satisfaction   
with Stress Coping Skills (Component wise   
and total) for Rural Primary School Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signi-ficance |
| Ability to Relax | .07 | 1.28 | 0.17 –0.03 | 0.49 | NS |
| Reactivity to Stress | .10 | 1.83 | 0.20 –0.006 | 1 | NS |
| Ability to Assess situation | .11 | 2.01 | 0.21 -.004 | 1.21 | 0.05 |
| Self reliance | .10 | 1.83 | 0.20 –0.006 | 1 | NS |
| Pro-Active attitude | .15 | 2.76 | 0.28 0.02 | 2.25 | 0.01 |
| Resourcefulness | .09 | 1.64 | 0.19 –0.01 | 0.81 | NS |
| Adaptability & Flexibility | .20 | 3.72 | 0.28 –0.02 | 4 | 0.01 |
| Stress Coping Skills (Total) | .17 | 3.14 | 0.28 –0.06 | 2.89 | 0.01 |

NS: Not Significant.

Table 4.13 shows that there exists significant and positive relationship between Total Job Satisfaction and following stress coping skills.

1. Ability to Assess situation and Total Job Satisfaction (0.05 level).

2. Pro active attitude and Total Job Satisfaction (0.0 level)

3. Adabtability and flexibility and Total Job Satisfaction (0.01 level)

4. Stress Coping Skills Total and Total Job Satisfaction (0.05 level)

The sign of 'r' in all the cases is positive which indicates that higher influence of stress coping skill, higher the influence of Job Satisfaction.

The relationship obtained can be verbally interpreted as: Negligible relationship between Total Job Satisfaction and some components of stress coping skills like Ability to relax, Reactivity to stress, Self-reliance and Resourcefulness. The relationship between Total Job Satisfaction and Total Stress Coping Skills is found to be negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' suggests that the population 'r' falls between the given limits.

The percentage of variance shared between the variables are also given in the table 4.13. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and the stress coping skills total. The highest percent of shared variance is for Adaptability and Flexibility (4) and lowest is for the component Ability to relax (0.49).

4.2.7. Relationship between Job Satisfaction (Total) and Stress Coping Skills (Component wise and Total) for Urban Primary School Teachers

Correlation coefficients between Total Job Satisfaction and Stress Coping Skills (Component wise and Total) were computed for Urban Primary school teachers and the details are presented in Table 4.14.

TABLE 4.14

Correlation of Job Satisfaction   
with Stress Coping Skills (Component wise   
and total) for Urban Primary School Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables correlated with Job Satisfaction | Coefficient of correlation | Fischers 't' | Confidence interval 99% | Shared variance | Levels of Signi-ficance |
| Ability to Relax | -.09 | -1.63 | 0.06 –0.24 | -.81 | NS |
| Reactivity to Stress | .04 | 0.51 | 0.04 –0.11 | .16 | NS |
| Ability to Assess situation | .10 | 1.29 | 0.25 –0.05 | 1 | NS |
| Self reliance | .05 | 0.64 | 0.05 –0.10 | 0.25 | NS |
| Pro-Active attitude | .009 | 0.11 | 0.16 –0.14 | 0.008 | NS |
| Resourcefulness | -.10 | -1.81 | 0.05 –0.1 | -1 | NS |
| Adaptability & Flexibility | .03 | 0.54 | 0.12 –0.18 | -0.09 | NS |
| Stress Coping Skills (Total) | .-004 | -0.07 | 0.14 –0.15 | -0.001 | NS |

NS: Not Significant.

Table 4.14 shows that there exists no significant relationship between Total Job Satisfaction and Component wise and Total Stress Coping Skills.

The sign 'r' in all the cases is positive which indicate lower the influence of stress coping skills, lower the influence of Job Satisfaction.

The relationship obtained can be verbally interpreted as Negligible relationship between Total Job Satisfaction and all the components like Ability to relax, Reactivity to Stress, Ability to Asses Situation, Self-reliance, Pro-active Attitude, Resourcefulness and Adaptability and Flexibility. The relationship between Total Job Satisfaction and Total Stress Coping Skills is found to be negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between given limits.

The percentage of variance shared between the variables are also given in the table 4.14. This indicates that, that much percent of variance of Job Satisfaction is attributable to the respective variation in each components of stress coping skills and the stress coping skills total. The highest percent of shared variance is for the component Ability to Assess Situation and resourcefulness (1) and the lowest is for pro-Active Attitude (0.008).

TABLE 4.15  
  
Comparison of Job Satisfaction among   
Three Levels of Stress Coping Skills (Total)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 261.88  258.5 | 23.58  24.02 | 76  341 | 1.1 |
| High  Low | 261.88  252.06 | 23.58  25.34 | 76  83 | 2.53 |
| Average  Low | 258.55  252.06 | 24.02  25.34 | 341  83 | 2.11 |

The critical ratio obtained for high and low group is 2.53, which is higher than high and average group (1.11) and average and low group (2.11). The critical ratio further indicates that high and low group teachers having greater Job Satisfaction when compared to other group of teachers.

TABLE 4.16  
  
Comparison of Stress Coping Skills   
among Three Levels of Job Satisfaction (Total)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 100.18  99.21 | 8.21  8.48 | 86  330 | .97 |
| High  Low | 100.18  97.04 | 8.215  9.36 | 86  84 | 2.32 |
| Average  Low | 99.21  97.04 | 8.48  9.36 | 330  84 | 1.93 |

The critical ratio obtained for high and low group is 2.32, which is higher than high and average group (.97) and average and low group (1.93). The critical ratio further indicates that high and low group teachers having greater stress coping skills when compared to other two groups of teachers.

TABLE 4.17  
  
Comparison of Job Satisfaction among Three   
Levels of Stress Coping Skills (Component wise – Ability to Relax)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 12.97 | 2.18  1.82 | 86  330 | -.84 |
| High  Low | 12.97  13.01 | 2.18  2.25 | 86  84 | -10 |
| Average  Low | 13.19  13.01 | 1.82  2.25 | 330  84 | .67 |

The critical ratio obtained for average and low group is .67, High and Low group –.10, and high and average group –.84.

TABLE 4.18  
  
Comparison of Job Satisfaction among Three   
Levels of Stress Coping Skills (Component wise – Reactivity to Stress)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 13.19  12.87 | 2.15  1.91 | 86  330 | 1.25 |
| High  Low | 13.19  12.78 | 2.15  1.81 | 86  84 | 1.35 |
| Average  Low | 12.87  12.78 | 1.91  1.81 | 330  84 | .41 |

The critical ratio obtained for high and average group is 1.25, High and Low group 1.35 and average and low group .41.

TABLE 4.19  
  
Comparison of Job Satisfaction   
among Three Levels of Stress Coping   
Skills (Component wise – Ability to Asses situation)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 14.55  14.34 | 2.02  1.99 | 86  330 | .86 |
| High  Low | 14.55  13.88 | 2.62  2.09 | 86  84 | 1.37 |
| Average  Low | 14.34  13.88 | 1.99  2.09 | 3.30  84 | 1.84 |

The critical ratio obtained for average and low group is 1.84, High and Low group is 1.37 and High and Average group is .86.

TABLE 4.20  
  
Comparison of Job Satisfaction among Three   
Levels of Stress Coping Skills (Component wise – Self reliance)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 14.95  14.91 | 1.99  2.01 | 86  330 | .16 |
| High  Low | 14.95  14.51 | 1.99  2.2 | 86  84 | 1.37 |
| Average  Low | 14.91  14.51 | 2.01  2.20 | 330  .84 | 1.52 |

The critical ratio obtained for average and low 1.52, High and Low group 1.37 and high and average group is .16.

TABLE 4.21  
  
Comparison of Job Satisfaction among Three   
Levels of Stress Coping Skills (Component wise – Pro-Active Attitude)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 15.37  15.14 | 2.04  1.96 | 86  330 | .91 |
| High  Low | 15.37  14.66 | 2.04  2.29 | 86  84 | 2.12 |
| Average  Low | 15.14  14.66 | 1.96  2.29 | 330  84 | 1.77 |

The critical ratio obtained for average and low group is 2.12 which is higher than high and average group (.91) and average and low group (1.77). The critical ratio further indicates that high and low group teachers having greater Pro-Active Attitude.

TABLE 4.22  
  
Comparison of Job Satisfaction among Three   
Levels of Stress Coping Skills (Component wise – Resourcefulness)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 14.54  14.4 | 2.17  2.2 | 86  330 | .55 |
| High  Low | 14.54  14.19 | 2.17  2.15 | 86  84 | 1.07 |
| Average  Low | 14.4  14.19 | 2.2  2.15 | 330  84 | .79 |

The critical ratio obtained for High and Low group is 1.07 and Average and Low group .79 and High and Average group is .55.

TABLE 4.23  
  
Comparison of Job Satisfaction   
among Three Levels of Stress Coping Skills   
(Component wise – Adaptability and Flexibility)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | Standard Deviation | N | Critical Ratio |
| High  Average | 14.52  14.32 | 2.16  2.07 | 86  330 | .77 |
| High  Low | 14.52  13.86 | 2.16  1.84 | 86  84 | 2.13 |
| Average  Low | 14.32  13.89 | 2.07  1.84 | 330  84 | 1.97 |

**The critical ratio obtained for High and Low group is 2.13, which is higher than SUMMARY OF PROCEDURE, FINDINGS   
AND SUGGESTIONS**

This chapter highlights the significant stages of study, the important findings, their educational implications and suggestions for further research.

**5.1. STUDY IN RETROSPECT**

Various aspects related to the different stages in the extensions of the present study like problem, variables, objectives, hypothesis, methodology are viewed retrospectively.

5.1.1. RESTATEMENT OF THE PROBLEM

RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA.

5.1.2. VARIABLES

The independent and dependent variables selected for the study were the following.

**5.1.2.1. Dependent Variables**

Sex

Locale

Type of Management

**5.1.2.2. Independent Variables**

Job Satisfaction

Stress coping skill

5.1.3. OBJECTIVES OF THE STUDY

The following were the objectives of the study.

5.1.3.1. To study the extent and nature of relationship between Job Satisfaction and Stress Coping Skills of Primary School Teachers.

5.1.3.2. To compare the level of job satisfaction and stress coping skills between male and female primary school teachers.

5.1.3.3. To compare the level of job satisfaction and stress coping skills between teachers working in government and private primary schools.

5.1.3.4. To compare the level of job satisfaction and stress coping skills of rural and urban primary school teachers.

5.1.4. HYPOTHESIS OF THE STUDY

5.1.4.1. There will be no significant difference between job satisfaction and stress coping skills of primary school teachers.

5.1.4.2. There will be no significant difference between Male and Female teachers job satisfaction and stress coping skills of primary school teachers.

5.1.4.3. There will be no significant difference between urban and rural teachers' job satisfaction and stress coping skills of primary school teachers.

5.1.4.4. There will be no significant difference between government and private teachers' job satisfaction and stress coping skills.

5.1.5. METHODOLOGY

The methodology of the present study is briefly described below.

The sample taken for the study is briefly described below.

5.1.5.1. The samples are taken for the study is 500 primary school teachers in Kerala. The sample of the study was selected giving due representation to sex, locale and type of management.

5.1.5.2. Tools used for the study

For the study the tools used for measuring the variables are "Scale of Job Satisfaction" and "Stress Coping Inventory".

**5.1.5.3. Statistical techniques used for the analysis of data**

***5.1.5.3.1. Preliminary Analysis***

1) Mean, Median, Mode, Skewness, Kurtosis

2) Graphical Analysis

***5.1.5.3.2. Major Analysis***

1) 't' value

2) Coefficient of correlation

TABLE 5.1

**Comparison of Mean Scores of   
Primary School Male and Female Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Sex | | t value | Level of signi-ficance |
| (N) Male | (N) Female |
| 1 | Job Satisfaction | 147 | 353 | -2.08 | 0.05 |
| 2 | Stress Coping Skills | 147 | 353 | 0.53 | NS |
| 3 | Ability to Relax | 147 | 353 | 2.07 | 0.05 |
| 4 | Reactivity to Stress | 147 | 353 | 2.10 | 0.05 |
| 5 | Ability to Assess Situation | 147 | 353 | -1.47 | NS |
| 6 | Self reliance | 147 | 353 | 1.75 | NS |
| 7 | Pro-Active Attitude | 147 | 353 | -.5 | NS |
| 8 | Resourcefulness | 147 | 353 | -1.54 | NS |
| 9 | Adaptability and Flexibility | 147 | 353 | -.07 | NS |

NS : Not Significant.

From the table 5.1, it is concluded that the mean score of male and female teachers are significant in variable of Job Satisfaction, Ability to Relax, Reactivity to Stress in 0.05 level of significance. But the mean scores of stress coping skills and its components; Ability to Asses situation, Self reliance, Pro-Active Attitude, Resourcefulness, Adaptability and Flexibility are not differ significantly.

TABLE 5.2

**Comparison of Mean Scores of  
Rural and Urban Primary School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Locale | | t value | Level of signi-ficance |
| Rural N | Urban N |
| 1 | Job Satisfaction | 335 | 165 | -1.18 | NS |
| 2 | Stress Coping Skills | 335 | 165 | -.74 | NS |
| 3 | Ability to Relax | 335 | 165 | -1.56 | NS |
| 4 | Reactivity to Stress | 335 | 165 | -.72 | NS |
| 5 | Ability to Assess Situation | 335 | 165 | -.51 | NS |
| 6 | Self reliance | 335 | 165 | .22 | NS |
| 7 | Pro-Active Attitude | 335 | 165 | .07 | NS |
| 8 | Resourcefulness | 335 | 165 | -1.06 | NS |
| 9 | Adaptability and Flexibility | 335 | 165 | -.07 | NS |

NS : Not Significant.

From the table concluded that the mean scores of rural and urban teachers are not differ significantly because obtained 't' value are not significant at 0.05 level.

