**TEACHER STRESS AND STRESS COPING
SKILLS OF PRIMARY SCHOOL
TEACHERS IN KERALA**

**ANEESH. A.K.**

**Dissertation**

**Submitted to the University of Calicut**

**in partial fulfilment of the**

**requirements for the degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2005**

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

 I, **Aneesh, A.K.,** do hereby declare that this dissertation, **TEACHER STRESS 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. **ANEESH, A.K.**

**Dr. Bindu 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. Bindu, C.M.**, do hereby certify that this dissertation, **TEACHER STRESS AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA** is a record of bonafide study and research carried out by **Aneesh, A.K.** under my supervision and guidance.

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

 . .2005. *(Supervising Teacher)*

**ACKNOWLEDGEMENT**

 The investigator underlines that the sense of profound indebtedness which he undoubtedly owes to his supervising teacher, Dr. Bindu, C.M., Senior Lecturer, Farook Training College, cannot be expressed in words. She has been an unending source of inspiration, a spring of corrective suggestions and invaluable advice and encouragement which have been a boost for the investigator from the beginning to the end.

 The investigator is grateful to Dr. P.K. Sudheesh Kumar, Reader, Department of Education, University of Calicut, for providing the tool "Teacher Stress Inventory".

 The investigator is grateful to recall the magnanimous help and facilities provided by Professor C. Abdusalam, Principal, Farook Training College, for the smooth conducting of the study within the limited span. His timely advices have turned out to be an incessant motivation for the investigator.

 The investigator can never disregard the extent of whole-hearted support and motivation which his teachers at Farook Training College offered throughout the course of the study. The share of help rendered by all the friends, especially by Mrs. Mariya Gulabi, E.V., Second semester M.Ed. student for her inspiring companionship and advice. The investigator recalls with heartfelt sense of gratitude, the Heads, teachers, of schools for their generous co-operation and assistance rendered to the successful fulfilment of the study.

 Profoundly thanking Mr. Balu, Bina Photostat, Chenakkal for the computer processing and analysis of data.

Farook Training College,

 . .2005. **ANEESH A.K.**

**C O N T E N T S**

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Chapter Pages

 I INTRODUCTION 1-15

 II REVIEW OF RELATED LITERATURE 16-44

 III METHODOLOGY 45-62

 IV ANALYSIS AND INTERPRETATIONS 62-105

 V SUMMARY OF PROCEDURE, FINDINGS 106-115

 AND SUGGESTIONS

BIBLIOGRAPHY 116-120

APPENDICES

**LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| Table No. | Description | Page |
| 3.1 | 't' values for 126 items of Stress Coping Skills inventory | 53-54 |
| 3.2 | Number of items in seven components | 55 |
| 3.3 | Break-up of the proposed sample | 57 |
| 3.4 | Break-up of the final sample | 59 |
| 4.1 | Important statistical constants of the distribution of mean scores of relationship between teacher stress and stress coping skills of primary school teachers | 64 |
| 4.2 | Important statistical constants of the distribution of mean scores of relationship between teacher stress and stress coping skills of male and female primary school teachers | 65 |
| 4.3 | Important statistical constants of the distribution of mean scores of relationship between teacher stress and stress coping skills of male and female primary school teachers | 66 |
| 4.4 | Important statistical constants of the distribution of mean scores of relationship between teacher stress and stress coping skills of government and private primary school teachers | 67 |
| 4.5 | Data and results of the test of mean scores of teacher stress and stress coping skills of government and private primary school teachers. | 73 |
| 4.6 | Data and results of the test mean scores of teacher stress and stress coping skills between rural and urban primary school teachers. | 75 |
| 4.7 | Data and results of the test of mean scores of teacher stress and stress coping skills between government and private primary school teachers | 77 |
| 4.8 | Correlation of teacher stress with stress coping skills (Component wise and total) for primary school teachers. | 79 |
| 4.9 | Correlation of teacher stress with stress coping skills (Component wise and total) for primary school male teachers. | 81 |
| 4.10 | Correlation of teacher stress with stress coping skills (Component wise and total) for primary school female teachers. | 83 |
| 4.11 | Correlation of teacher stress with stress coping skills (Component wise and total) for rural primary school teachers. | 85 |
| 4.12 | Correlation of teacher stress with stress coping skills (Component wise and total) for urban primary school teachers. | 87 |
| 4.13 | Correlation of teacher stress with stress coping skills (Component wise and total) for government primary school teachers. | 89 |
| 4.14 | Correlation of teacher stress with stress coping skills (Component wise and total) for private primary school teachers. | 91 |
| 4.15 | Comparison of teacher stress among three levels of stress coping skills (Total). | 93 |
| 4.16 | Comparison of teacher stress among three levels of stress coping skills (Males) | 93 |
| 4.17 | Comparison of teacher stress among three levels of stress coping skills (Females) | 94 |
| 4.18 | Comparison of teacher stress among three levels of stress coping skills (Rural) | 94 |
| 4.19 | Comparison of teacher stress among three levels of stress coping skills (Urban) | 95 |
| 4.20 | Comparison of teacher stress among three levels of stress coping skills (Government) | 95 |
| 4.21 | Comparison of teacher stress among three levels of stress coping skills (Private) | 96 |
| 4.22 | Comparison of stress coping skills among three levels teacher stress (Males) | 96 |
| 4.23 | Comparison of stress coping skills among three levels of teacher stress (Females) | 97 |
| 4.24 | Comparison of stress coping skills among three levels of teacher stress (Rural) | 97 |
| 4.25 | Comparison of stress coping skills among three levels of teacher stress (Urban) | 98 |
| 4.26 | Comparison of stress coping skills among three levels of teacher stress (Government) | 98 |
| 4.27 | Comparison of stress coping skills among three levels of teacher stress (Private) | 99 |
| 4.28 | Comparison of components of stress coping skills among three levels of teacher stress (Ability to relax) | 100 |
| 4.29 | Comparison of components of stress coping skills among three levels of teacher stress (Reactivity to stress) | 100 |
| 4.30 | Comparison of components of stress coping skills among three levels of teacher stress (Ability to assess situation) | 101 |
| 4.31 | Comparison of components of stress coping skills among three levels of teacher stress (Self reliance) | 101 |
| 4.32 | Comparison of components of stress coping skills among three levels of teacher stress (Pro-active attitude) | 102 |
| 4.33 | Comparison of components of stress coping skills among three levels of teacher stress (Resourcefulness) | 102 |
| 4.34 | Comparison of components of stress coping skills among three levels of teacher stress (Adaptability and Flexibility) | 103 |
| 4.35 | Comparison of components of stress coping skills among three levels of teacher stress (Stress coping skills - Total) | 104 |
| 5.1. | Comparison of mean scores of male and female Primary school teachers | 109 |
| 5.2. | Comparison of mean scores of rural and urban Primary school teachers | 110 |
| 5.3 | Comparison of mean scores of Government and Private Primary school teachers | 111 |
| 5.4 | Summary of Correlation between teacher stress and stress coping skills (Component wise and total) | 112 |

**LIST OF FIGURES**

|  |  |  |
| --- | --- | --- |
| Figure No. | Title | Page |
|  |  |  |
| 4.1 | Histogram of extent and levels of teacher stress in total sample. | 68 |
| 4.2. | Histogram of extent and levels of stress coping skills in total sample. | 69 |
| 4.3. |  Extent and levels of teacher stress in total sample (Pie diagram) | 71 |
| 4.4. | Extent and levels of stress coping skills in total sample (Pie diagram) | 72 |

**LIST OF APPENDICES**

Appendix No.

 I Stress Coping Skills Inventory (Draft – English)

 II Stress Coping Skills Inventory (Draft – Malayalam)

 III Stress Coping Skills Inventory Response Sheet (Draft)

 IV Stress Coping Skills Inventory (Final - English)

 V Stress Coping Skills Inventory (Final – Malayalam)

 VI Stress Coping Skills Inventory Response Sheet (Final)

INTRODUCTION

 It is said that, the destiny of a nation is shaped in its classrooms and it is the teacher who is very important instrument in moulding that destiny. To be able to discharge such a big responsibility, it is necessary that the teacher must become conscious of his role towards society and to the nation. His behaviour indicates his attempt to do his job properly. His personality must reflect characteristics of good citizenship. The teacher himself must be exposed to the concepts of freedom, equalitarianism, dignity of the individual, rights and duties etc. So that he may transmit the same to the younger generation.

 Since the ancient period the teaching profession had emerged supreme dignity and importance in India. In old times, teachers interaction with his students and society was smooth and spontaneous. But dynamic changes has been occurred to the society, nation, and to the world. Modern age is turn to be the age of competitions and intensive ratraces for wealth, power and status. So each and every one of the society, put themselves in to the horrible grasp of stress and strain. Naturally, interaction with such a stressful society, ensures more stressful situations to the teacher who deals with it.