TABLE 5.3

**Comparison of Mean Scores of   
Primary Government and Private School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Type of Management | | t value | Level of signi-ficance |
| Govt. N | Pvt. N |
| 1 | Job Satisfaction | 138 | 362 | -.44 | NS |
| 2 | Stress Coping Skills | 138 | 362 | -.15 | NS |
| 3 | Ability to Relax | 138 | 362 | -.9 | NS |
| 4 | Reactivity to Stress | 138 | 362 | -.48 | NS |
| 5 | Ability to Assess Situation | 138 | 362 | -.68 | NS |
| 6 | Self reliance | 138 | 362 | .45 | NS |
| 7 | Pro-Active Attitude | 138 | 362 | .51 | NS |
| 8 | Resourcefulness | 138 | 362 | .01 | NS |
| 9 | Adaptability and Flexibility | 138 | 362 | -1.32 | NS |

NS : Not Significant.

From above table it is concluded that the mean scores of government and private school teachers are not differ significantly since obtained t-value are not significant in 0.05 level.

**5.2.2. Estimation of the extent of relation between Job Satisfaction and Stress Coping Skills**

The relation between Job Satisfaction and Stress Coping Skills for the total sample, sub sample and components of stress coping skills.

TABLE 5.4

**Summary of Correlation between   
Job Satisfaction and Stress Coping Skills (Component wise and Total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | Total | Male | Female | Rural | Urban | Private | Govt. |
| Stress coping skills | .11 | .21 | 0.11 | 0.17 | -0.004 | 0.12 | 0.18 |
| Ability to relax | 0.02 | 0.02 | 0.03 | 0.07 | -0.09 | 0.01 | 0.03 |
| Reactivity to Stress | 0.08 | 0.26 | 0.02 | 0.10 | 0.04 | 0.05 | 0.17 |
| Ability to Assess Situation | 0.07 | 0.07 | 0.06 | 0.11 | 0.10 | 0.12 | 0.005 |
| Self reliance | 0.09 | 0.14 | 0.07 | 0.10 | 0.05 | 0.11 | 0.03 |
| Pro-Active Attitude | 0.10 | 0.21 | 0.06 | 0.15 | 0.009 | 0.09 | 0.17 |
| Resource-fulness | 0.03 | 0.19 | -0.01 | 0.09 | -0.10 | 0.01 | 0.07 |
| Adaptability & Flexibility | 0.12 | 0.09 | 0.14 | 0.20 | -0.03 | 0.14 | 0.07 |

The results showed that negligible but positive relation exists between Job Satisfaction and Stress Coping Skills.

It also found that low but positive relation was there in the components Adaptability and Flexibility in rural sample and showed low relation in Pro-Active Attitude and reactivity to stress in male sample.

5.1.7. TENABILITY OF HYPOTHESIS

Based on the findings tenability of hypothesis set to the study were reviewed four major hypothesis were formulated and tested.

5.1.7.1. Hypothesis I stated that there exists no significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers.

5.1.7.2. Hypothesis II states that there will be no significant difference between male and female teachers Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference in the mean scores of male and female teachers in the relation between Job Satisfaction and Stress Coping Skills.

5.1.7.3. Hypothesis III states that there will be no significant difference between urban and rural school teachers Job Satisfaction and Stress Coping Skills. The study tested that there is no significant difference in the mean scores of urban and rural teachers in the relation between Job Satisfaction and Stress Coping Skills.

5.1.7.4. Hypothesis IV : There will be no significant difference between Government and Private primary school teachers Job Satisfaction and Stress Coping Skills. The study found that there is significant difference in the mean scores of Government and Private Primary School Teachers.

5.1.7. EDUCATIONAL IMPLICATIONS

The present study helped to find out the relationship between Job Satisfaction and Stress Coping Skills of primary school teachers. The value of research in education lies in the implication of study.

The study revealed that there is positive correlation between Job Satisfaction and Stress Coping Skills.

It is also found that low but positive relation was there in the components Adaptability and Flexibility in rural and urban sample and showed low relation in pro-active attitudes and reactivity to stress in male sample.

Based on these findings some practical suggestions offered will be helpful to improve Job Satisfaction and Stress Coping Skills among teachers, especially for rural and urban teachers. Therefore to improve Job Satisfaction and Stress Coping Skills, following strategies should be given.

***(a) Create a supportive organisational climate***

This type of climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are teaching.

***(b) Enrich the design of tasks***

Careful managing of task design may be an effective way to cope up with stress. Teachers' job can be enriched by improving job content factors such as recognition, advancement and growth.

***(c) Reduce conflict and clarity institutional goals***

To reduce role conflict the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.

***(d) Provide guidance and counselling***

Teachers should be provided proper guidance and counselling in the organisation so that they will be aware of their duties, working conditions in the schools. By knowing this they can adjust with the school conditions effectively.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will all help the teachers to have job satisfaction while working in the school.

5.1.9. SUGGESTIONS FOR FURTHER RESEARCH

1. A more intensive study can be conducted among Bank Managers and NGOs.

2. Teachers may be interviewed indepth in order to extract from them the root causes of low Job Satisfaction and Stress Coping Skills.

3. Studies may be conducted on the strategies to be developed to improving Job Satisfaction and Stress Coping Skills.

4. An indepth investigation on satisfied and dissatisfied teachers may be practiced utility to the educational administrators and it also have theoretical value as it could throw light on Herzberg's two factor theory.

5. An indepth study can be conducted on other related variables of Job Satisfaction viz., Organizational Climate of the school, Physical facilities, Personal factors, number of students in the class.

high and average group (.77) and Average and Low group (1.97). The critical ratio further indicates that High and Low group teachers having greater Adaptability and Flexibility.

The analysis of the data helped the investigator to read the following conclusions. There is significant difference in the level of the teachers Job Satisfaction and stress coping skills among total sample.

There is significant relationship between Job Satisfaction and Stress Coping Skills with sex and type of management of the school in the opinion of primary schools in Kerala. Female teachers have more Job Satisfaction and Stress Coping Skills than Male teachers. Like that private primary school teachers have more Job Satisfaction and Stress Coping Skills than Government Primary school teachers. There is no significant relation between Job Satisfaction and Stress Coping Skills in locale. But the obtained value of mean scores indicate that Urban teachers have comparatively more Job Satisfaction and Stress Coping Skills than Rural teachers. So in the study conclude that these factors, viz., Male, Female, Government, Private, Rural and Urban are not the determinants of Job satisfaction.

**SUMMARY OF PROCEDURE, FINDINGS   
AND SUGGESTIONS**

This chapter highlights the significant stages of study, the important findings, their educational implications and suggestions for further research.

**5.1. STUDY IN RETROSPECT**

Various aspects related to the different stages in the extensions of the present study like problem, variables, objectives, hypothesis, methodology are viewed retrospectively.

5.1.1. RESTATEMENT OF THE PROBLEM

RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA.

5.1.2. VARIABLES

The independent and dependent variables selected for the study were the following.

**5.1.2.1. Dependent Variables**

Sex

Locale

Type of Management

**5.1.2.2. Independent Variables**

Job Satisfaction

Stress coping skill

5.1.3. OBJECTIVES OF THE STUDY

The following were the objectives of the study.

5.1.3.1. To study the extent and nature of relationship between Job Satisfaction and Stress Coping Skills of Primary School Teachers.

5.1.3.2. To compare the level of job satisfaction and stress coping skills between male and female primary school teachers.

5.1.3.3. To compare the level of job satisfaction and stress coping skills between teachers working in government and private primary schools.

5.1.3.4. To compare the level of job satisfaction and stress coping skills of rural and urban primary school teachers.

5.1.4. HYPOTHESIS OF THE STUDY

5.1.4.1. There will be no significant difference between job satisfaction and stress coping skills of primary school teachers.

5.1.4.2. There will be no significant difference between Male and Female teachers job satisfaction and stress coping skills of primary school teachers.

5.1.4.3. There will be no significant difference between urban and rural teachers' job satisfaction and stress coping skills of primary school teachers.

5.1.4.4. There will be no significant difference between government and private teachers' job satisfaction and stress coping skills.

5.1.5. METHODOLOGY

The methodology of the present study is briefly described below.

The sample taken for the study is briefly described below.

5.1.5.1. The samples are taken for the study is 500 primary school teachers in Kerala. The sample of the study was selected giving due representation to sex, locale and type of management.

5.1.5.2. Tools used for the study

For the study the tools used for measuring the variables are "Scale of Job Satisfaction" and "Stress Coping Inventory".

**5.1.5.3. Statistical techniques used for the analysis of data**

***5.1.5.3.1. Preliminary Analysis***

1) Mean, Median, Mode, Skewness, Kurtosis

2) Graphical Analysis

***5.1.5.3.2. Major Analysis***

1) 't' value

2) Coefficient of correlation

TABLE 5.1

**Comparison of Mean Scores of   
Primary School Male and Female Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Sex | | t value | Level of signi-ficance |
| (N) Male | (N) Female |
| 1 | Job Satisfaction | 147 | 353 | -2.08 | 0.05 |
| 2 | Stress Coping Skills | 147 | 353 | 0.53 | NS |
| 3 | Ability to Relax | 147 | 353 | 2.07 | 0.05 |
| 4 | Reactivity to Stress | 147 | 353 | 2.10 | 0.05 |
| 5 | Ability to Assess Situation | 147 | 353 | -1.47 | NS |
| 6 | Self reliance | 147 | 353 | 1.75 | NS |
| 7 | Pro-Active Attitude | 147 | 353 | -.5 | NS |
| 8 | Resourcefulness | 147 | 353 | -1.54 | NS |
| 9 | Adaptability and Flexibility | 147 | 353 | -.07 | NS |

NS : Not Significant.

From the table 5.1, it is concluded that the mean score of male and female teachers are significant in variable of Job Satisfaction, Ability to Relax, Reactivity to Stress in 0.05 level of significance. But the mean scores of stress coping skills and its components; Ability to Asses situation, Self reliance, Pro-Active Attitude, Resourcefulness, Adaptability and Flexibility are not differ significantly.

TABLE 5.2

**Comparison of Mean Scores of  
Rural and Urban Primary School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Locale | | t value | Level of signi-ficance |
| Rural N | Urban N |
| 1 | Job Satisfaction | 335 | 165 | -1.18 | NS |
| 2 | Stress Coping Skills | 335 | 165 | -.74 | NS |
| 3 | Ability to Relax | 335 | 165 | -1.56 | NS |
| 4 | Reactivity to Stress | 335 | 165 | -.72 | NS |
| 5 | Ability to Assess Situation | 335 | 165 | -.51 | NS |
| 6 | Self reliance | 335 | 165 | .22 | NS |
| 7 | Pro-Active Attitude | 335 | 165 | .07 | NS |
| 8 | Resourcefulness | 335 | 165 | -1.06 | NS |
| 9 | Adaptability and Flexibility | 335 | 165 | -.07 | NS |

NS : Not Significant.

From the table concluded that the mean scores of rural and urban teachers are not differ significantly because obtained 't' value are not significant at 0.05 level.

TABLE 5.3

**Comparison of Mean Scores of   
Primary Government and Private School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Type of Management | | t value | Level of signi-ficance |
| Govt. N | Pvt. N |
| 1 | Job Satisfaction | 138 | 362 | -.44 | NS |
| 2 | Stress Coping Skills | 138 | 362 | -.15 | NS |
| 3 | Ability to Relax | 138 | 362 | -.9 | NS |
| 4 | Reactivity to Stress | 138 | 362 | -.48 | NS |
| 5 | Ability to Assess Situation | 138 | 362 | -.68 | NS |
| 6 | Self reliance | 138 | 362 | .45 | NS |
| 7 | Pro-Active Attitude | 138 | 362 | .51 | NS |
| 8 | Resourcefulness | 138 | 362 | .01 | NS |
| 9 | Adaptability and Flexibility | 138 | 362 | -1.32 | NS |

NS : Not Significant.

From above table it is concluded that the mean scores of government and private school teachers are not differ significantly since obtained t-value are not significant in 0.05 level.

**5.2.2. Estimation of the extent of relation between Job Satisfaction and Stress Coping Skills**

The relation between Job Satisfaction and Stress Coping Skills for the total sample, sub sample and components of stress coping skills.

TABLE 5.4

**Summary of Correlation between   
Job Satisfaction and Stress Coping Skills (Component wise and Total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | Total | Male | Female | Rural | Urban | Private | Govt. |
| Stress coping skills | .11 | .21 | 0.11 | 0.17 | -0.004 | 0.12 | 0.18 |
| Ability to relax | 0.02 | 0.02 | 0.03 | 0.07 | -0.09 | 0.01 | 0.03 |
| Reactivity to Stress | 0.08 | 0.26 | 0.02 | 0.10 | 0.04 | 0.05 | 0.17 |
| Ability to Assess Situation | 0.07 | 0.07 | 0.06 | 0.11 | 0.10 | 0.12 | 0.005 |
| Self reliance | 0.09 | 0.14 | 0.07 | 0.10 | 0.05 | 0.11 | 0.03 |
| Pro-Active Attitude | 0.10 | 0.21 | 0.06 | 0.15 | 0.009 | 0.09 | 0.17 |
| Resource-fulness | 0.03 | 0.19 | -0.01 | 0.09 | -0.10 | 0.01 | 0.07 |
| Adaptability & Flexibility | 0.12 | 0.09 | 0.14 | 0.20 | -0.03 | 0.14 | 0.07 |

The results showed that negligible but positive relation exists between Job Satisfaction and Stress Coping Skills.

It also found that low but positive relation was there in the components Adaptability and Flexibility in rural sample and showed low relation in Pro-Active Attitude and reactivity to stress in male sample.

5.1.7. TENABILITY OF HYPOTHESIS

Based on the findings tenability of hypothesis set to the study were reviewed four major hypothesis were formulated and tested.

5.1.7.1. Hypothesis I stated that there exists no significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers.

5.1.7.2. Hypothesis II states that there will be no significant difference between male and female teachers Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference in the mean scores of male and female teachers in the relation between Job Satisfaction and Stress Coping Skills.

5.1.7.3. Hypothesis III states that there will be no significant difference between urban and rural school teachers Job Satisfaction and Stress Coping Skills. The study tested that there is no significant difference in the mean scores of urban and rural teachers in the relation between Job Satisfaction and Stress Coping Skills.

5.1.7.4. Hypothesis IV : There will be no significant difference between Government and Private primary school teachers Job Satisfaction and Stress Coping Skills. The study found that there is significant difference in the mean scores of Government and Private Primary School Teachers.