 Because teacher is also a part of the society, he won't be an exemption for the common features of a stressful society. In foreign countries Teacher Stress is turn to be a very familiar term. Now in India, even in Kerala it is not at all seems to be an unfamiliar term. Stories about disruptive pupils, school inspection anxieties, pupil shortages, and abolishment of schools (Especially Primary Schools) are frequently dominate in the news in Kerala also.

 Stress is a reality. Each and every one must have to face with stress in one occasion or other. No occupation is an exemption for this, so is teaching, profession. Stress can be defined as an excess of demands over the individuals ability to meet them (Atkinson, 1999). To a teacher, who is working in a school, as Dunhame (1984) notes, problems my be caused by organizational and curriculum change, problems of role conflict and ambiguity, pressures caused by too much work to be done in too little time, repercussive of head management style, team work difficulties and even communication difficulties. All such situations, in one way or other can cause Teacher Stress.

 There is concrete evidence that teaching is one of the most stressful jobs possible. In a survey assessing the stress levels of various jobs by the Health and Safety Executives (2000) teaching came out top. A report published by Irish psychological Review (2000) states that, 41.5% of primary school teachers reported themselves as 'highly stressed.' A research conducted by the National Union of Teachers (NUT, 1999) found out that 36% of primary school teachers felt the effect of stress all or most of the time.

 Most occupation, in one way or other experience stress. But there are some particular features which appear to make teaching, (especially teaching in primary schools) more pressured and stressed than other professions. Investigator explained thoroughly about that features in coming chapters.

 It is a matter of fact that, professional groups including teachers, does not have a clear idea about how to cope with or tackle Teacher Stress. The coping ability with teacher stress vary from person to person. Majority teachers selects ineffective ways of coping with stress like lighting a cigarette or reach for a fortifying drink or turn to be a workholic etc, and still find themselves stressed.

 The word coping has been used mainly with two meanings – ways of dealing with stress and the effort to master harmful conditions, threat or challenge. Coping strategies can be effective or ineffective. Besides these, there are professional help also and conventional medicines to deal with stress, many of which provide excellent stress relief.

 Teacher Stress is a reality. It adversely affect the personality, morale and working competency of teachers. As an incompetent doctor is dangerous for the physical welfare of the people, so an incompetent teacher is much more dangerous to the nation, since he maims or injures the personalities of the children and crams their very soul. So proper care must be taken to avoid Teacher Stress, and can avoid many of the distresses that often accompany it. Then only we can not only keep Teacher Stress away but also reduce its impact in case we are affected by it.

**1.1. NEED AND SIGNIFICANCE OF THE STUDY**

 Teachers personality plays are important role in the smooth functioning of a society. If the teacher does not possess the sound mental health, he cant give proper guidance to the prospective citizens. It is a matter of fact, that, a stress striken teacher may not have sound mental health. And such a psychologically imbalanced teacher can do much harm to the society. His maladjustment not only adversely affect his personality, but also inculcate maladjustment among the children put under his charge.

 As already mentioned, in Kerala also, the term Teacher Stress is not at all an unfamiliar one. So, if Teacher Stress and subsequent distress are so common and it invite far reaching dangerous consequences, we need to make genuine effort to understand Teacher Stress, what causes it, what symptoms or signs they reveal, what impact it brings about in our life, and what we should do to escape from its clutches.

 An attempt therefore is made here to understand what Teacher Stress is, what causes it, and what should one do to keep himself away from the sway of stress.

 A teacher must be a role model for his students. But a teacher disturbed with the Teacher Stress may not be successful in act and behave like a role model. If student imitates a maladjusted teacher it may dangerous. So effective guidance must be imparted to the teachers, about Teacher Stress.

 To escape from the problems arising out of the Teacher Stress factor, teachers may seek asylum in consumption of drugs. This will make the situation more worse, and the career of the teacher and his pupils will get in to a disreputed end. This necessitates a serious study about Teacher Stress and coping methods.

 Because of the influence of the Teacher Stress factors the moral and ethical side of teacher may get weakend. The sexual cases reported against the teachers is not seems to be an odd matter in Kerala nowadays. A person who lost his morality cannot inspire or induce moral or ethical ideas to anybody. Such a teacher may lead the society to dangerous spheres. This underlines the need and significance of a study about teachers stress.

 Enable the student to deal with the life problems in an efficient way is the duty of a teacher. But a teacher who lost the ability to tackle the life problems because of the Teacher Stress, does have the ability to perform these duty is the fundamental question arising here.

 Quoting the words Jone Dewey 'To have an aim is to act'. It is clear that, each person must have an aim, especially for a teacher. But a person, troubled with the problems related to Teacher Stress, may be lost, at least having a vauge idea about the aim. The educational aims are the aims of the nation itself is the considerable thing here.

 Teacher Stress may influence the job satisfaction of a teacher very adversely. And because of this, the quality of his teaching and dedication towards work may tend to decline. Ultimately, this will lead to the low achievement of the students in their academic and non academic level.

 The teacher should be a motivator faciliator and counsellor. But a teacher himself in search of a motivator, faciliator and counsellor for seeking remedy for his Teacher Stress problems may not be able to perform the above mentioned roles successfully. He can't be a friend and guide neither for his students nor for his colleagues. Precisely, a stress striken teacher cannot able to perform his traditional duty, teaching or other noble functions which are proposed for him. This conditions also necessitates a study mentioning about Teacher Stress and its coping methods.

 So, from above mentioned factors, necessitates a study about Teacher Stress and its coping methods, and in order to take sufficient measures to remove the teachers from the diabolic grip of the Teacher Stress factor.

**1.2. STATEMENT OF THE PROBLEM**

The present study entitled as "TEACHER STRESS AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA."

**1.3. DEFINITION OF KEY TERMS**

 The key terms in the title of the study are defined below.

***a. Teacher Stress***

 "To a teacher, who is working in a school, problems may be caused by organisational and curriculum change, problems of role conflict and ambiguity, pressure caused by too much work to be done in too little time, repercussions of heads management style, team work difficulties and even communication difficulties. All such situations in one way or other can cause Teacher Stress" (Dunham, 1984).

***b. Primary School teachers***

 Term 'Primary School teachers in the present study means the teachers working in the Primary Schools.

***c. Stress***

 "Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope" (Atkinson, 1999).

***d. Coping Skill***

 The ability to deal with and attempt to overcome problems and difficulties.

**1.4. VARIABLES**

 Present study is designed with Teacher Stress and Stress Coping Skills as independent variable and sex, locale and type of management as dependent variables.

**1.5. OBJECTIVES**

 The objectives of the study are,

1. To study the extent and nature of relationship between Teacher Stress and Stress Coping Skills of Primary School teachers in Kerala.

2. To compare the level of Teacher Stress and Stress Coping Skills of Male and Female primary school teachers in Kerala.

3. To compare the level of Teacher Stress and Stress Coping Skills of Rural and Urban primary school teachers in Kerala.

4. To compare the level of Teacher Stress and Stress Coping Skills of Government and Private primary school teachers in Kerala.

**1.6. HYPOTHESES**

 The hypotheses of the study are:

1. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Primary School teachers in Kerala.

2. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Male and Female primary school teachers in Kerala.

3. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Rural and Urban primary school teachers in Kerala.

4. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Government and Private primary school teachers in Kerala.

**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 the sample due representation is given to the sex, school locale and type of management of schools (Private or Government). The samples drawn from the eight districts of Kerala viz., Thiruvananthapuram, Thrissur, Palakkad, Kannur, Malappuram, Kozhikode, Wynad and Kasaragod.

***1.7.2. Tools Used for the Study***

 Tools used for measuring the variables are the following:

a. Stress Coping Skills Inventory (Bindhu, Gulabi & Aneesh, 2005).

b. Teacher Stress Inventory (Kumar & Kumar, 2001).

**1.7.3 Statistical Techniques Used for Analysis of Data**

 Statistical techniques used for the study are:

1. Primary Analysis.

2. Test of Significance of difference between means to different category.

 The difference in the mean scores of Teacher Stress and that of Stress Coping Skills in the relavant subsamples based on Gender, Locale and Type of Management was tested for significance using the formula.



where, 



 = The mean score on a given statements for the high group.

 = The mean score on the same statement for the law group.

n = Number of the subject.

**3. Pearsons Product Moment Coefficient of Correlation**

 In order to estimate the extent of relation of Teacher Stress and Stress Coping Skills, the techniques of Pearsons Product Moment Coefficient of correlation was used. The formula for calculating Pearsons Product Moment Coefficient of correlation (r) is given below



where,

 ΣX = Sum of the X scores.

 ΣY = Sum of the Y scores

 ΣX2 = Sum of the squares of X scores.

 ΣY2 = Sum of the squares of Y scores

 ΣXY = Sum of the products of paired X and Y scores

 N = Number of paired scores.