5.1.7. EDUCATIONAL IMPLICATIONS

The present study helped to find out the relationship between Job Satisfaction and Stress Coping Skills of primary school teachers. The value of research in education lies in the implication of study.

The study revealed that there is positive correlation between Job Satisfaction and Stress Coping Skills.

It is also found that low but positive relation was there in the components Adaptability and Flexibility in rural and urban sample and showed low relation in pro-active attitudes and reactivity to stress in male sample.

Based on these findings some practical suggestions offered will be helpful to improve Job Satisfaction and Stress Coping Skills among teachers, especially for rural and urban teachers. Therefore to improve Job Satisfaction and Stress Coping Skills, following strategies should be given.

***(a) Create a supportive organisational climate***

This type of climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are teaching.

***(b) Enrich the design of tasks***

Careful managing of task design may be an effective way to cope up with stress. Teachers' job can be enriched by improving job content factors such as recognition, advancement and growth.

***(c) Reduce conflict and clarity institutional goals***

To reduce role conflict the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.

***(d) Provide guidance and counselling***

Teachers should be provided proper guidance and counselling in the organisation so that they will be aware of their duties, working conditions in the schools. By knowing this they can adjust with the school conditions effectively.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will all help the teachers to have job satisfaction while working in the school.

5.1.9. SUGGESTIONS FOR FURTHER RESEARCH

1. A more intensive study can be conducted among Bank Managers and NGOs.

2. Teachers may be interviewed indepth in order to extract from them the root causes of low Job Satisfaction and Stress Coping Skills.

3. Studies may be conducted on the strategies to be developed to improving Job Satisfaction and Stress Coping Skills.

4. An indepth investigation on satisfied and dissatisfied teachers may be practiced utility to the educational administrators and it also have theoretical value as it could throw light on Herzberg's two factor theory.

5. An indepth study can be conducted on other related variables of Job Satisfaction viz., Organizational Climate of the school, Physical facilities, Personal factors, number of students in the class.

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**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**(DRAFT)**

**Dr. BINDHU.C.M ANEESH A.K**

Senior Lecturer **MARIYA GULABI.E.V**

M.Ed Students

**INSTRUCTIONS**

Following statements dealt with the situations with regard to your work. After reading each statements you have to decide to what extent you support each statements. You have given a response sheet for marking your opinions. Put a cross mark in given circle for your opinion under each statements and please respond to all statements. Each response sheet will be kept secretly and used only for research purpose. See an example.

Eg. I undertake welfare activities however difficult it may be.

|  |  |  |
| --- | --- | --- |
| Definitely | Sometimes | Never |
| ⊗ | ⭘ | ⭘ |

1. When I have to do a lot of things related to job, I used to accomplish important things and do away with the rest.
2. The avoidance from the part of my colleagues never cause mental strain on me.
3. When I feel job related mental stress I behave badly with others.
4. When the innocence of one, that I have been punished may proved, I feel to regret and try to console him.
5. I used to seek asylum in sharing personal problems with colleagues.
6. I used to nourish my qualities related to art.
7. I cannot enjoy the jokes of others when I feel mental stress.
8. I feel bad when my colleagues does not cooperate with me.
9. I do not try for mental pleasure when I feel mentally and physically exhausted.
10. I used to stay far from my surroundings in mid summer holidays for mental pleasure.
11. I believe that, absence of promotion with my colleague is because of my limitations.
12. I am an optimist in my job, because I am an expert in it.
13. The occupational observation of my boss, cause me trouble in many occasions.
14. I can't deal with everybody with love and care.
15. I used to deal with occupational complications in a flexible manner.
16. Even in my leisure times I used to engage in the activities of acquiring more knowledge.
17. I used to engage in entertainments for mental pleasure in leisure times.
18. I try to participate and conduct club activities.
19. The unexpected reaction of others used to make me angry.
20. I feel bad when boss scold me for being late in the office.
21. I feel bad when colleagues fabricating scandels about me.
22. I don't engage in private employment to overcome financial difficulties.
23. I never feel stressed when I have to deal with others in my occupational field.
24. Even though I wish to lead a high level life, my financial problems never seem to be a hindrance to it.
25. Job related problems affects physically.
26. I used to deliberately neglect the critical comments of others related to my personal and occupational matters.
27. I never allow my financial problems to affect my occupational matters.
28. I feel never irritated, the critical comments of my colleagues, when I have to leave the office before office time, because of some personal matters.
29. I managed to care effectively my spouse and childrens, along with my occupation.
30. Sometimes others activities turn to be a cause for maximising my mental stress.
31. Sometimes I never feel, I have lost my self control.
32. I feel hesitated, in engaging and conducting creative activities.
33. I always try to maintain tolerance when to deal with stressful occasions.
34. I used to success in shifting the ideas of mine to others.
35. I never fear the conflicts with the authoritarians somehow affect my post.
36. I feel special interest to whom deal with me deeply.
37. Any job wont be complicated if we understand the peculiarities of that jobs.
38. I take utmost care when selecting entertainment methods.
39. I never try to decide things in a just manner.
40. I don't believe, the relationship among peoples in the occupational sector, to an extent affect the occupation.
41. My services have been significantly affect with my occupational limitations.
42. I raise my opinion in staff meetings.
43. Sometimes, I feel the approach of the superior officers to everybody is not alike.
44. I felt satisfied in my official life.
45. I never try to correct the behavioural disorders of my fellow peoples.
46. I never get love and admiration from the persons those who seek the service of mine.
47. I don't try to find out the reasons for sudden behavioural changes of colleagues.
48. I get admiration from the society because of the particularity of my job.
49. I used to admit the new policy resolutions put forward by the administrators.
50. I used to engage in job matters even in the non-working periods.
51. I never try to adjust my salary with my daily usage articles.
52. I used to feel efficiency improvement opportunities are lost due to the scarcity of in-service courses.
53. Sometimes I feel the political inconsistency affect my occupation.
54. I will co-operate with my boss in his illegal activities.
55. I will congratulate the person, who points out my fault.
56. I never allow my personal affairs to affect my occupation.
57. I never try to avoid my political viewpoints and interests reflects on my occupational field.
58. I never try to conceal my dislike and to accomplish the overloaded jobs effectively, which my boss insist upon me.
59. I tries to change my action plan only for to impress others.
60. I never believe that my job does not possess occupational nobility.
61. I am ready to rescue a person who fell on a roadside well, never waiting for others to escape him.
62. I am ready to oppose, the construction of a cinema theatre, nearby my institution, because it may affect the smooth running of the institution.
63. I am ready to accept another job which has the same salary and status.
64. I am actually reluctant to this field, because, the nobility of my occupation is diminishing in the society.
65. I am ready to accept hook and crook ways, in case it accelerate the promotion chances.
66. I can handle all of the challenges in my profession.
67. I will accept strong stands against the external pressure that blocks the smooth running of my official activities.
68. If one asks me to spoke about a matter, which I do not have expertise, I will admit my non-expectancy without any beating around the bushes.
69. I never pay attention or try to understand all the changes, that may occurring in my occupational field, all times.
70. I don't give attention in creating welcoming and supportive environment for my new coming colleagues.
71. I don't take any action against relatives of the head of the institution.
72. I will try to develop an evaluating mentality of right and wrong concept in social affairs on others.
73. I used to copy the good qualities of an admirable colleague.
74. I tried to postponed my personal needs if it affects the interest of others.
75. I sued to neglect antisocial activities, because of my personal interest.
76. I never exhibit the mentality of taking the responsibility of a problem occurred because of my fault.
77. I exhibit special care and affection to people those who deals with me, in order to nourish my personal interests.
78. I am bold enough to say I will deal with a difficult problems after analysing it later.
79. I seek the help of my colleagues, who have more academic qualifications and qualities other than me when I have to face with some difficult problems.
80. I used to postponed my personal problems in order to find out solutions for others problems.
81. I do not find my guilt in the assumption of a little amount of alcohol inorder to reduce stress and strain.
82. I don't take responsibility of conducting awareness programmes in areas where community riots prevailed.
83. I believe the workload is increasing because of the rapidness of social life.
84. I will try to acquire more knowledge, without limits the boundaries of knowledge in one topic.
85. I used to control the unnecessary gestures and facial expressions, occurred during the speech.
86. I am ready to behave softly inorder to eliminate the fear of others towards me.
87. I never try to engage in various types of training programmes and make the knowledge in practice gained from these programmes.
88. I never try to behave with humour sense in contrast with strict manners.
89. I never engage in the activities that inculcate friendship and unity among various communities.
90. I will scold a person without trying to find out the actual cause of his wrong action.
91. I never gave any attention in creating the conditions that increasing the intellectual level of others.
92. I don't use examples to simplify the matter to make to clear.
93. I am ready to find out the root cause of the indisciplinary actions of others and to points out remedial measures for it.
94. I used to encourage a person who exhibit merrit in a special subject.
95. I will ready to find out and solve the problems of an introvert colleague.
96. I never try to counsell and give direction to a colleague he who used to participate in illegal activities.
97. I can admit those who does not show sincerity in their activities.
98. I am interested in punishing those who tries to spoil my peace of mind.
99. I will try to counsell on persons those having the habit of stealing the properties of others.
100. I will try to give guidance to peoples those who having behavioural disorders.
101. I will advice and give direction to the people those who having the habit of criticising you for everything.
102. I can't advice the people, those who engage in anti-social activities.
103. I can admit the people those who deal with filthy language.
104. I do not interested in discussing others problems with one personally.
105. I used to make better my activities, with collecting informations about my actions.
106. I used to deal others problems psychologically, whatever it may be.
107. I always try to solve my problems by discussing with others.
108. I try to solve the problems of others.
109. If I am requested to take the responsibility of a job, that I am actually dislikes, I won't do it with sincerity.
110. I will complaint to my boss about the difficulties caused to me, with my colleagues.
111. I used to solve my problems, by considering all the sides of that problem.
112. I used to counsell all the peoples, by making them understand the need and significance of the hard work, to whom, used to complaining about these hard work.
113. I quarrel with my colleague who putforwards baseless charges against me.
114. I am willing to punish physically, persons who misbehave to me.
115. I misbehave to others, on occasions troubled with personal problems.
116. When staff meeting are conducted, I used to putforward my suggestions solitely and also allows others to do the same.
117. I always ready to help others, when they have to face with problems.
118. I used to clean my office room, if it is uncleaned, and the sweeper has yet to come.
119. I do not give my head to others opinions, if that are against to me.
120. Sometimes, I feel I do not got enough admiration and attention for my outstanding services, from the society.
121. Sometime, I cant express my ideas effectively to others.
122. If my colleagues demands me to change my action plan basically, I decide to do so.
123. I will react calmly, if my boss angry with me for others fault.
124. I will give priority to the opinion of my friends in the debates arising out of academic job matters.
125. I try to create a sense of accountability among my undedicated colleagues.
126. Sometime, on my duty, I feel stressed because of my inefficiency in the job sector.

**S U M M A R Y**

Job Satisfaction may be defined as a pleasurable positive emotional state, resulting from the appraisal of one's job or job experiences. It results from the perception that one's job fulfils or allows the fulfilment of one's important job values providing and to the degree that these values are congruent with one's needs - observes Locke (1969).

Job Satisfaction is the favorable or unfavorable with which employees view their work. It results when there is congruence between job requirement and wants and expectations of employees. It express the extent of match between employees, expectation of the job and the reward that the job provides.

Job Satisfaction seem to have begun with the famous Hawthorn (1920) studies conducted by Elton Mayo. The study revealed that factors of physical conditions, social nature affect Job Satisfaction and productivity. In the same way these factors also influence the satisfaction of other jobs.

Now-a-days there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment on the part of teachers towards their job as a result of which standards of education are falling. Teachers are dissatisfied inspite of different plans and programmes which have been implemented to improve their lot. Job Satisfaction consists of the total body of feelings - about the nature of the job promotion, nature of supervision etc that an individual has about his job. If the sum total of influence of these factors give rise to feelings of satisfaction, the individual has Job Satisfaction. On the other hand if they give rise to feeling of dissatisfaction, the individual is dissatisfied. Changing any one of this influences will lead in the direction of Job Satisfaction or dissatisfaction depending upon the nature of change.

According to Hans Selye (1974) who is father of stress research "The state manifested by the specific syndrome which consists of all the non - specific induced changes within a biological system". Stress is not simple anxiety or nervous tension and tension a necessarily something damaging or bad which needs to be avoided. Stress is inevitable sometime or other but it can be prevented or can effectively be controlled to some extent proper measure are taken.

Job Satisfaction and stress is inevitable in every job. If stress increases Job Satisfaction decreases. Thus Job Satisfaction and stress are closely related. There are number of factors which influence Job Satisfaction like promotion opportunities, pay, working conditions, nature of work group etc. If the teachers are not provided with these, while working in the institution they will be more dissatisfied and more prone to stress.

It is essential to increase Job Satisfaction. For this stress should be reduced. Therefore teachers should have the ability to cope up with stress. In order to make the teachers cope-up with stress, they should be aware of Stress Coping Skills. So teachers should have to develop these skills in order to adjust with the situation.

**NEED AND SIGNIFICANCE OF THE STUDY**

As per view of Kothari Commission Report on education 1964 - 66, the destiny of India being shaped in the classroom, in which teacher plays an important role. A number of external and internal forces act upon a teacher and influence his behaviour in implementing the educational policy of nation. It is needed to identify the conditions necessary to influence the teachers in their working situation. The human interaction that takes place in the school plays an important role. As the school is a web of interaction among people who live and work together in a particular way, this interaction environment of the institution leads to organizational climate. Job Satisfaction and Stress Coping Skills of teachers is important as organizational climate of any educational institution. Job Satisfaction refers to the way one feels about events, people and things in his working situation. According to Blum (1956), "Job Satisfaction is the result of various attitude the person has towards his job, towards related factors and towards life in general". Hence, the Job Satisfaction is the pleasant and positive attitude possessed by an employee towards his job as well as his life.

In many instances jobs influence life style, status in a community. Jobs then, important implication for the individuals themselves, for the economy and ever for society at large. Job Satisfaction is the specific subset of attitudes held by organization members. It is the attitude one has towards his job or in another way it is one's effective response to the job. It has many, facts such as the nature of the work, the supervisor, the company, pay and promotional opportunities. The satisfaction that associates with his or her job interest. Teaching interest has been found as one of the major diterminants of teachers effectiveness (Grewal 1975). An individual's beliefs, attitudes, values and overt behaviour are profoundly influenced and moulded by his interest. Interest in teaching is major concern in educational programmes. Unless a teacher is interested in job, subject and his pupils he can never do justice to his profession.