**4. Test of Significance of 'r' using Fischers 't' test**

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



where, r = Obtained coefficient of correlation,

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

**5. 0.01 Confidence of 'r'**

 The confidence interval of 'r' was worked out using the formula.



where r = Co-efficient of correlation

 N = Size of the sample

**6. Shared Variance**

The square of 'r' expressed as a percentage (r2 x 100) gives an idea of the percentage variance that is common for the two variables correlated.

**1.8. SCOPE AND LIMITATIONS OF THE STUDY**

 Eventhough the present study "TEACHER STRESS 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 in to this study. They are:

1. The study were not covered all the 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. Thiruvananthauram, Thrissur, Palakkad, Kannur, Malappuram, Kozhikode, Wynad and Kasargod.

3. A number of personality variables and organisational characteristics are seem to be attributes with Teacher Stress. Those variables are not taken in to consideration of the present study.

**1.9 ORGANISATION OF THE REPORT**

 Report of the present study is organised in to five chapters. In each chapter is arranged under the following scheme.

Chapter 1: Introduction:

1.1 Need and Significance of the study

1.2 Statement of the Problem

1.3 Definition of key terms

1.4 Variables

1.5 Objectives

 1.6 Hypotheses

1.7 Methodology

1.8 Scope and Limitations of the study

1.9 Organisation of the Report.

Chapter II: Review of Related Literature

 2.1 Theoretical Perspectives of the Variable

 2.2 Review of Related studies

 2.1.1 Teacher Stress.

 2.1.2 Causes of Teacher Stress

 2.1.3 Importance of Coping with tress

 2.1.4 Effective ways of Coping with Stress

 2.1.5 Theories of stress.

Chapter III: Methodology

 3.1 Variables

 3.2 Objectives

 3.3. Hypotheses

 3.4 Procedure

 3.5 Statistical techniques used for analysis

Chapter IV: Analysis and Interpretations

 4.1 Preliminary Analysis

 4.2 Major Analysis

Chapter V: Summary of Procedure, findings and suggestions

 5.1 Study in retrospect

 5.2 Restatement of the problem

 5.3 Variables

 5.4 Objectives

 5.5. Hypotheses

 5.6 Methodology

 5.7 Major findings of the study

 5.8 Tenability of Hypotheses

 5.9 Educational Implications

 5.10 Suggestion for further Research

METHODOLOGY

 The present study is an attempt to find out the Teacher Stress and Stress Coping Skills of Primary School teachers in Kerala.

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

3.1. VARIABLES

3.2 OBJECTIVES

3.3 HYPOTHESES

3.4 PROCEDURE

3.5 STATISTICAL TECHNIQUES USED FOR ANALYSIS

 The details of each of above is given below.

**3.1 VARIABLES**

 Present study is designed with Teacher Stress and Stress Coping Skills as independent, variables and sex, locale and type of management as dependent variables.

**3.2. OBJECTIVES**

 The objectives of the study are,

1. To study the extent and nature of relationship between Teacher Stress and Stress Coping Skills of Primary School Teachers in Kerala.

2. To compare the level of Teacher Stress and Stress Coping Skills of Male and Female primary school teachers.

3. To compare the level of Teacher Stress and Stress Coping Skills of Rural and Urban primary school teachers.

4. To compare the level of Teacher Stress and Stress Coping Skills of Government and Private primary school teachers.

**3.3. HYPOTHESES**

 The hypotheses of the study are,

1. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Primary School Teachers in Kerala.

2. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Male and Female primary school Teachers in Kerala.

3. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Rural and Urban primary school Teachers in Kerala.

4. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Government and Private primary school Teachers in Kerala.

**3.4 PROCEDURE**

**3.4.1 TOOLS USED FOR DATA COLLECTION**

Selection valid and reliable tool for the collection of data is an important aspect for any investigation. For testing the formulated hypotheses, the data were collected using the following tools.

1. Teacher Stress inventory (Kumar & Kumar, 2001).

2. Stress Coping Skills Inventory (Bindu, Gulabi & Aneesh, 2005).

**3.4.1. Detailed description of the tools are given below**

***a. Stress Coping Skills Inventory***

 Stress Coping Skills inventory has seven components viz., Rectivity to Stress, Resourcefulness, Ability to relax, Self reliance, Pro-active attitude, Adaptability and Flexibility and Ability to assess situation.

* **Reactivity to Stress**

It is a reaction to a state of strain whether physical or psychological.

* **Resourcefulness**

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

* **Ability to relax**

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

* **Self reliance**

It is the trust or confidence on ones own resources.

* **Pro-active attitude**

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

* **Adaptability & Flexibility**

Is the ability to react changed circumstances or demands and ability to change with changing conditions.

* **Ability to asses situation**

It is the ability to measure the quality and quantity 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 items under each components. There are nine positive and nine negative items under each component.

 Example of items coming under each component are given below.

* Reactivity to stress

1. I never engaged in private works to overcome financial difficulties

2. Some times job related problems affect me physically

* **Resourcefulness**

1. I used to solve my problems by discussing with others

2. I never use examples to simplify the matter, inorder to make it clear

* **Ability to relax**

1. I used to participate and conduct club activities.

2. I believes that, it is because of my limitations, I did not get promotion with my colleague.

* **Self reliance**

1. I am able to handle all of the challenges in my profession.

2. I never take any action against the malpractice of the relative 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 the responsibility of conducting awareness programmes in areas where communal unrest prevails.

* **Adaptability and Flexibility**

1. I don't try to solve others problems.

2. I try to create a sense of accountability among my undedicated colleagues.

**Ability to assess situation**

1. I used to raise my opinion in staff meetings.

2. I never tries to find out the reasons for sudden behvioral changes of my colleagues.

**3.4.2 Scoring Procedure**

 Subjects have to decide how far each statement in the inventory is 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 reversed for negative statements. The draft inventory in English and Malayalam are presented as Appendix.

**3.4.3 Try out and 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 and type of school of management. The response sheet of 370 subjects were arranged in the rank order of total score obtained by them. The score obtained by the top 100 teachers (27%) and bottom 100 teaches (27%) were taken as the high group and low group respectively. Then the 't' value for each item was calculated using the formula.



where, 



 = The mean score on a given statement for the high group.

 = The mean score on the same statement for the law group.

 n = Number of the subject.

 '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' values of all the 126 items are given in table.

TABLE 3.1
**'t' Values for 126 items of Stress Coping Skills Inventory**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **'t'value** | **+ve / -ve** | **No.** | **t-alue** | **+ve/-ve** |
| 1 | 5.34 |  | 35 | 5.64 |  |
| 2 | 4.62\* | – | 36 | 5.34\* | + |
| 3 | 1.39 |  | 37 | 6.65\* | + |
| 4 | 2.18 |  | 38 | 3.84 |  |
| 5 | 1.47 |  | 39 | 0.71 |  |
| 6 | 0.38 |  | 40 | 4.27\* | – |
| 7 | 2.35 |  | 41 | 2.54 |  |
| 8 | 4.64 |  | 42 | 5.91\* | + |
| 9 | 3.71 |  | 43 | 6.12 |  |
| 10 | 5.43 |  | 44 | 2.31 |  |
| 11 | 3.31\* | + | 45 | 5.09\* | – |
| 12 | 2.48 |  | 46 | 3.17 |  |
| 13 | 4.54\* | – | 47 | 3.84\* | – |
| 14 | 6.61 |  | 48 | 1.68 |  |
| 15 | 7.48\* | – | 49 | 3.72 |  |
| 16 | 8.94\* | + | 50 | 4.47 |  |
| 17 | 5.32\* | + | 51 | 2.68 |  |
| 18 | 3.83 |  | 52 | 5.94 |  |
| 19 | 3.44 |  | 53 | 2.21 |  |
| 20 | 3.73 |  | 54 | 4.76 |  |
| 21 | 4.81 |  | 55 | 3.71 |  |
| 22 | 6.26\* | + | 56 | 3.77\* | + |
| 23 | 5.07\* | + | 57 | 3.36\* | – |
| 24 | 3.43\* | + | 58 | 7.44\* | – |
| 25 | 3.56\* | – | 59 | 4.52 |  |
| 26 | 5.32 |  | 60 | 1.28 |  |
| 27 | 4.92\* | + | 61 | 3.72\* | + |
| 28 | 3.13 |  | 62 | 2.13 |  |
| 29 | 3.31 |  | 63 | 5.62 |  |
| 30 | 2.61 |  | 64 | 0.14 |  |
| 31 | 5.13 |  | 65 | 4.84 |  |
| 32 | 3.29 |  | 66 | 3.82\* | + |
| 33 | 4.24 |  | 67 | 5.68 |  |
| 34 | 1.82 |  | 68 | 5.92 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 69 | 3.71 |  | 104 | 4.13\* | – |
| 70 | 4.81 |  | 105 | 3.84 |  |
| 71 | 4.86\* | – | 106 | 7.12 |  |
| 72 | 2.31 |  | 107 | 5.21\* | + |
| 73 | 3.32 |  | 108 | 6.91\* | – |
| 74 | 5.73 |  | 109 | 4.27\* | – |
| 75 | 3.16 |  | 110 | 9.14 |  |
| 76 | 7.16\* | – | 111 | 1.44 |  |
| 77 | 6.98\* | – | 112 | 7.87\* | + |
| 78 | 3.65\* | + | 113 | 5.12\* | – |
| 79 | 5.18\* | + | 114 | 3.92 |  |
| 80 | 4.32 |  | 115 | 2.73 |  |
| 81 | 3.76 |  | 116 | 5.91\* | + |
| 82 | 4.34\* | – | 117 | 7.42 |  |
| 83 | 2.76 |  | 118 | 4.23 |  |
| 84 | 5.07 |  | 119 | 9.62 |  |
| 85 | 2.54 |  | 120 | 6.31 |  |
| 86 | 8.42\* | + | 121 | 8.34 |  |
| 87 | 7.14 |  | 122 | 3.85 |  |
| 88 | 2.47 |  | 123 | 7.13\* | + |
| 89 | 3.45 |  | 124 | 5.29 |  |
| 90 | 5.71 |  | 125 | 6.57 |  |
| 91 | 8.15 |  | 126 | 8.54 |  |
| 92 | 7.39\* | – |  |  |  |
| 93 | 7.12 |  |  |  |  |
| 94 | 6.84\* | + |  |  |  |
| 95 | 5.31\* | + |  |  |  |
| 96 | 9.43 |  |  |  |  |
| 97 | 4.52 |  |  |  |  |
| 98 | 2.17 |  |  |  |  |
| 99 | 6.09 |  |  |  |  |
| 100 | 7.36 |  |  |  |  |
| 101 | 2.62 |  |  |  |  |
| 102 | 6.75\* | – |  |  |  |
| 103 | 5.21 |  |  |  |  |