Universalisation of primary education has been one of the major national concerns in the post - independence era of India. During the last ten years, access to education and retention of children in schools have remained significant factors. The issues of retention of children in schools and higher learning attainments require a congenial learning environment as well as professionally qualified and committed teachers. Because primary education as occupied an important place in national agenda, no programme of educational reconstruction can efford to ignore the importance of primary school teachers.

There are many factors internal and external to the school environment that causes Job Satisfaction and stress. An enquiry probs to these causes is must, to find out remedies for it. The introduction of new curriculum and work load etc. some new causes for the lack of Job Satisfaction and cause for stress. So naturally teachers must have ability to cope with stress to perform effectively. So a study concerned about the Job Satisfaction and Stress Coping Skills turn to be necessity.

Government and its agencies, actually don't have a clear cut idea about how difficult to put practice new type of teaching. Unawareness of teachers may effect them physically and mentally.

To ensure the quality of education to students, it is necessary to improve the condition and quality of teachers in school while talking of 'universalisation of education'. It is important to find out whether teachers are satisfied with their job and how far they can cope with their stress.

**Statement of the Problem**

The present study is entitled as **RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA**.

**Definition of the key terms**

The Key terms used in the study are defined below.

**Job Satisfaction**

Job Satisfaction is defined as an effective or emotional response toward various facts of one's job (Kreitner & Kinicki. 1998).

**Stress**

Stress is the style of strain whether physical or psychological.

**Coping Skills**

An ability to manage successfully.

**Primary Teachers**

In the present study the term 'primary teachers means the teachers working in primary schools'.

**Variables**

The variable selected for the study were the following

**Dependent Variables**

1. Sex of the teacher
2. Locale of the school
3. Type of the management

**Independent Variables**

1. Job Satisfaction
2. Stress Coping Skills.

**OBJECTIVES OF THE STUDY**

The objectives of the study are,

1. To study the extent and nature of relationship between Job Satisfaction and Stress Coping Skills of primary school teachers.
2. To compare the level of Job Satisfaction and Stress Coping Skill of male and female primary school teachers.
3. To compare the level of Job Satisfaction and Stress Coping Skills between teacher working in government and private primary schools.
4. To compare the level of Job Satisfaction and Stress Coping Skills of rural and urban primary school teachers.

**HYPOTHESIS**

1. There will be no significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers.
2. There will be no significant difference between male and female primary school teachers' Job Satisfaction and Stress Coping Skills.
3. There will be no significant difference between urban and rural primary school teachers' Job Satisfaction and Stress Coping Skills.
4. There will be no significant difference between government and private primary school teachers' Job Satisfaction and Stress Coping Skills.

**METHODOLOGY**

The methodology of the present study is outlined below.

**The Sample**

The study is carried out on a representative sample of 500 teachers from the primary schools of Kerala state. Proportionate stratified sampling technique was employed. In selecting sample, due representation is given to the gender, school-locale and type of management. The sample is drawn from eight districts of Kerala, viz Thiruvananthapuram, Palakkad, Thrissur, Malappuram, Kozhikkode, Wynad, Kannur, Kazargode.

**TOOLS USED FOR THE STUDY**

The tools used for measuring the variable are the following.

**Scale of Job Satisfaction (Kumar & Kumar, 2001)**

Job Satisfaction scale developed by Kumar & Kumar (2001) was used to assess the Job Satisfaction of teachers. The scale consists of eight major components. These are relationship with parents and students, pay and fringe benefits, working conditions, opportunities for advancement, personal worth, co-teachers, principal, and job itself.

**Stress Coping Skills inventory (Bindhu, Gulabi & Aneesh, 2005)**

Stress Coping Skills inventory is developed and standardized by Bindhu, Gulabi & Aneesh (2005). This inventory consists of seven components viz., reactivity to stress, ability to relax, self reliance, pro-active attitude, adaptability and flexibility, ability to assess situation, resourcefulness.

**STATISTICAL TECHNIQUES**

The following statistical techniques have been used for the analysis of data in the present study.

1. Test of significance of difference between means for different categories.
2. Pearson's co-efficient of correlation (r)

**SCOPE AND LIMITATION OF THE STUDY**

The aim of the study is to find out how far relationship between Job Satisfaction and Stress Coping Skills of primary school teachers. Appropriate standardized tool were used for data collection from a representative sample of primary school teachers. The investigator hopes that the finding of the study will be largely helpful improving Job Satisfaction and Stress Coping Skills by providing better organization climate. Even though this study "RELATIONSHIP BETWEEN JOB SATISFACTION AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA" was conducted with the maximum possible attention and specificity, certain limitations, which could hardly be avoided have crept into this study. They are follows.

1. The study has not covered all the primary teachers of Kerala state. Due to practical reasons it is limited to a representative sample of 500 teachers.
2. The sample of the study is not a state wide one, but confined to eight districts in Kerala viz., Thiruvananthapuram, Palakkad, Thrissur, Malappuram, Kozhikkode, Wayanad, Kannur, Kazargode.
3. A number of personality variables and organisational characteristics are associated with Job Satisfaction. These variables are not taken into consideration.

***Major Analysis***

1) 't' value

2) Coefficient of correlation

TABLE 1

**Comparison of Mean Scores of   
Primary School Male and Female Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Sex | | t value | Level of signi-ficance |
| (N) Male | (N) Female |
| 1 | Job Satisfaction | 147 | 353 | -2.08 | 0.05 |
| 2 | Stress Coping Skills | 147 | 353 | 0.53 | NS |
| 3 | Ability to Relax | 147 | 353 | 2.07 | 0.05 |
| 4 | Reactivity to Stress | 147 | 353 | 2.10 | 0.05 |
| 5 | Ability to Assess Situation | 147 | 353 | -1.47 | NS |
| 6 | Self reliance | 147 | 353 | 1.75 | NS |
| 7 | Pro-Active Attitude | 147 | 353 | -.5 | NS |
| 8 | Resourcefulness | 147 | 353 | -1.54 | NS |
| 9 | Adaptability and Flexibility | 147 | 353 | -.07 | NS |

NS : Not Significant.

From the table 1, it is concluded that the mean score of male and female teachers are significant in variable of Job Satisfaction, Ability to Relax, Reactivity to Stress in 0.05 level of significance. But the mean scores of stress coping skills and its components; Ability to Asses situation, Self reliance, Pro-Active Attitude, Resourcefulness, Adaptability and Flexibility are not differ significantly.

TABLE 2

**Comparison of Mean Scores of  
Rural and Urban Primary School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Locale | | t value | Level of signi-ficance |
| Rural N | Urban N |
| 1 | Job Satisfaction | 335 | 165 | -1.18 | NS |
| 2 | Stress Coping Skills | 335 | 165 | -.74 | NS |
| 3 | Ability to Relax | 335 | 165 | -1.56 | NS |
| 4 | Reactivity to Stress | 335 | 165 | -.72 | NS |
| 5 | Ability to Assess Situation | 335 | 165 | -.51 | NS |
| 6 | Self reliance | 335 | 165 | .22 | NS |
| 7 | Pro-Active Attitude | 335 | 165 | .07 | NS |
| 8 | Resourcefulness | 335 | 165 | -1.06 | NS |
| 9 | Adaptability and Flexibility | 335 | 165 | -.07 | NS |

NS : Not Significant.

From the table concluded that the mean scores of rural and urban teachers are not differ significantly because obtained 't' value are not significant at 0.05 level.

TABLE 3

**Comparison of Mean Scores of   
Primary Government and Private School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | Type of Management | | t value | Level of signi-ficance |
| Govt. N | Pvt. N |
| 1 | Job Satisfaction | 138 | 362 | -.44 | NS |
| 2 | Stress Coping Skills | 138 | 362 | -.15 | NS |
| 3 | Ability to Relax | 138 | 362 | -.9 | NS |
| 4 | Reactivity to Stress | 138 | 362 | -.48 | NS |
| 5 | Ability to Assess Situation | 138 | 362 | -.68 | NS |
| 6 | Self reliance | 138 | 362 | .45 | NS |
| 7 | Pro-Active Attitude | 138 | 362 | .51 | NS |
| 8 | Resourcefulness | 138 | 362 | .01 | NS |
| 9 | Adaptability and Flexibility | 138 | 362 | -1.32 | NS |

NS : Not Significant.

From above table it is concluded that the mean scores of government and private school teachers are not differ significantly since obtained t-value are not significant in 0.05 level.

**Estimation of the extent of relation between Job Satisfaction and Stress Coping Skills**

The relation between Job Satisfaction and Stress Coping Skills for the total sample, sub sample and components of stress coping skills.

TABLE 4

**Summary of Correlation between   
Job Satisfaction and Stress Coping Skills (Component wise and Total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | Total | Male | Female | Rural | Urban | Private | Govt. |
| Stress coping skills | .11 | .21 | 0.11 | 0.17 | -0.004 | 0.12 | 0.18 |
| Ability to relax | 0.02 | 0.02 | 0.03 | 0.07 | -0.09 | 0.01 | 0.03 |
| Reactivity to Stress | 0.08 | 0.26 | 0.02 | 0.10 | 0.04 | 0.05 | 0.17 |
| Ability to Assess Situation | 0.07 | 0.07 | 0.06 | 0.11 | 0.10 | 0.12 | 0.005 |
| Self reliance | 0.09 | 0.14 | 0.07 | 0.10 | 0.05 | 0.11 | 0.03 |
| Pro-Active Attitude | 0.10 | 0.21 | 0.06 | 0.15 | 0.009 | 0.09 | 0.17 |
| Resource-fulness | 0.03 | 0.19 | -0.01 | 0.09 | -0.10 | 0.01 | 0.07 |
| Adaptability & Flexibility | 0.12 | 0.09 | 0.14 | 0.20 | -0.03 | 0.14 | 0.07 |

The results showed that negligible but positive relation exists between Job Satisfaction and Stress Coping Skills.

It also found that low but positive relation was there in the components Adaptability and Flexibility in rural sample and showed low relation in Pro-Active Attitude and reactivity to stress in male sample.

**TENABILITY OF HYPOTHESIS**

Based on the findings tenability of hypothesis set to the study were reviewed four major hypothesis were formulated and tested.

1. Hypothesis I stated that there exists no significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference between Job Satisfaction and Stress Coping Skills of primary school teachers.

2. Hypothesis II states that there will be no significant difference between male and female teachers Job Satisfaction and Stress Coping Skills of primary school teachers. The study revealed that there is significant difference in the mean scores of male and female teachers in the relation between Job Satisfaction and Stress Coping Skills.

3. Hypothesis III states that there will be no significant difference between urban and rural school teachers Job Satisfaction and Stress Coping Skills. The study tested that there is no significant difference in the mean scores of urban and rural teachers in the relation between Job Satisfaction and Stress Coping Skills.

4. Hypothesis IV : There will be no significant difference between Government and Private primary school teachers Job Satisfaction and Stress Coping Skills. The study found that there is significant difference in the mean scores of Government and Private Primary School Teachers.

**EDUCATIONAL IMPLICATIONS**

The present study helped to find out the relationship between Job Satisfaction and Stress Coping Skills of primary school teachers. The value of research in education lies in the implication of study.

The study revealed that there is positive correlation between Job Satisfaction and Stress Coping Skills.

It is also found that low but positive relation was there in the components Adaptability and Flexibility in rural and urban sample and showed low relation in pro-active attitudes and reactivity to stress in male sample.

Based on these findings some practical suggestions offered will be helpful to improve Job Satisfaction and Stress Coping Skills among teachers, especially for rural and urban teachers. Therefore to improve Job Satisfaction and Stress Coping Skills, following strategies should be given.

***(a) Create a supportive organisational climate***

This type of climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are teaching.

***(b) Enrich the design of tasks***

Careful managing of task design may be an effective way to cope up with stress. Teachers' job can be enriched by improving job content factors such as recognition, advancement and growth.

***(c) Reduce conflict and clarity institutional goals***

To reduce role conflict the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.

***(d) Provide guidance and counselling***

Teachers should be provided proper guidance and counselling in the organisation so that they will be aware of their duties, working conditions in the schools. By knowing this they can adjust with the school conditions effectively.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will all help the teachers to have job satisfaction while working in the school.

**SUGGESTIONS FOR FURTHER RESEARCH**

1. A more intensive study can be conducted among Bank Managers and NGOs.

2. Teachers may be interviewed indepth in order to extract from them the root causes of low Job Satisfaction and Stress Coping Skills.

3. Studies may be conducted on the strategies to be developed to improving Job Satisfaction and Stress Coping Skills.

4. An indepth investigation on satisfied and dissatisfied teachers may be practiced utility to the educational administrators and it also have theoretical value as it could throw light on Herzberg's two factor theory.

5. An indepth study can be conducted on other related variables of Job Satisfaction viz., Organizational Climate of the school, Physical facilities, Personal factors, number of students in the class.

**APPENDIX IV**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**(FINAL)**

**Dr. BINDHU.C.M ANEESH A.K**

Senior Lecturer **MARIYA GULABI.E.V**

M.Ed Students

**INSTRUCTIONS**

Following statements dealt with the situations with regard to your work. After reading each statements you have to decide to what extent you support each statements. You have given a response sheet for marking your opinions. Put a cross mark in given circle for your opinion under each statements and please respond to all statements. Each response sheet will be kept secretly and used only for research purpose. See an example.