\* Selected items.

 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 on given.

TABLE 3.2

**Number of items in seven components**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.No.** | **Components** | **Number of Items** | **Serial Number in Final Inventory** |
| 1. | Ability to relax | 6 | 2, 11, 13, 15, 16, 17 |
| 2. | Reactivity to stress | 6 | 19, 22, 23, 24, 25, 27 |
| 3. | Ability to assess situation | 6 | 36, 37, 40, 42, 45, 47 |
| 4. | Self reliance | 6 | 56, 57, 58, 61, 66, 71 |
| 5. | Pro-active attitude | 6 | 76, 77, 78, 79, 82, 86 |
| 6. | Resourcefulness | 6 | 92, 94, 95, 102, 104, 107 |
| 7. | Adaptability & flexibility | 6 | 108, 109, 112, 113, 116, 125 |
| **Total Items** | **42** | **42** |

**3.4.4 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 co-efficient 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) Teacher Stress Inventory (Kumar & Kumar 2001)**

 The investigator has borrowed this tool, constructed and developed by Dr. P.K. Sudeesh Kumar and Anilkumar A.K.

 In this inventory there are fifty questions, and each question consists five types of responding, strongly agree, Agree, Undecided, Disagree, Strongly disagree. Teachers can make these responses according to their opinion by putting a '✓' mark in any one of the responses.

 The inventory consists of 5 subsets viz. Intrinsic to job, role of teachers, relationship at work, career development and organisational structure. The final score can be calculated by adding the total score to get the total Teacher Stress scores.

 Validity of the test obtained was 0.71. The validity of the present test is obtained using criterian related techniques. Reliability of the test was established using split self method. The reliability of the test obtained was 0.69.

**3.4.5 SELECTION OF SAMPLE**

 Population meant for study is primary school teachers of Kerala state, Eventhough the size of the population is finite, because of its huge size, it was impossible and impractical to study the population characteristics as such. Therefore it is decided to take a representative sample of the population in which representativeness determines the extent of generalisability of the results. 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 be represented in the sample (Gender, locale and management).

 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 | Government | 23 | 40 | 63 | 139 |
| Private | 26 | 50 | 76 |
| Rural | Government | 50 | 98 | 148 | 381 |
| Private | 83 | 150 | 233 |
| **Total** | **520** |

**3.4.6 DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**3.4.6.1 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 schools for data collection. The investigator contacted the head of 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.

**3.4.6.2 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 removed and this resulted in final sample size of 500.

TABLE 3.4

**Break up of the final Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Locale** | **Type of Management** | **Gender of Teachers** | **Total** | **Grand Total** |
| M | F |
| Urban | Government | 20 | 38 | 63 | 129 |
| Private | 23 | 48 | 71 |
| Rural | Government | 48 | 95 | 143 | 371 |
| Private | 80 | 148 | 228 |
| **Total** | **500** |

**3.5 STATISTICAL TECHNIQUES USED**

 Following statistical techniques are used for analysing the data.

1. Preliminary Analysis

2. Major Analysis

**1. Test of significance of difference between means to different category**

The difference in the mean scores of Teacher Stress and that of Stress Coping Skills in the relevant subsamples based on Gender, Locale and Type management was tested for significance using the formula.



where, 



 = The mean score on a given statement for the high group.

 = The mean score on the same statement for the law group.

 n = Number of the subject.

 XH = Score of high group

 XL = Score of low group

**2. Pearsons Product Moment Coefficient of Correlation**

 In order to estimate the extent of relation of Teacher Stress and Stress Coping Skills, the techniques of Pearsons Product Moment Coefficient of Correlation was used. The formula for calculating Pearsons Product Moment Coefficient of Correlation (r) is given below

 

where, ΣX = Sum of the X scores.

 ΣY = Sum of the Y scores

 ΣX2 = Sum of the squares of X scores.

 ΣY2 = Sum of the squares of Y scores

 ΣXY = Sum of the products of paired X and Y scores

 N = Number of paired scores.

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

 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 00 to + .20 denotes indifferent or negligible relationship.

 'r' from + .20 to + .40 denotes low correlation; present but slight.

 'r' from + .40 to + .70 denotes substantial or marked relationship.

 'r' from + .70 to + 1.00 denotes high to very high relation.

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

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



where, r = Obtained coefficient of correlation,

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

3. 0.99 The confidence interval of 'r' was calculated by using the formula (r + 2.58 SEr) where, 'r' is the correlation coefficient.

 x 1.96

where r = Co-efficient of correlation

 N = Size of the sample

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

 The formula for computing percentage variance shared between the variables is r2 x 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.

REVIEW OF RELATED LITERATURE

 Literature related to the basic theoretical and empirical aspects of the variables undertaken for the study are reviewed in this chapter of the report.

 A review of the literature in the field psychological, socio-psychological and educational research concerned with the variables selected for the study is presented in this section. The relative 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 PERSPECTIVES OF THE VARIABLES

2.2 REVIEW OF RELATED STUDIES

**2.1 THEORETICAL PERSPECTIVES OF THE VARIABLES**

 In this age of cutthroat competitions and intensive ratraces for wealth, power and status, none is likely to be free from stress and its subsequent distress. This is one of the characteristics of the present age and therefore something inevitable.

 Stress has now become a common phenomenon in our society. It can strike any body-young or old, literate or illiterate, rich or poor. So, naturally, teaching field is not an exemption for the stress phenomina, teaching is the one of the most important and inevitable part of the society, that is why.

 Stress is one of the most important issues facing education in the foreign countries, and the ability of teachers and other education staff to meet the demands placed upon them can be severely hampered by its effects. The level of stress involved in teaching are also a disincentive for potential recruits to the profession.

 Teacher Stress is an organisational as well as a personal issue. As an individual, one almost certainly know what stress feels like, even if he can't define it. As individuals get stressed, so too organisations. Indeed, schools with a high level of occupational stress will often be a contributory factor to individual stress.

 While many organisations, especially in business, feel stress is no bad thing, there is a considerable body of evidence to suggest that too much stress results in high staff turn over, poor functioning and worsening relationships with clients, etc.

 Most people, at some stage in their lives, experience job stress. However, according to a recent survey by the Health and Safety Executive (UK), workplace stress is most prevalent in professions such as teaching, nursing and public administration.

 According to the Irish Department of Education, stress-related illness are particularly prevalent among teachers in their early to late 40s. A total of 30% of sick leave claimed by teachers in 1999 was stress related.

 Teachers stress has also been recognised in courts. In 1999 secondary school teacher Muriel Benson won a land mark case when she won £47,000 in compensation for stress (UK). Since then the National Union of Teachers (NUT) UK, has backed more than 90 cases where teachers have won compensation for stress.

 Another important and projected aspect related to the phenomina of Teacher Stress is that, recent studies reveals that the most stressed area in the teaching field is the primary sector.