Eg. I undertake welfare activities however difficult it may be.

|  |  |  |
| --- | --- | --- |
| Definitely | Sometimes | Never |
| ⊗ | ⭘ | ⭘ |

1. When I have to do a lot of things related to job, I used to accomplish important things and do away with the rest.
2. I believe that, absence of promotion with my colleague is because of my limitations.
3. The occupational observation of my boss, cause me trouble in many occasions.
4. I used to deal with occupational complications in a flexible manner.
5. Even in my leisure times I used to engage in the activities of acquiring more knowledge.
6. I used to engage in entertainments for mental pleasure in leisure times.
7. The unexpected reaction of others used to make me angry.
8. I don't engage in private employment to overcome financial difficulties.
9. I never feel stressed when I have to deal with others in my occupational field.
10. Even though I wish to lead a high level life, my financial problems never seem to be a hindrance to it.
11. Job related problems affect physically.
12. I never allow my financial problems to affect my occupational matters.
13. I feel special interest to whom deal with me deeply.
14. Any job wont be complicated if we understand the peculiarities of that jobs.
15. I don't believe, the relationship among people in the occupational sector, to an extent affect the occupation.
16. I raise my opinion in staff meetings.
17. I never try to correct the behavioural disorders of my fellow people.
18. I don't try to find out the reasons for sudden behavioural changes of colleagues.
19. I never allow my personal affairs to affect my occupation.
20. I never try to avoid my political viewpoints and interests reflects on my occupational field.
21. I never try to conceal my dislike and to accomplish the overloaded jobs effectively, which my boss insist upon me.
22. I am ready to rescue a person who fell on a roadside well, never waiting for others to escape him.
23. I can handle all of the challenges in my profession.
24. I don't take any action against relatives of the head of the institution.
25. I never exhibit the mentality of taking the responsibility of a problem occurred because of my fault.
26. I exhibits special care and affection to peoples those who deals with me, in order to nourish my personal interests.
27. I am bold enough to say I will deal with a difficult problems after analysing it later.
28. I seek the help of my colleagues, who have more academic qualifications and qualities other than me when I have to face with some difficult problems.
29. I don't take responsibility of conducting awareness programmes in areas where community riots prevailed.
30. I am ready to behave softly inorder to eliminate the fear of others towards me.
31. I don't use examples to simplify the matter to make to clear.
32. I used to encourage a person who exhibit merrit in a special subject.
33. I will ready to find out and solve the problems of an introvert colleagues.
34. I can't advice the peoples, those who engage in anti-social activities.
35. I don't interested in discussing others problems with one personally.
36. I always try to solve my problems by discussing with others.
37. I try to solve the problems of others.
38. If I am requested to take the responsibility of a job, that I am actually dislikes, I won't do it with sincerity.
39. I used to counsell all the people, by making them understand the need and significance of the hard work, to whom, used to complaining about these hard work.
40. I quarrel with my colleague who putforwards baseless charges against me.
41. When staff meeting are conducted, I used to putforward my suggestions solitely and also allows others to do the same.
42. I try to create a sense of accountability among my undedicated colleagues.

**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**(DRAFT)**

**Dr. BINDHU.C.M ANEESH A.K.**

Senior Lecturer **MARIYA GULABI.E.V.**

M.Ed Students

\nÀt±-i§Ä

tPmen-kw-\_-Ô-amb sS³j³ D­m-hp¶ kµÀ`-§Ä \n§Ä F§s\ ssIImcyw sN¿p¶p F¶v kqNn-¸n-¡p¶ hmN-I-§Ä BWv XmsgsImSp-¯n-«p-Å-Xv. Hmtcm hmN-Ihpw hmbn-¨-Xn\p tijw \n§Ä F{X-am{Xw B Imcy-§-tfmSv tbmPn-¡p-¶p-sh¶v Xocp-am-\n-¡p-I. \n§-fpsS Xocp-am\w tcJ-s¸-Sp-¯p-¶-Xn-\mbn {]tXyIw Response Sheet X¶n-«p-­v. \n§-fpsS Xocp-am\w Hmtcm hmN-I-§-fp-tSbpw tNmZy \¼-dp-IÄ¡v t\tc sImSp-¯n-«pÅ hr¯-§-fnÂ X amÀ¡v sNbvXv tcJ-s¸-Sp-¯pI. Zb-hmbn FÃm-hm-N-I-§-tfmSpw {]Xn-I-cn-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä cl-ky-ambn kq£n-¡p-¶Xpw Kth-jW Bh-iy-¯n-\p-am{Xw D].-tbm-Kn-¡p-¶-Xp-amWv. Hcp DZm-l-cWw t\m¡p-I. DZm-l-cWw: t£a-I-c-amb {]hÀ¯n-IÄ F{X \_p²n-ap«pIÄ kln¨pw Rm³ Gsä-Sp¯v \S-¯m-dp-­v.

|  |  |  |
| --- | --- | --- |
| XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| ⊗ | ⭘ | ⭘ |

1. tPmen kw\_-Ô-amb Hcp ]mSv Imcy-§Ä sNbvXv XoÀ¡m-\p-­m-Ip-t¼mÄ {]m[m-\-s¸-«h sNbvXp-XoÀ¡m\pw \_m¡n-bp-Åh Dt]-£n-¡m-dp-amWv Rm³ sN¿m-dp-Å-Xv.

2. kl-{]-hÀ¯-I-cpsS Ah-K-W\ F¶nÂ am\-knI hnjaw D­m-¡m-dn-Ã.

3. tPmen kw\_-Ô-amb am\-knI ]ncn-ap-d¡w A\p-`-h-s¸-Sp-t¼mÄ Rm³ aäp-Å-h-tcmSv tami-ambn s]cp-am-dm-dp-­v.

4. Rm³ in£n-¨-bm-fpsS \nc-]-cm-[nXzw sXfn-bp-t¼mÄ ]Ým-Xm]w tXm¶p-Ibpw Abmsf Biz-kn-¸n-¡m³ {inan-¡p-Ibpw sN¿m-dp-­v.

5. hyàn-]-c-amb {]bm-k-§Ä kl-{]-hÀ¯-I-cp-ambn ]¦p-sh-¡p-¶-Xn-eqsS Rm³ Bizmkw Is­-¯m³ {ian-¡m-dp-­v.

6. Fsâ Iem-]-c-amb Ign-hp-IÄ t]mjn-¸n-¡p-hm³ Rm³ {ian-¡m-dp-­v.

7. am\-knI ]ncn-ap-dp¡w A\p-`-h-s¸-Sp-¶ ka-b¯v Rm³ aäp-Å-h-cpsS Xam-iIÄ Bkz-Zn-¡m-dn-Ã.

8. kl-{]-hÀ¯-I-cn-ep-­m-hp¶ \nÊ-l-I-cWw Rm³ Imcy-am-¡m-dp-­v.

9. am\-kn-I-ambpw imco-cn-I-ambpw £oWw A\p-`-h-s¸-Sp-t¼mÄ Rm³ am\-kn-tIm-Ãm-k-¯n\v {ian-¡m-dn-Ã.

10. am\-kn-tIm-Ãm-k-¯n\v th­n th\Â Ah[n¡m-e¯v Rm³ kz´w Npäp-]m-Sp-I-fnÂ \n¶pw hn«p-\nÂ¡m-dp­v.

11. kl-{]-hÀ¯-I-s\m¸w Øm\-¡bäw e`n-¡m-Xn-cp-¶Xv Fsâ ]cn-anXn sIm­m-sW¶v Rm³ hniz-kn-¡p-¶p.

12. tPmen kw\_-Ô-amb Imcy-§-fnÂ Ah-Kmlw Ds­¶ Imc-W-¯mÂ tPmen-bnÂ Rm³ ip`m]vXn hnizm-kn-bm-Wv.

13. tae-[n-Im-cn-bpsS tPmen kw\_-Ô-amb \nco-£Ww ]e-t¸mgpw Fs¶ \_²n-ap-«n-¡m-dp-­v.

14. FÃm-h-tcmSpw Xmev]-cy-t¯mSpw kvt\l-t¯mSpw Rm³ CS-s]-Sm-dn-Ã.

15. sXmgnÂ]c-amb k¦oÀ®X-Isf Rm³ hfsc emL-h-t¯msS ImWm-dp-Åp.

16. Hgn-hp-k-a-b-¯p-t]mepw IqSp-XÂ Adnhp tiJ-cn-¡m-\pÅ {]hÀ¯n-I-fnÂ GÀs¸-Sm³ Rm³ {ian-¡m-dp-­v.

17. Hgn-hp-k-a-b-§-fnÂ hnt\m-Z-§-fnÂ GÀs¸«v am\-knI kt´mjw tXSm-dp-­v.

18. ¢\_v {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡m\pw {]hÀ¯-\-§Ä kwL-Sn-¸n-¡m\pw Rm³ {ian-¡m-dp-­v.

19. aäp-Å-h-cnÂ \n¶p-­m-Ip¶ {]Xo-£n-¡m¯ {]Xn-I-cWw s]s«¶v Fs¶ tZjy-s¸-Sp-¯m-dp-­v.

20. Hm^o-knÂ sshIn-sb-¯n-b-Xn\v tae-[n-Imcn hg¡p ]d-bp-t¼mÄ hnjaw tXm¶m-dp-­v.

21. kl{]hÀ¯-IÀ Fs¶-¸än A]-hm-Z-§Ä ]d-bp-t¼mÄ F\n¡v hnjaw tXm¶m-dp-­v.

22. km¼-¯nI \_p²n-ap-«n\v AXn-Po-hn-¡m-\mbn Rm³ aäv kzmImcy tPmen-I-fnÂ GÀs¸-Sm-dn-Ã.

23. sXmgnÂ cwK¯v aäp-Å-h-cp-ambn CS-s]-Sp-t¼mÄ ]ncn-ap-dp¡w tXm¶m-dn-Ã.

24. sa¨-s¸« Pohn-X-\n-e-hmcw ]peÀ¯-W-sa¶ B{Klw Ds­-¦nepw km¼¯nI \_p²n-ap«v AXn\p XS-Ê-ambn tXm¶m-dn-Ã.

25. tPmen kw\_-Ô-amb {]iv\-§Ä imco-cnI \_p²n-ap«pIÄ¡v hgn-sX-fn-bn-¡m-dp-­v.

26. tPmen kw\_-Ô-amb Imcy-§-fnepw hyàn-]-c-amb Imcy-§-fnepw aäp-Å-hÀ \S-¯p¶ hnaÀi-\-§Ä t\_m[-]qÀÆw Ah-K-Wn-¡m-dp-­v.

27. km¼-¯nI ]cm-[o-\-X-IÄ tPmen-bnÂ {]Xn-^-en-¡msX Rm³ t\m¡m-dp-­v.

28. Nne hyàn ]c-amb {]iv\-§Ä aqew Hm^okv ka-b-¯n\p ap¼v ho«nÂ t]mhm-\mbn Cd-§p-t¼mÄ kl-{]-hÀ¯-I-cpsS `mK-¯p-\n¶pw D­m-Ip¶ hnaÀi-\-§Ä Atem-k-c-s¸-Sp-¯m-dn-Ã.

29. tPmen-¡n-S-bnepw Pohn-X-]-¦m-fn-tbbpw Ip«n-I-tfbpw ^e-{]-Z-ambn {i²n-¡m³ Ign-bm-dp-­v.

30. aäp-Å-h-cpsS {]hÀ¯n-IÄ Fsâ am\-knI ]ncn-ap-dp¡w A[n-I-cn-¸n-¡p-hm³ Imc-W-am-hm-dp-­v.

31. Nne ka-b-§-fnÂ F\n¡v Bß-\n-b-{´Ww ssItamiw h¶-Xp-t]mse tXm¶m-dn-Ã.

32. {InbmßI-amb {]hÀ¯-\-§Ä GÀs¸-Sp-¯p-¶-Xn\pw kwL-Sn-¸n-¡p-¶-Xn\pw ]e-t¸mgpw aSn tXm¶m-dp-­v.

33. kwLÀj`-cn-X-amb kµÀ`-§-fnÂ kwb-a\w ]men-¡p-hm³ Rm³ ]e-t¸mgpw {ian-¡m-dp-­v.

34. Fsâ a\-Ênse Bi-b-§Ä aäp-Å-h-cn-te¡v F¯n-¡p-¶-XnÂ Rm³ hnP-bn-¡m-dp-­v.

35. A[n-Ir-XÀ X½n-ep-­m-Ip¶ XÀ¡-§Ä Fsâ XkvXn-Isb \_m[n¡pw F¶ `bw D­m-Im-dn-Ã.

36. Rm\p-ambn ASp-¯n-S-s]-Sp-¶-h-tcmSv F\n¡v {]tXyIw aaX tXm¶m-dp-­v.

37. GXp tPmen-bp-tSbpw {]tXy-I-X-IÄ a\-Ên-em¡n sNbvXmÂ AXv Hcn-¡epw ZpÀ{Km-ly-a-Ã.

38. hnt\m-tZm-]m-Zn-IÄ Xnc-sªSp¡p-¶-XnÂ Rm³ hf-sc-b-[nIw {i²n¡mdp­v.

39. \oXn-]qÀÆ-ambn coXn-bnÂ Imcy-§Ä Xocq-am-\n-¡m³ Rm³ {ian-¡m-dn-Ã.

40. sXmgnÂ cwKs¯ Bfp-I-fp-am-bpÅ \_Ôw Hcp ]cn-[n-hsc sXmgn-ens\ \_m[n-¡p-sa¶v Rm³ hniz-kn-¡p-¶n-Ã.

41. tPmen kw\_-Ô-amb ]cn-an-Xn-IÄ Fsâ tkh-\s¯ kmc-ambn \_m[n-¡m-dp-­v.

42. Ìm^v aoän-§p-IÄ \S-¡p-t¼mÄ sXmgnÂ ]c-amb A`n-{]m-b-§Ä Rm³ D¶-bn-¡m-dp-­v.

43. tae-[n-Im-cn-I-fpsS kao-]\w FÃm-h-tcmSpw Htc t]mse-bÃ F¶v F\n¡v ]e-t¸mgpw tXm¶m-dp-­v.

44. Fsâ HutZym-KnI PohnXw F\n¡p Xr]vXn-I-c-am-bn-«mWv tXm¶n-bXv.

45. Fsâ ]cn-N-b-¯nÂ s]Sp-¶-h-cnÂ kz`mh sshIeyw {]I-Samhp¶p-sh-¦nepw Ahsc ]dªp Xncp-¯m³ Rm³ X¿m-dm-hm-dn-Ã.

46. Fsâ tkh\w tXSp-¶-h-cnÂ \n¶pw F\n¡v kvt\lhpw \_lp-am-\hpw e`n-¡m-dn-Ã.

47. ASp-¯n-S-s]-Sp¶-h-cpsS s]s«-¶pÅ kz`m-h-am-ä-¯n-\pÅ ImcWw Is­-¯m³ Rm³ {ian-¡m-dn-Ã.

48. Fsâ tPmen-bpsS {]tXy-IX sIm­v F\n¡v kaq-l-¯nÂ \n¶pw AwKo-Imcw e`n-¡m-dp-­v.

49. A[n-Ir-XÀ ]pd-s¸-Sp-hn-¡m-dpÅ ]pXnb \b-§sf Rm³ AwKo-I-cn-¡m-dp-­v.

50. {]hÀ¯n ka-b-¯-Ãm-sXbpw Rm³ tPmen kw\_-Ô-amb Imcy-§Ä sN¿m-dp-­v.