 A new study undertaken under University of Sussex, (2000) has been proved that (The career progress of Primary School teachers) job stress preventing the primary school teachers aiming for headships.

 In a survey of Head teachers of the primary schools by the National Association of Head Teachers (NAHT, UK) in May 2000, 40% of respondents reported having visited their doctor with a stress related problem in the previous year.

 In September 1993 SCRE (Scottish council for Research in Education) carried out a study 'Teachers workload and associated stress'. The study revealed that primary school teachers expressing comparatively more stress compared to their counterparts in secondary and higher secondary sectors.

**2.1.1 TEACHER STRESS**

 In many ways Teacher Stress is no different to stress for anyone else. According to Atkinson, (1999) "Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope."

 For Teacher Stress, according to Durham, (1984) to a teacher, who is working in a school, problems may be caused by organizational and curriculum change, problems of role conflict and ambiguity, pressure caused by too much work to be done in too little time, repercussion of head's management style, team work difficulties and even communication difficulties. All such situations, in one way or other can cause Teacher Stress.

 According to Dunham, there are four main stressors and they are as under.

1. Anticipatory stressors (Thinking dreadful things, fearsome expectations).

2. Time stressors (Too much to do in two little a time).

3. Situational stressor (Moving house, getting divorced, death of dear ones, loss of job etc.).

4. Encounter stressor (Stress-that emanates from interpersonal conflicts, quarrels, etc.).

**2.1.2 CAUSES OF TEACHER STRESS**

Irrespective of the occupation, every individual must have to face with the stress factor is a matter of fact. Just like any one else, teachers get stressed when they feel they are not coping with their work load or other pressures of the job.

 But there are some particular features which appear to make teaching more pressured than other professions.

* **Key causes of Teacher Stress**

a. Long Working hours

b. Excessive work load

c. Pressures of School inspections

d. Providing cover for teacher shortages and absences

e. Poor management

f. disruptive pupil behavior

g. Unnecessary Bureaucracy

h. Low self esteem

i. Criticism by politicians and media

j. Occupational status and problem of low salary

k. Stress related to relationship with colleagues

l. Crowded classes

m. Organisational Structure

n. New curriculum

 As the list indicates, almost anything can lead to Teacher Stress. How ever, it should be remembered that everyone does not react to events in the same way. What is distressing to one person may be a matter of joy to another. People thus differ in their physiological and psychological responses to events. Some individuals are more sensitive to stress than others owing to experience in childhood, and the influences of teachers, parents, religion etc.

 According to Geddes and Grosset, (1996) most of the cause of stress we experience are self generated.

 Stress may spring up even from our very system of beliefs, expectation about the world, from our very personality. Quoting Atkinson (1999) a number of common irrational beliefs most of us have. Teachers are not exemption for this. They can be summarized as (1) I must be right, outstanding, accepted and loved and if not, it is awful, unbearable (2) Other people must do things my way and give me what I want and if they do not, then it is awful and unbearable. (3) Life must be easy, painless, guaranteed and give me all I want and if not, it is awful and unbearable.

 Every one requires good communication skills. Social skills, as Atkinson (1999) observes, are the nuts and bolts of social interaction. An overtly aggressive style of communication will prevent an individual from forming personal relationship. As a social engineer a teacher must have to take care on developing good communication skills.

 Lack of assertiveness can be yet another source for being stressful. Being assertive, according to Atkinson (1999) involves knowing what your rights are or what you want out of a situation and standing up for this at the same time not infringing on the rights of others. Other people are non-assertive because they want to be liked and saying no, might make people dislike them. Such people are likely to be overwhelmed by external demands. It we are not able to say no to the illegitimate demands of others, we begin to lose control of our life. The news of awful scandels related to the field of education has been continuously smashing the head lines of newspapers nowadays. So, teachers must have to develop sufficient amount of self esteem and begin to assert themselves. Or they will surely, glide in to a state of stress and which in turn would lead them in to a lot of distress.

**2.1.3 IMPORTANCE OF COPING WITH STRESS**

 Quoting Wallace, (1986) "Even if someone appears perfectly healthy in youth, he is very likely to die prematurely, if he reacts poorly to stress." Stress does not make people sick but giving up their inner adaptability to stress does. The greatest threat to life and health is having nothing to live for where one have commitment to complete and ambitions to realize, life become meaningful.

 As already mentioned, teacher is the social engineer, who moulding the destiny of nation, fell in to an awful situation above mentioned, must be dangerous. Hence, it we want to avoid these situation we need to pickup better ways of coping with stress.

 We should realize that as a temporary expedient, the stress response is vital, but if it is not terminated in time, the effects of catabolic metabolism in which cell structure is broken up can be disastrous. Under prolonged situation, every aspect of stress arousal can lead to its own disorder as shown under.

 **Stress response Disease**

* Mobilized energy \* Fatigue, Muscle destruction, diabetes
* Suppressed digestion \* Ulceration
* Suppressed growth \* Psychogenic dwarfism
* Suppressed immune response \* Increased risk of disease
* Sharpening of thought \* Neuron damage or death perception
* Suppressed reproduction \* Impotence, loss of libido,
 interruption of menstruation

If stress is not managed in time, it will lead to fatal consequences such as hypertension, ulceration, impotence diabetes etc. which are common symptoms of aging. As it is generally known, the elderly have lower disease resistance. Thus, if we do not learn to cope with stress, our immune system would decline and signs of hypertension, neurosis, apathy depression etc. would result.

Feeling that something terrible is going to happen and where we lack predictability as to when it would happen can be great source of stress. As Joseph, notes (2003) there is hardly anyone who is not worried about fear of looking small in the eyes of others, fear of criticism, fear of sickness or death, fear of failure, fear of disease etc. All these are situations that cause stress which where prolonged would make the release of hormones containing chemicals into our blood stream we need to take measures and make the body cut off this process before the harm is done.

Morality and ethics has great importance in the field of education and teaching. If a teacher does not possess the qualities of morality or ethics, he can do much harm to the society and to the nation. Nowadays, many peoples are involved in rat races in their attempts of getting rich in a short time. In the process, many find going tough and they being to throw values and principles overboard: This unnecessary rat races and cut throat competition can bring a lot of stress and strain. Because, teachers are also the part and parcels of the same society they cant stand apart from this situation, so measures must be taken to aware of such hard facts and learning to tread on the proper path are important if we want to keep ourselves, away from the ways of stress and strain and maintain peace and harmony.

In addition to the above, Teacher Stress can also lead to other problems, that may affect the career and professional efficiency of the teacher. When under stress, people generally lost their capacity to think objectively about a solution, which makes it more difficult to cope with in a constructive way. To a teacher, this situation is seemed to be dangerous and may invite far reaching consequences.

# Some important symptoms of Teacher Stress

* When people are under Teacher Stress, they exhibit several symptoms. Jones (1989) has listed some of the most important of these symptoms. They are,
* Snapping at colleagues and students.
* Doing thing hurriedly that do not need rushing.
* Dropping things and accedentally breaking them.
* Losing keys, pens, and other articles.
* Working in a slumped posture mostly looking downward.
* Paying little attention to environment as one passes by
* A feeling of being dominated by time.
* A feeling of weakness and faintness
* Not listening to others
* Inability to respond to humor or laugh at oneself.
* Speaking so rapidly that others cannot follow comfortably what is spoken .
* Leaving no room for possibilities by always speaking in terms of absolutes such as all, never, must etc.
* Showing tendency towards being dogmatic, argumentative and being locked into fixed positions.
* Voice level often shows variation: Too loud or too low.

**2.1.4 EFFECTIVE WAYS OF COPING WITH STRESS**

 As already mentioned stress is something that every one has to face irrespective of the professional difference. But the ability to cope with it is vary from person to person. Some has very high Stress Coping Skills and some have very little. Nowadays, it is an admitted fact that, teaching is a stressful profession. If proper care is taken a teacher can not only keep stress away, but also reduce its impact in case he is afflicted by it. It would be worthwhile to examine some of the ways of coping with stress. They are:

**1. Change the way of thinking**

 Anything would be seen from different perspectives. The way we feel almost always result from the way we think. One should avoid pre-occupation with debilitating negative thoughts of powerlessness, objection, failure, and instead of these, he should focus on his own strength and victories. Negative thoughts produce needless wear and tear on our mental motor. Confident successful people deposit only positive thoughts in their memory.

**2. Working out changes in habits and behavior**

 Some people by nature have a worry habit. When out of control, worry can turn out to be a killer. By conquering one's habit of worry he can reduce the chances of being in stress. Some are prone to stress due to their lack of assertiveness or low self-esteem. Such people should try to develop communicative skills and learn to be assertive.