51. \ntXym-]-tbmK km[-\-§-fpsS hne-hÀ²\ F\n¡v e`n-¡p¶ i¼-f-hp-ambn AUvPÌv sN¿m³ Rm³ {ian-¡m-dn-Ã.

52. C³kÀÆokv tImgvkp-I-fpsS A`mhw Imcy-tijn sa¨-s¸-Sp-¯p-¶-Xn\v Bh-iy-amb Ah-k-c-§Ä \jvS-am-hm³ Imc-W-ambn tXm¶m-dp-­v.

53. cmjv{So-b-]-c-amb AkvXn-cX Fsâ tPmensb \_m[n-¡ptam F¶v tXm¶m-dp-­v.

54. tae-[n-Im-cn-bpsS hgn-hn« {]hÀ¯-\-¯n\v Rm³ At±-l-t¯mSv kl-I-cn-¡pw.

55. F\n¡v ]änb Hcp ]nghv Nq­nImWn¨ Hcmsf Rm³ A`n-\-µn-¡pw.

56. sshb-àn-I-amb {]iv\§Ä sXmgn-ens\ \_m[n-¡msX t\m¡m³ Rm³ {ian-¡m-dp-­v.

57. cmjv{Sob \ne-]m-Sp-Ifpw Xmev]-cy-§fpw sXmgnÂ taJ-e-bnÂ {]Xn-^-en-¸n-¡m-Xn-cn-¡m³ Rm³ {ian-¡m-dn-Ã.

58. tPmen-`mcw A[nI-am-¡n-s¡m­v tae-[n-Imcn Fs¶ GÂ]n-¡p¶ Npa-X-e-IÄ FXnÀ¸p {]I-Sn-¸n-¡msX Imcy-£-a-X-tbmsS \nd-th-äm-dn-Ã.

59. aäp-Å-hÀ¡v aXn¸p tXm¶m-\mbn am{Xw {]hÀ¯\ coXn sa¨-s¸-Sp-¯m³ Rm³ {ian-¡m-dp-­v.

60. Fsâ tPmen¡v sXmgnÂ alXzw Ipd-hm-sW¶v Rm³ hniz-kn-¡p-¶n-Ã.

61. tdmU-cn-Inse InW-dnÂ hoW Hcmsf aäp-Å-hÀ c£n-¡s« F¶v Icp-Xn-bn-cn-¡msX c£-s¸-Sp-¯m³ Rm³ X¿m-dm-Ipw.

62. hnZym-`ymkØm]-\-¯n-\mbn ASp-¯mbn Hcp kn\n-am-Xn-tb-äÀ XpS-§p-¶-Xn\v Øm]-\-¯n-sâ {]hÀ¯\w Ah-Xm-f-¯n-em-¡p-sa-¶-Xn-\mÂ B {]hÀ¯nsb FXnÀ¡m³ Rm³ X¿m-dm-Ipw.

63. Ct¸mÄ DÅ tPmen¡v Xpey-amb i¼-fhpw B\pIq-ey§fp-apÅ asämcp tPmen Xc-s¸-Sp-I-bm-sW-¦nÂ AXv kzoI-cn-¡m³ Rm³ X¿m-dm-Ipw.

64. kaq-l-¯nÂ Fsâ {]hÀ¯\taJ-e-bpsS al-Xzhpw am\y-Xbpw Ipd-ªp-h-cp-I-bm-W-¦nÂ Cu cwK-t¯mSv Rm³ bYmÀ°-¯nÂ hnap-J-\m-Wv.

65. {]tam-j³ km[y-Xsb Xzcn-X-s¸-Sp-¯p-¶-Xn-\mÂ HutZym-Kn-I-amb hgn-hn« {]hÀ¯-\-§Ä¡v Rm³ X¿m-dm-Ipw.

66. sXmgnÂ aWvU-e-¯nse FÃm shÃp-hn-fn-Ifpw F\n¡v ssIImcyw sN¿m³ Ign-bpw.

67. Fsâ Hm^okv {]hÀ¯-\-§Ä XS-Ê-s¸-Sp-¯p¶ \_mly k½À±-§Äs¡-Xnsc ià-amb \ne-]m-Sp-IÄ Rm³ kzoI-cn-¡pw.

68. F\n¡v {]mho-Wy-an-Ãm¯ Hcp hnj-b-s¯-¸än kwkm-cn-¡m³ Ft¶mSv Bh-iy-s¸-«mÂ Hgn-hp-I-gnhp ]d-bmsX {]mho-Wy-an-Ãmbva Rm³ Xpd¶p k½-Xn-¡pw.

69. sXmgnÂ]-c-amb amä-§Ä Fsâ {]hÀ¯\ taJ-e-bnÂ Ds­-¦nepw Ah-sbÃmw Rm³ DÄs¡m-Åm-dn-Ã.

70. \hm-K-X-cmb kl-{]-hÀ¯-IÀ¡v kzmK-XmÀlhpw ]n´pW tXm¶n-¸n-¡p-¶-Xp-amb A´-co£w krjSn¡phm³ Rm³ {i²n-¡m-dn-Ã.

71. tae-[n-Im-cn-bpsS \_Ôp-hnsâ A¨-S-¡-ew-L-\-¯n-s\-Xnsc Rm³ \njv{In-bXzw ]men-¡pw.

72. kmaq-ln-I-{]m-[m-\y-apÅ {]iv\-§fpsS \ymbm-\ym-b-§-sf-¸än apey-\nÀ®bw \S-¯p-hm-\pÅ Ignhv aäp-Å-h-cnÂ hfÀ¯n-sb-Sp-¡p-hm³ Rm³ {ian-¡pw.

73. hfsc k½-X-\mb Hcp kl-{]-hÀ¯-Isâ \Ã hi-§Ä Rm³ kzmb-¯-am-¡p-hm³ {ian-¡m-dp-­v.

74. aäp-Å-hsc \_m[n-¡p-sa-¦nÂ hyàn-]-c-amb Bh-iy-§Ä amän-sh-¡m³ Rm³ {ian-¡mdp­v.

75. kmaq-lnI Xmev]-cy-§Ä¡v FXn-cmb {]hÀ¯n-IÄ hyàn Xmev]cyw aqew Rm³ I­n-sÃ¶v \Sn-¡m-dp-­v.

76. Fsâ IrXy-hn-tem]w sIm­v kw`-hn¨ Ipg-¸-¯nsâ D¯-c-hm-ZnXzw Gsä-Sp-¡m-\pÅ at\m-`mhw Rm³ {]ZÀin-¸n-¡m-dn-Ã.

77. \_Ô-s¸-«-h-tcmSv hyàn-]-c-amb t\«-§Ä ap³\n-dp¯n {]tXyI ]cn-KWbpw Xmev]-cyhpw Rm³ {]I-Sn-¸n-¡m-dp-­v.

78. D¯cw \nÝ-b-an-Ãm¯ Hcp {]iv\w A]-{K-Yn-¨-Xn\p tijw {]Xn-I-cn-¡m-mw F¶v ]d-bm-dpÅ BÀÖhw Rm³ ImWn-¡m-dp-­v.

79. Nne {]iv\-§Ä ]cn-l-cn-¡m-\mbn Fs¶-¡mÄ A¡m-Z-an-I-tbm-Ky-X-Ifpw Ignhpw DÅ kl-{]-hÀ¯-I-cpsS klmbw Rm³ tXSm-dp-­v.

80. aäp-Å-h-cpsS hyàn-]-c-amb {]iv\-§Ä¡v ]cn-lmcw ImWp-hm³ kz´w Imcy-§Ä amän-sh-¡m-dp-­v.

81. ]ncnapdp-¡-¯n\pw kwLÀj-¯n\pw Abhp \ÂIm-\mbn Aev]w aZy-]n-¡p-¶-Xn\v sXänÃ F¶v Rm³ hniz-kn-¡p-¶p.

82. hÀ¤ob kwLÀjw \ne-\nÂ¡p¶ Hcp {]tZ-i¯v t\_m[-hÂI-cWw \S-¯m³ Rm³ Npa-Xe Gsä-Sp-¡m-dn-Ã.

83. kaq-l-Po-hn-X-¯nsâ thKX ImcWw A²zm\`mcw IpSp-XÂ BWv F¶v Rm³ Icp-Xp-¶p.

84. Hcp {]tXyI hnj-b-¯nÂ HXp-§msX sshIvRm-\n-I-ambn IqSp-XÂ Adnhv t\Sp-¶-Xn-\mbn Rm³ ]cn-{I-an-¡pw.

85. kwkm-c-¯n-\n-S-bnÂ h¶p-t]m-hp¶ A\p-tbm-Py-a-Ãm¯ AwK-hn-t£-]§fpw apJ-`m-h-§fpw \nb-{´n-¡p-hm³ Rm³ {ian-¡m-dp-­v.

86. aäpÅhÀ¡v Ft¶m-SpÅ `bw CÃm-Xm-¡m-\mbn Ah-tcmSv kuay-ambn CS-s]-Sm³ Rm³ X¿m-dm-Wv.

87. ]e Xc-¯n-epÅ ]cn-io-e\ ]cn-]m-Sn-I-fnÂ ]s¦-Sp-¡p-Ibpw e`n-¡p¶ And-hp-IÄ ]co-£-Wm-Sn-Øm-\-¯nÂ \S-¸nÂ hcp-¯p-hm\pw Rm³ {ian-¡m-dn-Ã.

88. IÀ¡-I-amb s]cp-amä coXn-bnÂ \n¶pw hyXy-kvX-ambn \À½-t\_m-[-t¯msS aäp-Å-h-cp-ambn CS-s]-Sm³ Rm³ {ian-¡m-dn-Ã.

89. aX kap-Zm-b-¡m-cpsS CS-bnÂ kulmÀ±w, sFIyw XpS-§n-b-hn-Im-c-§Ä hym]n-¸n-¡p¶ {]hÀ¯-\-§-fnÂ Rm³ ]s¦-Sp-¡m-dn-Ã.

90. Hcm-fpsS sXämb {]hÀ¯n-bpsS ImcWw I­p-]n-Sn-¡msX Rm³ Abmsf hg¡v ]dbpw

91. aäp-Å-h-cpsS \_u²nI \ne-hmcw DbÀ¯p¶-Xn\v Bh-iy-amb kuI-cy-§Ä Hcp-¡p-¶-Xn\v Rm³ {ian-¡m-dn-Ã.

92. kw`m-j-W-¯nÂ efn-X-amb DZm-l-c-W-§Ä klnXw Imcyw IqSp-XÂ kphy-à-am-¡m³ Rm³ {ian-¡m-dn-Ã.

93. aäp-Å-h-cpsS A¨S¡-an-Ãm-bva-bpsS aqe-Im-cWw Is­-¯m\pw AXn-\pÅ t]mwhgn \nÀt±-in-¡m\pw Rm³ X¿m-dm-Ipw.

94. Hcp {]tXy-I-hn-j-b-¯nÂ am{Xw anIhpw {]I-Sn-¸n-¡p-¶-bmsf t]mÕm-ln-¸n-¡m³ Rm³ {ian-¡m-dp-­v.

95. A´Àap-J\pw ]n´n-cn-¸n\pw Bb kl-{]-hÀ¯-Isâ {]iv\-§Ä Fs´¶v Is­¯n AXv ]cn-l-cn-¡p-hm³ Rm³ {ian-¡pw.

96. hn[zw-kI {]hÀ¯-\-§-fnÂ `mK-`m-¡m-hp¶ kl-{]-hÀ¯-Is\ t\_m[-hÂ¡-cn-¡p-hm\pw t\Àh-gn¡v sIm­v hcm\pw Rm³ {ian-¡n-Ã.

97. kz´w {]hÀ¯nI-fnÂ kXy-k-ÔX ImWn-¡m-¯-hsc F\n¡v AwKo-I-cn-¡m³ Ign-bpw.

98. Fsâ kzØ-X¡v `wKw-h-cp-¯p-¶-hsc in£n-¡p-hm³ F\n¡v Xmev]-cy-ap-­v.

99. aäp-Å-h-cpsS km[-\-§Ä tamjvSn-¡p-¶-hcpsS kz`m-h-ssh-I-ey-X-sb-¸än ]dªp a\-Ên-em-¡p-hm³ Rm³ {ian-¡pw.

100. kzm`mh sshI-ey-apÅ Bfp-IÄ kmaq-ln-I-Po-hn-X-¯nÂ ]peÀt¯-­p¶ \Ã coXn-Isf ]än AhÀ¡v Ah-t\_m[w \ÂIm³ Rm³ {ian-¡pw.

101. Fsâ {]hÀ¯-n-Isf ]än Imcy-an-ÃmsX hnaÀin-¡p-¶-h-tcmSv tZjy-s¸-Sp-¶-h-tcmSv ]Icw Ahsc D]-tZ-in¨v t\Àh-gn¡v sIm­v hcp-hm³ {ian-¡pw.

102. kmaq-ln-I-aq-ey-§Ä¡v hncp-²-amb \_Ô-§-fnÂ GÀs¸-Sp-¶-hsc D]-tZ-in-¡m³ F\n¡v Ign-bn-Ã.

103. AÇo-e-`m-j-bp-ambn CS-s]-Sp-¶-hsc AwKo-I-cn-¡p-hm³ F\n¡v Ignbpw

104. aäp-Å-h-cpsS {]iv\-§Ä hyàn]c-ambn NÀ¨ sN¿m³ F\n¡v XmÂ]-cy-an-Ã.