**3. Getting organized**

 To be perpetually disorganized, be it at work or in the home, is a common source of stress. Many people have the habit of postponing their duties, if it is possible. When the pending cases grow into a formidable height, they began to view them with an air of terpidity and fear. Tension and stress begin to build up. Such stressful situations can be avoided or at least minimized when we begin to organize ourselves and start to do things in a systematic manner. Being better organized, working efficiently and wasting less time. The only way to save time, says Atkinson (1999) is by making the best use of it.

**4. Ventilation**

 Emotions are like steam. As the pressure keeps growing, if it does not find an outlet, the boiler would burst. This is what happens in the case of people who keep things to themselves. Such people carry a considerable but unnecessary burden. Talking through a problem with others, observe Geddas and Grosset, (1996) can be the first step to eliminating it. Whenever we find ourselves in a stressful situation conversing with trusted individuals, writing can be a means through which stressful situation can be minimized.

**5. Developing a good sense of humor**

 Humor is found to be a wonderful stress reducer and an antidote to upsets. Laughter can relieve muscular tensions, improve breathing and regulate the heartbeat. Laughter, says Atkinson, (1999) is a great releaser of tension and one approved by society, available anytime, any where and free. Atkinson advices us to learn to laugh honestly at ourselves and half our battle with stress won.

**6. Change the life style**

 A well-balanced diet not only helps in preserving health, but also to reduce stress: Certain food items and drinks act as stimulants to the body. Drink such as coffee, tea, cola, alcohol may bring solace for sometime, but they are harmful in the long run. Particularly for a teacher, consumption of alcohol is not only awful but also dangerous to the society also. So, have a balanced diet and develop healthy eating habits. Which will ward people off from being easy victims of stress.

**7. Regular exercise**

 Exercise can play an important role in the dissipation of excess energy caused by stress reaction. Regular exercises can drain off ongoing stress and keep things under control. Chemicals like endorphins released into the brain during exercises can promote a sense of positivity and happiness. Endorphins have anti-aging effects also.

**8. Striking a balance between work and leisure**

 There are period of peaks of energy and concentration interspersed with periods of low energy and in efficiency. There is no meaning in working through such periods. If we take breaks during such periods of low energy, stress may not build up. Sleep and leisure are important ways of reducing stress. Optimizing the balance between work and leisure is an important means of eliminating unwanted stress in our lives.

# 9. Learning to deal with conflicts

 Perhaps no one is totally free from conflicts. When we are under conflict, we have several alternatives to cope with it. They are:

* Compromise by negotiation in everybody wins.
* Withdraw and walk away from the conflicting situation.
* Engage in creative searches for solution.
* Seek the assistance of third party such as counsellors, arbitrators etc. in solving problem.
* Refusing to get involved by being indifferent and finding ways to get around the unpleasant situation.

**10. Learning to cope with change**

In our lives, we may have to confront many challenging situation. A change in job status, in residence or in any significant areas of our life for example, in the case of primary teachers in Kerala, they have to deal with the new activity oriented curriculum, is always accompanied by stress. The following two pointers can help us in overcoming such stressful situations.

a. Keep the eye on long-range goals and values.

b. Accept the fact that our life will change constantly and practice adapting to it.

**11. Learning to handle criticism gracefully**

 Facing criticism most people handle it unproductively or rather in a counterproductive manner. They try to avoid it either by pretending to not hearing it or by changing the subject. A better way to manage criticism is given by Cubbin, (1983) and it is as follows:

When faced with criticism,

* Ask for details
* Find which specific behavior of yours is in question.
* If criticism is correct, agree with it.
* It criticism is incorrect, agree with the person's right to see it differently.

**12. Professional help**

 There are situations which are beyond our control. In that case, we have to seek out the assistance of professional help. At present, there are a great variety various alternative therapies and medicines available, many of which provides excellent stress relief.

**13. Conventional medicines**

 Nowadays a variety of tranquilizing drugs that act to suppress the central nervous system, are being used to reduce anxiety and other stress related symptoms. As Benzodiazepinas such as valium, Librium, or ativum etc. has less side effects. They are the drugs commonly prescribed these days. Although, these drugs work initially, they may become ineffective in continuous long use, and when the drugs are unavailable, it may cause severe anxiety problems.

**14. Counselling and psychotherapy**

 Apart from the use of medicines, professionals also resort to such techniques as counselling, psychotherapy etc. counselling is good for short-term problems, and psychotherapy is used for resolving deeper and long term emotional and psychological problems.

## 2.1.5 THEORIES OF STRESS

**a. Hills theory of family stress**

 Professor Reuben Hills theory of family stress was formulated after the Great Depression (1947, 1959, 1983 University of Mirrosota) based on extensive observations of families who survived contrasted with those whose families did not. As Hill interviewed families who had lost their jobs and where existing in extreme poverty, he looked for factors which contributed to family survival of these circumstances. From these qualitative data, Hill theorized that there are two complex variables which act to buffer the family from acute stressors and reduce the direct correlation between multiple stressors and family crisis. These were formulated in to what he called his ABCX theory of family stress.

## Hills ABCX model of family stress

(B) Internal Family Resources &
informal/Formal Social Supports

Family Stressors (A) Family Crisis (X)

(C ) Family Perception &
Parental Self-Efficacy

 The 'A' variable refers to the family stressors, that are, episodes of domestic violence, substance abuse, illness from weakened immune systems, divorce, accidents, children being abused or neglected etc. As per his theory, these kind of family stressors which when accumulated could lead to family crisis, that is variable 'X'. Variable 'X' refers to physical, emotional or relational crisis.

 The 'B' variable refers to the complex of internal and external family resources and social support available to the family, i.e, the social connectedness within the family, as well as social connectedness outside the family. Hill theorized that social isolation would significantly increase the impact of the multiple stressors on the family functioning; In contrast, positive social supports could minimize the impact.

 Hills "C" variable, the perception factor, was the second predictor of the extensiveness of the impact of stress on the family. The second complex factor referred to the shared family cognition and perceptions held about the stressors, e.g, the extent to which the family perceived the changes as a disaster Vs. an opportunity. Hill suggested that some families had positive appraisals which they could make of changes, which increased their ability to accept their circumstances.

**b. Selyes theory of stress**

 Dr. Hans Selye, who is recognised internationally as one of the two fathers of Stress theory. Selyes theories built on the earlier work of a noted Harward Physiologist. Dr. Walter Cannon, who's theory named as "fight or flight response" which is the body's response to feeling threatened or in danger. But whereas Cannon saw the "fight or flight" syndrome as a positive mechanism that the body uses to protect itself, Selye realized the hugely important fact that if the stress reaction goes on for too long, it causes damage to the body and leads to illness.

 Selye's borrowed the word "Stress" from the field of engineering (where it refers to external mechanical forces, strains and tensions) to describe this reaction in body.

 Another of Selyes unique and important findings was that the stress response in the body was the same no matter what the cause or source of stress. (He called these sources "stressors") His experiments on rats in 1936 showed that various stressors such as cold, heat, infection, trauma, haemorrhage, fear, and the injection of noxious substances, all produced the same effect. When the rats were later examined, they all had swollen and hyperactive adrenal glands, shrunken immune tissue and gastrointestinal ulcers.

 Selyes theory was that the body's supply of stress hormones eventually becomes exhausted and this is what leads to illness. His theory points out, two main facts, that, (1) Our bodies are designed to protect us by mounting a stress reaction in response to various physical threats. (2) The stress reaction cannot be sustained for too long, if it happen occasionally, eventually the body suffers damage and either gets sick or dies.

**2.2. REVIEW OF RELATED STUDIES**

 Harigopal and Kumar, (1979) in their study 'company satisfaction in relation to certain job attitudes and role Stress Variables' found that there is significant relationship between company satisfaction and rolestress for the middle level managers. The job attitudes and role stress variables together accounted for 44% of the variables together accounted for 44% of the variance of company satisfaction for middle management level and 26% for the lower management level.

 Singh and Mishra, (1983) found from their study that, Job involvement scores were not significantly related to occupational stress and ego strength. Also occupational stress and ego strength have significant negative relationship.

 Jagdish and Srivastava, (1983) observed that following facts in their study 'Perceived Role Stress and Job satisfaction.' The employers job satisfaction results in from on the job as well as all the job factors, is significantly affected by their perceived role stress. A significant inverse relationship has been observed between the two variables.

 In his study Srivastava, (1983) found that, low production group obtained significantly high scores on perceived role overload ambiguity and conflict. There was negative but significant correlation between production and perceived role stress. His study was named as "Perceived Role Stress as a function of employees productivity: An alternative conceptualization."

 Mishra and Singh, (1985) found from their study "Occupational Stress, ego-strength and job satisfaction as influencing factors of the job involvement of first level industrial supervisors" that a significant difference in job involvement was also observed between high job satisfaction/ low job satisfaction groups. A significant positive correlation between job involvement, job satisfaction and ego strength has been found.