105. Fsâ {]hÀ¯n-I-sf-Ip-dn¨v aäp-Å-h-cnÂ \n¶pw hnh-c-§Ä tiJ-cn¨v {]hÀ¯\w sa¨-s¸-Sp-¯m³ Rm³ {ian-¡m-dp-­v.

106. aäp-Å-h-cpsS GXv {]iv\hpw a\:-im-kv{X-]-c-ambn ssIImcyw sN¿p-hm³ Rm³ {ian-¡m-dp-­v.

107. Fsâ {]iv\-§Ä aäp-Å-h-cp-ambn NÀ¨ sNbvXv ]cn-l-cn-¡m-dp-­v.

108. aäp-Å-hÀ X½n-epÅ {]iv\-§Ä ]cn-l-cn-¡p-hm³ Rm³ {ian-¡m-dn-Ã.

109. CjvS-an-Ãm¯ Hcp {]hÀ¯n Gsä-Sp¯v \S-¯m³ Fs¶ Npa-X-e-s¸-Sp-¯n-bmÂ BßmÀ°-X-tbmsS B tPmen sN¿p-hm³ Rm³ X¿m-dm-In-Ã.

110. kl{]hÀ¯-IÀ aqew F\n-¡pÅ \_p²n-ap-«n-s\-¸än tae[n-Im-cn-tbmSv ]cm-Xn-s¸-Spw.

111. aäp-Å-h-cp-ambn A`n-{]m-b-hy-Xym-k-apÅ {]iv\-¯nsâ FÃm-h-i-§-sfbpw ]än Nn´n¨v {]iv\-]-cn-lm-c-¯n-\mbn Rm³ {ian-¡m-dp-­v.

112. tPmen `mcw IpSp-XÂ BsW¶v ]dªv {]iv\-ap-­m-Ip-¶-hsc Ah-bpsS Bh-iy-I-X-sb-¸än t\_m[-hÂ¡-cn-¡m³ Rm³ {ian-¡m-dp-­v.

113. Fs¶-¸än ASn-Øm-\-c-ln-X-amb Btcm-]-W-§Ä D¶-bn-¡p¶ kl-{]-hÀ¯-I-\p-ambn R#m³ hg¡n\v Hcp-§pw.

114. Ft¶mSv tami-ambn s]cp-am-dp-¶-hsc Imbn-I-ambn in£n-¡m³ Rm³ X¿m-dm-Ipw.

115. hyàn-]-c-amb {]iv\-§-fmÂ hnj-an-¡p¶ ka-b¯v aäp-Å-h-tcmSv tami-ambn s]cp-am-dpw.

116. Fs´-¦nepw {]iv\-t¯mSv \_Ô-s¸«v aoän-§p-IÄ hnfn-¨p-tNÀ¡p-t¼mÄ anX-`m-j-bnÂ F\n¡v ]d-bm-\p-ÅXv ]d-bp-Ibpw aäp-Å-hsc ]d-bm³ A\p-h-Zn-¡m-dp-­v.

117. aäp-Å-hÀ¡v {]iv\-§Ä hcp-t¼mÄ Ahsc klm-bn-¡m³ Rm³ Ft¸mgpw k¶-²-\m-Wv.

118. Hm^okv dqw Ae-t¦m-e-am-bn-In-S-¡p-¶Xv I­mÂ hr¯n-bm-¡m³ Npa-X-e-s¸-«-bmÄ hcp-¶Xv Im¡msX Rm³ hr¯n-bm-¡m-dp-­v.

119. Fsâ ho£-W-§Äs¡-Xn-cmb kl-{]-hÀ¯-I-cpsS A`n-{]m-b-§Ä¡v Rm³ hne-I-ev]n-¡m-dn-Ã.

120. hyàn Pohn-X-¯n\pw kmaq-ln-I-Po-hn-X-¯n\pw Fsâ kvXypXy-lÀamb tkh-\-§Ä¡v th­{X AwKo-Imcw In«p-¶nÃ F¶ tXm¶Â Fs¶ Ae-«m-dp-­v.

121. kw`m-j-W-k-a-b¯v Fsâ DÅnse Bi-b-§Ä aäp-Å-h-cn-te¡v F¯n-¡m³ F\n¡v Ign-bmsX hcm-dp-­v.

122. Fsâ {]hÀ¯-\-co-Xn-bnÂ ImX-emb amä-§Ä hcp-¯-W-sa¶v kl-{]-hÀ¯-IÀ Bh-iy-s¸-«mÂ AXv ]cn-K-Wn-¡m³ Rm³ X¿m-dm-Ipw.

123. Ftâ-X-Ãm¯ Ipä-¯n\v tae-[n-Imcn Ft¶mSv tZjy-s¸-«mÂ At±-l-t¯mSv im´-ambn {]Xn-I-cn-¡pw.

124. A¡m-Zn-anI, sXmgnÂ]-c-amb XÀ¡-§-fnÂ Rm³ kplr-¯p-¡p-fpsS A`n-{]m-b-¯n\v ap³Xq¡w \ÂIm-dp-­v.

125. AÀ¸-W-t\_m-[-t¯msS tPmen-sN-¿m¯ kl-{]-hÀ¯-I-cnÂ Ah-cpsS Npa-X-e-I-sf-¸än Ah-t\_m[w krjvSn-¡m³ Rm³ {ian-¡m-dp-­v.

126. tPmen-kw-\_-Ô-amb Ah-Kmlw CÃm¯Xv ]ncn-ap-dp¡w D­m-hm³ ImcWw BImm-dp-­v.

**APPENDIX V**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**(FINAL)**

**Dr. BINDHU.C.M ANEESH A.K**

**Senior Lecturer MARIYA GULABI. E.V.**

M.Ed Students

\nÀt±-i§Ä

tPmen-kw-\_-Ô-amb sS³j³ D­m-hp¶ kµÀ`-§Ä \n§Ä F§s\ ssIImcyw sN¿p¶p F¶v kqNn-¸n-¡p¶ hmN-I-§Ä BWv XmsgsImSp-¯n-«p-Å-Xv. Hmtcm hmN-Ihpw hmbn-¨-Xn\p tijw \n§Ä F{X-am{Xw B Imcy-§-tfmSv tbmPn-¡p-¶p-sh¶v Xocp-am-\n-¡p-I. \n§-fpsS Xocp-am\w tcJ-s¸-Sp-¯p-¶-Xn-\mbn {]tXyIw Response Sheet X¶n-«p-­v. \n§-fpsS Xocp-am\w Hmtcm hmN-I-§-fp-tSbpw tNmZy \¼-dp-IÄ¡v t\tc sImSp-¯n-«pÅ hr¯-§-fnÂ X amÀ¡v sNbvXv tcJ-s¸-Sp-¯pI. Zb-hmbn FÃm-hm-N-I-§-tfmSpw {]Xn-I-cn-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä cl-ky-ambn kq£n-¡p-¶Xpw Kth-jW Bh-iy-¯n-\p-am{Xw D].-tbm-Kn-¡p-¶-Xp-amWv. Hcp DZm-l-cWw t\m¡p-I. DZm-l-cWw: t£a-I-c-amb {]hÀ¯n-IÄ F{X \_p²n-ap«pIÄ kln¨pw Rm³ Gsä-Sp¯v \S-¯m-dp-­v.

|  |  |  |
| --- | --- | --- |
| XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| ⊗ | ⭘ | ⭘ |

1. tPmen kw\_-Ô-amb Hcp ]mSv Imcy-§Ä sNbvXv XoÀ¡m-\p-­m-Ip-t¼mÄ {]m[m-\-s¸-«h sNbvXp-XoÀ¡m\pw \_m¡n-bp-Åh Dt]-£n-¡m-dp-amWv Rm³ sN¿m-dp-Å-Xv.

2. kl-{]-hÀ¯-I-s\m¸w Øm\-I-bäw e`n-¡m-Xn-cp-¶Xv Fsâ ]cn-anXn sIm­m-sW¶v Rm³ hniz-kn-¡p-¶p.

3. tae-[n-Im-cn-bpsS tPmen kw\_-Ô-amb \nco-£Ww ]e-t¸mgpw Fs¶ \_²n-ap-«n-¡m-dp-­v.

4. sXmgnÂ]c-amb k¦oÀ®X-Isf Rm³ hfsc emL-h-t¯msS ImWm-dp-Åp.

5. Hgn-hp-k-a-b-¯p-t]mepw IqSp-XÂ Adnhp tiJ-cn-¡m-\pÅ {]hÀ¯n-I-fnÂ GÀs¸-Sm³ Rm³ {ian-¡m-dp-­v.

6. Hgn-hp-k-a-b-§-fnÂ hnt\m-Z-§-fnÂ GÀs¸«v am\-knI kt´mjw tXSm-dp-­v.

7. aäp-Å-h-cnÂ \n¶p-­m-Ip¶ {]Xo-£n-¡m¯ {]Xn-I-cWw s]s«¶v Fs¶ tZjy-s¸-Sp-¯m-dp-­v.

8. km¼-¯nI \_p²n-ap-«n\v AXn-Po-hn-¡m-\mbn Rm³ aäv kzmImcy tPmen-I-fnÂ GÀs¸-Sm-dn-Ã.

9. sXmgnÂ cwK¯v aäp-Å-h-cp-ambn CS-s]-Sp-t¼mÄ ]ncn-ap-dp¡w tXm¶m-dn-Ã.

10. sa¨-s¸« Pohn-X-\n-e-hmcw ]peÀ¯-W-sa¶ B{Klw Ds­-¦nepw km¼¯nI \_p²n-ap«v AXn\p XS-Ê-ambn tXm¶m-dn-Ã.

11. tPmen kw\_-Ô-amb {]iv\-§Ä imco-cnI \_p²n-ap«v hgn-sX-fn-bn-¡m-dp-­v.

12. km¼-¯nI ]cm-[o-\-X-IÄ tPmen-bnÂ {]Xn-^-en-¡msX Rm³ t\m¡m-dp-­v.

13. Rm\p-ambn ASp-¯n-S-s]-Sp-¶-h-tcmSv F\n¡v {]tXyIw aaX tXm¶m-dp-­v.

14. GXp tPmen-bp-tSbpw {]tXy-I-X-IÄ a\-Ên-em¡n sNbvXmÂ AXv Hcn-¡epw ZpÀ{Km-ly-a-Ã.

15. sXmgnÂ cwKs¯ Bfp-I-fp-am-bpÅ \_Ôw Hcp ]cn-[n-hsc sXmgn-ens\ \_m[n-¡p-sa¶v Rm³ hniz-kn-¡p-¶n-Ã.

16. Ìm^v aoän-§p-IÄ \S-¡p-t¼mÄ sXmgnÂ ]c-amb A`n-{]m-b-§Ä Rm³ D¶-bn-¡m-dp-­v.

17. Fsâ ]cn-N-b-¯nÂ s]Sp-¶-h-cnÂ kz`mh sshIeyw {]I-Samhp¶p-sh-¦nepw Ahsc ]dªp Xncp-¯m³ Rm³ X¿m-dm-hm-dn-Ã.

18. ASp-¯n-S-s]-Sp¶-h-cpsS s]s«-¶pÅ kz`m-h-am-ä-¯n-\pÅ ImcWw Is­-¯m³ Rm³ {ian-¡m-dn-Ã.

19. sshb-àn-I-amb {]iv\§Ä sXmgn-ens\ \_m[n-¡msX t\m¡m³ Rm³ {ian-¡m-dp-­v.

20. cmjv{Sob \ne-]m-Sp-Ifpw Xmev]-cy-§fpw sXmgnÂ taJ-e-bnÂ {]Xn-^-en-¸n-¡m-Xn-cn-¡m³ Rm³ {ian-¡m-dn-Ã.

21. tPmen-`mcw A[nI-am-¡n-s¡m­v tae-[n-Imcn Fs¶ GÂ]n-¡p¶ Npa-X-e-IÄ FXnÀ¸p {]I-Sn-¸n-¡msX Imcy-£-a-X-tbmsS \nd-th-äm-dn-Ã.

22. tdmU-cn-Inse InW-dnÂ hoW Hcmsf aäp-Å-hÀ c£n-¡s« F¶v Icp-Xn-bn-cn-¡msX c£-s¸-Sp-¯m³ Rm³ X¿m-dm-Ipw.

23. sXmgnÂ aWvU-e-¯nse FÃm shÃp-hn-fn-Ifpw F\n¡v ssIImcyw sN¿m³ Ign-bpw.

24. tae-[n-Im-cn-bpsS \_Ôp-hnsâ A¨-S-¡-ew-L-\-¯n-s\-Xnsc Rm³ \njv{In-bXzw ]men-¡pw.

25. Fsâ IrXy-hn-tem]w sIm­v kw`-hn¨ Ipg-¸-¯nsâ D¯-c-hm-ZnXzw Gsä-Sp-¡m-\pÅ at\m-`mhw Rm³ {]ZÀin-¸n-¡m-dn-Ã.

26. \_Ô-s¸-«-h-tcmSv hyàn-]-c-amb t\«-§Ä ap³\n-dp¯n {]tXyI ]cn-KWbpw Xmev]-cyhpw Rm³ {]I-Sn-¸n-¡m-dp-­v.

27. D¯cw \nÝ-b-an-Ãm¯ Hcp {]iv\w A]-{K-Yn-¨-Xn\p tijw {]Xn-I-cn-¡m-mw F¶v ]d-bm-dpÅ BÀÖhw Rm³ ImWn-¡m-dp-­v.

28. Nne {]iv\-§Ä ]cn-l-cn-¡m-\mbn Fs¶-¡mÄ A¡m-Z-an-I-tbm-Ky-X-Ifpw Ignhpw DÅ kl-{]-hÀ¯-I-cpsS klmbw Rm³ tXSm-dp-­v.

29. hÀ¤ob kwLÀjw \ne-\nÂ¡p¶ Hcp {]tZ-i¯v t\_m[-hÂI-cWw \S-¯m³ Rm³ Npa-Xe Gsä-Sp-¡m-dn-Ã.

30. aäpÅhÀ¡v Ft¶m-SpÅ `bw CÃm-Xm-¡m-\mbn Ah-tcmSv kuay-ambn CS-s]-Sm³ Rm³ X¿m-dm-Wv.

31. kw`m-j-W-¯nÂ efn-X-amb DZm-l-c-W-§Ä klnXw Imcyw IqSp-XÂ kphy-à-am-¡m³ Rm³ {ian-¡m-dn-Ã.