 The studies of Chinnaswamy, (1987) shows that stress has emerged as a central concept for understanding a variety of psychological and social problems. Work though leads to gratification and challenge yet is the cause for many forms of stress. His study named as "Work Stress: Causes, implications and prevention."

 Srivastava and Jagdish, (1988) found from their study "Psychological wellbeing as moderator of occupational stress – Job satisfaction relationship" that occupational stress arising from most of the job components negatively correlate with their job satisfaction and psychological well being.

 Kinnunen and Leskinen, (1989) assessed 142 teachers by repeated self report during the autumn and spring terms of an academic year, for their research "Teacher Stress during a school year." They has identified a cyclical pattern in the effects of overwork, contingent on the academic year. It was found that recovery from stress occurred each weakend during the spring term, but that by the end of the longer autmn term weakend recovery no longer took place.

 The Scottish council for Research in Education (SCRE), (1993) found from their study "Teachers workload and associated stress" that the longer the hours worked, the more day-to-day stress was reported by the teachers.

 Ushasree, (1993) concluded from her study 'A study of sources, reactions and coping resources of school teachers to stress" that, as regards the sources of stress, there were significant difference between men and women, teachers, rural and urban teachers, primary and secondary school teachers, there were significant gender difference in the use of coping stress – primary and secondary school teachers.

 Mishra and Punda, (1996) found from their study "Relative influence of Teacher training programme on teachers personality, feeling of stress and burnout that regarding teachers stress feeling the difference between extreme points were higher in untrained teachers and followed by B.Ed. trained female and male teachers and C.T. trained male teachers.

 Reddy *et al*., (1997) found from their study "Efficacy of behavioral programme in managing Teacher Stress and improving teacher effectiveness," that the stress management behavioral programme proved to be effective in reading the level of stress. And stress reduction significantly enhanced the teacher effectiveness.

 Indira, (1997) conducted a study "an investigation in to teacher effectiveness in relation to work orientation and stress" found that, stress affects the work orientation of teachers significantly.

 Travers and Cooper, (1997) observes that, following facts in their study "Stress in teaching." They surveyed 800 teachers in England and France about stress. 22% of sick leave in England as opposed to 1% in France was attributed to stress. 55% of English teachers as opposed to 20% of French sample reported recently considering leaving teaching. In the study, workload and long working hours emerged as particular issues for the emergence of stress.

 Hall *et al*., (1997) examined the effect of human relations training on Teacher Stress, for their study 'The effects of human relations training on reported Teacher Stress, pupil control ideology and locus of control' 32 participants took part in a 2-year humanistic – experimental Masters degree programme and were interviewed at the end of the course. Stress was reported as having been reduced as a result of the course.

 A study conducted for 'Times Educational Supplement" in 1997. Shows that stress impacts greately on teacher retention. They found that, 37% of secondary vacancies and 19% of primary vacancies were due to ill health, in England as compared to 9% of nursing vacancy and 5% the banking and the pharmaceutical industry.

 A study by Male and May, (1998) in their 'Stress and health, work load and burnout in learning support conditions in colleges of further education' suggested that a number of stressors are intrinsic to teaching. 35 coordinators were assessed for burnout stress and health. Overall mixed evidence for heightend stress in this group emerged, but there were strong evidence for work overload and excessive working hours associated with emotional exhaustion.

 A study by Pithers and Soder, (1998) has highlighted role overload as a significant stressor in teachers. They assessed levels strain, organisational roles and stress in 322 Australian and Scottish vocational teachers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.

 Chorney, (1998) in his study "Self defeating beliefs and stress in teachers" found that cognitive factors are affecting individual susceptibility to stress amongst teachers. Chorney investigated self-defeating belief by asking 41 teachers to identify what they must do to be a good teacher. 92% of responses were couched in absolute terms, such as 'must' 'need' etc. Endorsement of these beliefs was widespread in the sample and significantly associated with high levels of stress.

 Griffith *et al*., (1999) reported that, cognitive vulnerability to Teacher Stress relates specifically to individual differences in coping style, in their study "An investigation of coping strategies associated with job stress in teachers." They questioned 780 primary and secondary school teachers, aiming to assess the associations between stress, coping response and social support. High levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies.

 Lewis, (1999) conducted a study "Teachers coping with the stress of class room discipline" in which he examined teachers estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

 Dussault *et al*., (1999) in their study "Professional isolation and occupational stress in teachers" states that, at the level of the institution factors such as social support amongst colleagues and leadership style have found to be important in affecting levels of stress. They assessed isolation and stress in 1110 Canadian teachers and as hypothesised found a strong positive correlation.

 Vandick *et al*., (1999) in their study "Occupational stress and social support had both a direct positive affect on health and buffering effect in respect of workstress. They surveyed 424 teachers from across all German sectors about their work stress, social support and physical illness.

 Harris, (1999) in his study "The relationship between principal leadership styles and Teacher Stress in low socio-economic urban elementary schools as perceived by teachers" states that leadership style has also emerged as a significant orgnisational factor. He assessed Teacher Stress and leadership style in three American primary schools using the Wilson stress profile for teachers. The principal in each school was classified differently, and teachers had significantly lower stress in the school where the principal was classified as high in both task and relationship focus. This leadership style appears in part to a response to tickle-down stressors.

 Anderson *et al*., (1999) in their study "The effects of meditation on teacher perceived occupational stress, state and trait anxiety and burnout" concerned the effectiveness of meditation as a stress management strategy. 91 teachers took part in a five week course of meditation, levels of stress being compared before and after. As hypothesised levels of stress were lower following the course.

 Hasanain *et al*., found from their study "Role stress and coping strategies in different occupational groups" that, occupational stress is maximum for engineers minimum for managers and between these two groups was teachers. No significant difference was found among 3 groups with respect to various dimensions of organizational role stress and also role stress as a whole.

 A survey conducted by National Association of Head Teachers (NAHT) in England, (2000) found out that, teaching has become that of a highly stressful occupation. 40% of respondents reported having visited their doctor with a stress related problem in the previous year. 20% considered that they drank too much and 15% believed they were alcoholics. 25% suffered from serious stress related health problems including hypertension, insomania, depression and gastrointestinal disorders.

 Admiral *et al.*, (2000) in their study, "Effects of student teachers coping behavior" assess the relationship between coping strategies and Teacher Stress. They concerned with active Vs passive responses to disruptive behaviour in the classroom. 27 student teachers gave a total of 300 responses to indicate their coping responses to every day stressful classroom situations. A strong relationship emerged between a coping style involving active behavioural intervention and teacher satisfaction, and a weaker relationship with pupil time on task was also evident.

 Gupta and Kulkarni, (2001) in their study "Job satisfaction, job involvement and organisational role stress," found out that, more dissatisfied employees will experience greater role stress.

 Bhatia and Kumar in their study, (2002) "Occupational Stress and burnout" states that, environmental factors, particularly related to work environment like workload, role conflict lack of authority to carry out responsibility etc. are responsible for occupational stress. Occupation stress causes burnout and linked it to reduced organizational efficiency and work related problems such as poor quality of work, turnover and low morale.

 Srivastava, (2003) in his study "Stress among the upper and lower caste college girls" states that, there is significant differences on various type of stress. Viz. Achievement stress, academic stress, family stress and social stress. Stress among the upper and lower caste college girls was ascertained with the help of Bislot Battery of Stress Scale (BBSS) on a sample of 150 upper and 150 lower caste female college students of Varanasi.

 From the review of these studies reveals that the importance of Teacher Stress and Stress Coping Skills and so studies states that, the phenomina of Teacher Stress can turn to be very serious if we neglect it. Most of the reviews revealed that we must give more importance to the problem of Teacher Stress and Stress Coping Skills in the field of education.

# ANALYSIS AND INTERPRETATIONS

 The present study is to find out the relationship between Teacher Stress 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 stress and Stress Coping Skills of primary school teachers.

2. To compare the level of Teacher Stress and Stress Coping Skills between male and female teachers.

3. To compare the level of Teacher Stress and Stress Coping Skills between teachers working in government and private schools.

4. To compare the level of Teacher Stress and Stress Coping Skills between rural and urban primary school teachers.

 The analysis and discussion are presented under following headings.

I Preliminary Analysis.

II. Major Analysis.

**4.1 PRELIMINARY ANALYSIS**

 The important properties of the scores on the variables under study were analysed as 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, 4.1, 4.2, 4.3 and 4.4.