32. Hcp {]tXy-I-hn-j-b-¯nÂ am{Xw anIhv {]I-Sn-¸n-¡p-¶-bmsf t]mÕm-ln-¸n-¡m³ Rm³ {ian-¡m-dp-­v.

33. A´Àap-J\pw ]n´n-cn-¸n\pw Bb kl-{]-hÀ¯-Isâ {]iv\-§Ä Fs´¶v Is­¯n AXv ]cn-l-cn-¡p-hm³ Rm³ {ian-¡pw.

34. kmaq-ln-I-aq-ey-§Ä¡v hncp-²-amb \_Ô-§-fnÂ GÀs¸-Sp-¶-hsc D]-tZ-in-¡m³ F\n¡v Ign-bn-Ã.

35. aäp-Å-h-cpsS {]iv\-§Ä hyàn]c-ambn NÀ¨ sN¿m³ F\n¡v XmÂ]-cy-an-Ã.

36. Fsâ {]iv\-§Ä aäp-Å-h-cp-ambn NÀ¨ sNbvXv ]cn-l-cn-¡m-dp-­v.

37. aäp-Å-hÀ X½n-epÅ {]iv\-§Ä ]cn-l-cn-¡p-hm³ Rm³ {ian-¡m-dn-Ã.

38. CjvS-an-Ãm¯ Hcp {]hÀ¯n Gsä-Sp¯v \S-¯m³ Fs¶ Npa-X-e-s¸-Sp-¯n-bmÂ BßmÀ°-X-tbmsS B tPmen sN¿p-hm³ Rm³ X¿m-dm-In-Ã.

39. tPmen `mcw IpSp-XÂ BsW¶v ]dªv {]iv\-ap-­m-Ip-¶-hsc Ah-bpsS Bh-iy-I-X-sb-¸än t\_m[-hÂ¡-cn-¡m³ Rm³ {ian-¡m-dp-­v.

40. Fs¶-¸än ASn-Øm-\-c-ln-X-amb Btcm-]-W-§Ä D¶-bn-¡p¶ kl-{]-hÀ¯-I-\p-ambn R#m³ hg¡n\v Hcp-§pw.

41. Fs´-¦nepw {]iv\-t¯mSv \_Ô-s¸«v aoän-§p-IÄ hnfn-¨p-tNÀ¡p-t¼mÄ anX-`m-j-bnÂ F\n¡v ]d-bm-\p-ÅXv ]d-bp-Ibpw aäp-Å-hsc ]d-bm³ A\p-h-Zn-¡m-dp-­v.

42. AÀ¸-W-t\_m-[-t¯msS tPmen-sN-¿m¯ kl-{]-hÀ¯-I-cnÂ Ah-cpsS Npa-X-e-I-sf-¸än Ah-t\_m[w krjvSn-¡m³ Rm³ {ian-¡m-dp-­v.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**RESPONSE SHEET**

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 43 | ⭘ | ⭘ | ⭘ |
| 44 | ⭘ | ⭘ | ⭘ |
| 45 | ⭘ | ⭘ | ⭘ |
| 46 | ⭘ | ⭘ | ⭘ |
| 47 | ⭘ | ⭘ | ⭘ |
| 48 | ⭘ | ⭘ | ⭘ |
| 49 | ⭘ | ⭘ | ⭘ |
| 50 | ⭘ | ⭘ | ⭘ |
| 51 | ⭘ | ⭘ | ⭘ |
| 52 | ⭘ | ⭘ | ⭘ |
| 53 | ⭘ | ⭘ | ⭘ |
| 54 | ⭘ | ⭘ | ⭘ |
| 55 | ⭘ | ⭘ | ⭘ |
| 56 | ⭘ | ⭘ | ⭘ |
| 57 | ⭘ | ⭘ | ⭘ |
| 58 | ⭘ | ⭘ | ⭘ |
| 59 | ⭘ | ⭘ | ⭘ |
| 60 | ⭘ | ⭘ | ⭘ |
| 61 | ⭘ | ⭘ | ⭘ |
| 62 | ⭘ | ⭘ | ⭘ |
| 63 | ⭘ | ⭘ | ⭘ |
| 64 | ⭘ | ⭘ | ⭘ |
| 65 | ⭘ | ⭘ | ⭘ |
| 66 | ⭘ | ⭘ | ⭘ |
| 67 | ⭘ | ⭘ | ⭘ |
| 68 | ⭘ | ⭘ | ⭘ |
| 69 | ⭘ | ⭘ | ⭘ |
| 70 | ⭘ | ⭘ | ⭘ |
| 71 | ⭘ | ⭘ | ⭘ |
| 72 | ⭘ | ⭘ | ⭘ |
| 73 | ⭘ | ⭘ | ⭘ |
| 74 | ⭘ | ⭘ | ⭘ |
| 75 | ⭘ | ⭘ | ⭘ |
| 76 | ⭘ | ⭘ | ⭘ |
| 77 | ⭘ | ⭘ | ⭘ |
| 78 | ⭘ | ⭘ | ⭘ |
| 79 | ⭘ | ⭘ | ⭘ |
| 80 | ⭘ | ⭘ | ⭘ |
| 81 | ⭘ | ⭘ | ⭘ |
| 82 | ⭘ | ⭘ | ⭘ |
| 83 | ⭘ | ⭘ | ⭘ |
| 84 | ⭘ | ⭘ | ⭘ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 85 | ⭘ | ⭘ | ⭘ |
| 86 | ⭘ | ⭘ | ⭘ |
| 87 | ⭘ | ⭘ | ⭘ |
| 88 | ⭘ | ⭘ | ⭘ |
| 89 | ⭘ | ⭘ | ⭘ |
| 90 | ⭘ | ⭘ | ⭘ |
| 91 | ⭘ | ⭘ | ⭘ |
| 92 | ⭘ | ⭘ | ⭘ |
| 93 | ⭘ | ⭘ | ⭘ |
| 94 | ⭘ | ⭘ | ⭘ |
| 95 | ⭘ | ⭘ | ⭘ |
| 96 | ⭘ | ⭘ | ⭘ |
| 97 | ⭘ | ⭘ | ⭘ |
| 98 | ⭘ | ⭘ | ⭘ |
| 99 | ⭘ | ⭘ | ⭘ |
| 100 | ⭘ | ⭘ | ⭘ |
| 101 | ⭘ | ⭘ | ⭘ |
| 102 | ⭘ | ⭘ | ⭘ |
| 103 | ⭘ | ⭘ | ⭘ |
| 104 | ⭘ | ⭘ | ⭘ |
| 105 | ⭘ | ⭘ | ⭘ |
| 106 | ⭘ | ⭘ | ⭘ |
| 107 | ⭘ | ⭘ | ⭘ |
| 108 | ⭘ | ⭘ | ⭘ |
| 109 | ⭘ | ⭘ | ⭘ |
| 110 | ⭘ | ⭘ | ⭘ |
| 111 | ⭘ | ⭘ | ⭘ |
| 112 | ⭘ | ⭘ | ⭘ |
| 113 | ⭘ | ⭘ | ⭘ |
| 114 | ⭘ | ⭘ | ⭘ |
| 115 | ⭘ | ⭘ | ⭘ |
| 116 | ⭘ | ⭘ | ⭘ |
| 117 | ⭘ | ⭘ | ⭘ |
| 118 | ⭘ | ⭘ | ⭘ |
| 119 | ⭘ | ⭘ | ⭘ |
| 120 | ⭘ | ⭘ | ⭘ |
| 121 | ⭘ | ⭘ | ⭘ |
| 122 | ⭘ | ⭘ | ⭘ |
| 123 | ⭘ | ⭘ | ⭘ |
| 124 | ⭘ | ⭘ | ⭘ |
| 125 | ⭘ | ⭘ | ⭘ |
| 126 | ⭘ | ⭘ | ⭘ |

**(Draft)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 1 | ⭘ | ⭘ | ⭘ |
| 2 | ⭘ | ⭘ | ⭘ |
| 3 | ⭘ | ⭘ | ⭘ |
| 4 | ⭘ | ⭘ | ⭘ |
| 5 | ⭘ | ⭘ | ⭘ |
| 6 | ⭘ | ⭘ | ⭘ |
| 7 | ⭘ | ⭘ | ⭘ |
| 8 | ⭘ | ⭘ | ⭘ |
| 9 | ⭘ | ⭘ | ⭘ |
| 10 | ⭘ | ⭘ | ⭘ |
| 11 | ⭘ | ⭘ | ⭘ |
| 12 | ⭘ | ⭘ | ⭘ |
| 13 | ⭘ | ⭘ | ⭘ |
| 14 | ⭘ | ⭘ | ⭘ |
| 15 | ⭘ | ⭘ | ⭘ |
| 16 | ⭘ | ⭘ | ⭘ |
| 17 | ⭘ | ⭘ | ⭘ |
| 18 | ⭘ | ⭘ | ⭘ |
| 19 | ⭘ | ⭘ | ⭘ |
| 20 | ⭘ | ⭘ | ⭘ |
| 21 | ⭘ | ⭘ | ⭘ |
| 22 | ⭘ | ⭘ | ⭘ |
| 23 | ⭘ | ⭘ | ⭘ |
| 24 | ⭘ | ⭘ | ⭘ |
| 25 | ⭘ | ⭘ | ⭘ |
| 26 | ⭘ | ⭘ | ⭘ |
| 27 | ⭘ | ⭘ | ⭘ |
| 28 | ⭘ | ⭘ | ⭘ |
| 29 | ⭘ | ⭘ | ⭘ |
| 30 | ⭘ | ⭘ | ⭘ |
| 31 | ⭘ | ⭘ | ⭘ |
| 32 | ⭘ | ⭘ | ⭘ |
| 33 | ⭘ | ⭘ | ⭘ |
| 34 | ⭘ | ⭘ | ⭘ |
| 35 | ⭘ | ⭘ | ⭘ |
| 36 | ⭘ | ⭘ | ⭘ |
| 37 | ⭘ | ⭘ | ⭘ |
| 38 | ⭘ | ⭘ | ⭘ |
| 39 | ⭘ | ⭘ | ⭘ |
| 40 | ⭘ | ⭘ | ⭘ |
| 41 | ⭘ | ⭘ | ⭘ |
| 42 | ⭘ | ⭘ | ⭘ |

**APPENDIX VI**

**FAROOK TRAINING COLLEGE**

**STRESS COPING SKILLS INVENTORY**

**RESPONSE SHEET**

**(Final)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 1 | ⭘ | ⭘ | ⭘ |
| 2 | ⭘ | ⭘ | ⭘ |
| 3 | ⭘ | ⭘ | ⭘ |
| 4 | ⭘ | ⭘ | ⭘ |
| 5 | ⭘ | ⭘ | ⭘ |
| 6 | ⭘ | ⭘ | ⭘ |
| 7 | ⭘ | ⭘ | ⭘ |
| 8 | ⭘ | ⭘ | ⭘ |
| 9 | ⭘ | ⭘ | ⭘ |
| 10 | ⭘ | ⭘ | ⭘ |
| 11 | ⭘ | ⭘ | ⭘ |
| 12 | ⭘ | ⭘ | ⭘ |
| 13 | ⭘ | ⭘ | ⭘ |
| 14 | ⭘ | ⭘ | ⭘ |
| 15 | ⭘ | ⭘ | ⭘ |
| 16 | ⭘ | ⭘ | ⭘ |
| 17 | ⭘ | ⭘ | ⭘ |
| 18 | ⭘ | ⭘ | ⭘ |
| 19 | ⭘ | ⭘ | ⭘ |
| 20 | ⭘ | ⭘ | ⭘ |
| 21 | ⭘ | ⭘ | ⭘ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 1 | ⭘ | ⭘ | ⭘ |
| 2 | ⭘ | ⭘ | ⭘ |
| 3 | ⭘ | ⭘ | ⭘ |
| 4 | ⭘ | ⭘ | ⭘ |
| 5 | ⭘ | ⭘ | ⭘ |
| 6 | ⭘ | ⭘ | ⭘ |
| 7 | ⭘ | ⭘ | ⭘ |
| 8 | ⭘ | ⭘ | ⭘ |
| 9 | ⭘ | ⭘ | ⭘ |
| 10 | ⭘ | ⭘ | ⭘ |
| 11 | ⭘ | ⭘ | ⭘ |
| 12 | ⭘ | ⭘ | ⭘ |
| 13 | ⭘ | ⭘ | ⭘ |
| 14 | ⭘ | ⭘ | ⭘ |
| 15 | ⭘ | ⭘ | ⭘ |
| 16 | ⭘ | ⭘ | ⭘ |
| 17 | ⭘ | ⭘ | ⭘ |
| 18 | ⭘ | ⭘ | ⭘ |
| 19 | ⭘ | ⭘ | ⭘ |
| 20 | ⭘ | ⭘ | ⭘ |
| 21 | ⭘ | ⭘ | ⭘ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | XoÀ¨-bmbpw | Nne-t¸mÄ | Hcn-¡-ep-anÃ |
| 22 | ⭘ | ⭘ | ⭘ |
| 23 | ⭘ | ⭘ | ⭘ |
| 24 | ⭘ | ⭘ | ⭘ |
| 25 | ⭘ | ⭘ | ⭘ |
| 26 | ⭘ | ⭘ | ⭘ |
| 27 | ⭘ | ⭘ | ⭘ |
| 28 | ⭘ | ⭘ | ⭘ |
| 29 | ⭘ | ⭘ | ⭘ |
| 30 | ⭘ | ⭘ | ⭘ |
| 31 | ⭘ | ⭘ | ⭘ |
| 32 | ⭘ | ⭘ | ⭘ |
| 33 | ⭘ | ⭘ | ⭘ |
| 34 | ⭘ | ⭘ | ⭘ |
| 35 | ⭘ | ⭘ | ⭘ |
| 36 | ⭘ | ⭘ | ⭘ |
| 37 | ⭘ | ⭘ | ⭘ |
| 38 | ⭘ | ⭘ | ⭘ |
| 39 | ⭘ | ⭘ | ⭘ |
| 40 | ⭘ | ⭘ | ⭘ |
| 41 | ⭘ | ⭘ | ⭘ |
| 42 | ⭘ | ⭘ | ⭘ |