TABLE 4.1

**Important statistical constants of distributions
of scores of relationship between Teacher Stress and stress
coping skills of primary school teachers (Component wise and total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| 1 | Teacher Stress | 136.56 | 136.00 | 134.00 | 14.74 | .146 | .43 |
| 2 | Stress Coping Skills | 99.02 | 99.50 | 104.00 | 8.63 | -.326 | .173 |
| 3 | Ability to relax | 13.12 | 13.00 | 12.00 | 1.97 | -.094 | -.266 |
| 4 | Reactivity to stress | 12.92 | 13.00 | 12.00 | 1.94 | .113 | -.059 |
| 5 | Ability to assess situation | 14.31 | 14.00 | 15.00 | 2.03 | -.328 | -.260 |
| 6 | Self reliance | 14.85 | 15.00 | 16.00 | 2.05 | -.257 | -.647 |
| 7 | Pro-active attitude | 15.11 | 15.00 | 14.00 | 2.05 | -.373 | -.544 |
| 8 | Resourcefulness | 14.39 | 14.00 | 16.00 | 2.19 | -.252 | -.543 |
| 9 | Adaptability & flexibility | 14.28 | 14.00 | 14.00 | 2.05 | -.316 | -.060 |

TABLE 4.2

**Important statistical constants of the**

**distribution of mean scores of male and female**

**primary school teachers Teacher Stress and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| **MALE** |  |  |  |  |  |  |
| Teacher Stress | 138.18 | 136.00 | 136.00 | 15.03 | .580 | .763 |
| Stress Coping Skills | 99.35 | 101.00 | 104.00 | 9.23 | -.514 | -.375 |
| Ability to relax | 13.41 | 14.00 | 14.00 | 1.99 | -.369 | .130 |
| Reactivity to stress | 13.19 | 13.00 | 12.00 | 1.92 | .108 | -.396 |
| Ability to assess situation | 14.09 | 14.00 | 15.00 | 2.08 | -.357 | .158 |
| Self reliance | 15.12 | 16.00 | 16.00 | 2.25 | -.523 | -.484 |
| Pro-active attitude | 15.03 | 15.00 | 14.00 | 2.09 | -.257 | -.841 |
| Resource-fullness | 14.49 | 14.00 | 16.00 | 2.18 | -.183 | -.661 |
| Adaptability & flexibility | 14.29 | 14.00 | 14.00 | 2.02 | -.304 | -.004 |
| **FEMALE** |  |  |  |  |  |  |
| Teacher Stress | 135.89 | 136.00 | 134.00 | 14.58 | -.06 | .656 |
| Stress Coping Skills | 98.89 | 99.00 | 104.00 | 8.38 | -.23 | .514 |
| Ability to relax | 13.00 | 13.00 | 13.00 | 1.94 | .015 | -.342 |
| Reactivity to stress | 12.80 | 13.00 | 12.00 | 1.94 | .123 | .088 |
| Ability to assess situation | 14.74 | 15.00 | 15.00 | 1.99 | -.307 | -.475 |
| Self reliance | 14.13 | 15.00 | 14.00 | 1.95 | -.149 | -.701 |
| Pro-active attitude | 15.13 | 15.00 | 14.00 | 2.03 | -.425 | -.394 |
| Resourcefulness | 14.49 | 14.00 | 16.00 | 2.18 | -.183 | -.661 |
| Adaptability and flexibility | 14.29 | 14.00 | 14.00 | 2.02 | -.304 | -.004 |

TABLE 4.3

**Important statistical constants of the**

**distribution of mean scores of rural and urban**

**primary school teachers Teacher Stress and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| **RURAL** |  |  |  |  |  |  |
| Teacher Stress | 136.09 | 136.00 | 134.00 | 14.63 | -.066 | .73 |
| Stress Coping Skills | 98.82 | 99.00 | 92.00 | 8.61 | -.347 | .516 |
| Ability to relax | 13.03 | 13.00 | 13.00 | 1.94 | -.110 | -.189 |
| Reactivity to stress | 12.88 | 13.00 | 12.00 | 1.96 | .059 | -.013 |
| Ability to assess situation | 14.28 | 15.00 | 15.00 | 2.11 | -.318 | -.401 |
| Self reliance | 14.87 | 15.00 | 16.00 | 2.02 | -.289 | -.517 |
| Pro-active attitude | 15.11 | 15.00 | 14.00 | 2.04 | -.327 | -.683 |
| Resource-fullness | 14.32 | 14.00 | 16.00 | 2.17 | -.178 | -.673 |
| Adaptability & flexibility | 14.28 | 14.00 | 14.00 | 2.04 | -.248 | -.305 |
| **URBAN** |  |  |  |  |  |  |
| Teacher Stress | 137.52 | 136.00 | 136.00 | 14.95 | .547 | .775 |
| Stress Coping Skills | 99.43 | 101.00 | 104.00 | 8.67 | -.290 | -.485 |
| Ability to relax | 13.32 | 13.00 | 14.00 | 2.00 | -.086 | -0.400 |
| Reactivity to stress | 13.00 | 13.00 | 12.00 | 1.89 | .247 | -.175 |
| Ability to assess situation | 14.37 | 14.00 | 14.00 | 1.86 | -.328 | .082 |
| Self reliance | 14.82 | 15.00 | 15.00 | 2.10 | -.198 | -.866 |
| Pro-active attitude | 15.09 | 15.00 | 14.00 | 2.08 | -.466 | -.264 |
| Resourcefulness | 14.54 | 15.00 | 16.00 | 2.22 | -.405 | -.225 |
| Adaptability & flexibility | 14.29 | 14.00 | 15.00 | 2.10 | -.447 | .425 |

TABLE 4.4

**Important statistical constants of the**

**distribution of mean scores of government and private**

**primary school teachers Teacher Stress and Stress Coping Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| **GOVERNMENT** |  |  |  |  |  |  |
| Teacher Stress | 137.62 | 137.00 | 134.00 | 14.27 | .186 | .601 |
| Stress Coping Skills | 98.92 | 100.00 | 104.00 | 9.10 | -.181 | -.417 |
| Ability to relax | 12.99 | 13.00 | 12.00 | 2.06 | -.016 | -.343 |
| Reactivity to stress | 12.85 | 13.00 | 13.00 | 2.04 | .131 | -.167 |
| Ability to assess situation | 14.20 | 14.00 | 14.00 | 2.12 | -.107 | -.558 |
| Self reliance | 14.92 | 15.00 | 16.00 | 2.04 | -.320 | -.942 |
| Pro-active attitude | 15.18 | 15.00 | 14.00 | 2.04 | -.244 | -.721 |
| Resourcefulness | 14.39 | 14.00 | 14.00 | 2.26 | -.263 | -.295 |
| Adaptability & flexibility | 14.08 | 14.00 | 14.00 | 2.16 | -.407 | .361 |
| **PRIVATE** |  |  |  |  |  |  |
| Teacher Stress | 136.16 | 136.00 | 136.00 | 14.91 | .141 | .552 |
| Stress Coping Skills | 99.06 | 99.00 | 104.00 | 8.45 | -.393 | .472 |
| Ability to relax | 13.17 | 13.00 | 14.00 | 1.93 | -.120 | -.219 |
| Reactivity to stress | 12.95 | 13.00 | 12.00 | 1.90 | .111 | -.001 |
| Ability to assess situation | 14.35 | 15.00 | 15.00 | 1.99 | -.423 | -.093 |
| Self reliance | 14.83 | 15.00 | 14.00 | 2.05 | -.235 | -.529 |
| Pro-active attitude | 15.07 | 15.00 | 17.00 | 2.05 | -.423 | -.483 |
| Resourcefulness | 14.39 | 14.00 | 16.00 | 2.16 | -.248 | -.647 |
| Adaptability & flexibility | 14.36 | 14.00 | 14.00 | 2.02 | -.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 selected variables of the study fulfils the properties of a normal distribution.

 The distribution of the scores of the variables such as Teacher Stress, Stress Coping Skills for total sample are graphically plotted, and are given as figure 4-1, 4-2.

EXTENT AND LEVELS OF TEACHER STRESS AND STRESS COPING SKILLS IN TOTAL SAMPLE

 The extent and different levels of Teacher Stress and Stress Coping Skills (High, average and low) for the total sample were examined and details are presented in figure 4.1 and 4.2.



No. of Teachers

Mean = 136.6

SD = 14.74

Mean Stress Coping Skills Score

# Figure 4-1 Histogram of extent and levels of Teacher Stress in total sample

 In this graph, Teacher Stress total score classified in to high- average- and low- levels using mean as a cut of point. The mean Teacher Stress (Total) score + 1 SD is classified as having high and low levels of Teacher Stress. Teachers whose scores fall in between M + 1 SD is considered as having average level of Teacher Stress.



No. of Teachers

Mean Teacher Stress Score

SD = 14.74

Mean = 136.6

Figure 4-2 Histogram of extent and levels of Stress Coping Skills in total sample

 In this graph, Stress Coping Skills total score classified in to high- average- and low- levels using mean as a cut of point. The mean stress coping skill (Total) score + 1SD is classified as having high and low levels Stress Coping Skills. Teachers whose score fall in between M + 1SD is considered as having average level of Stress Coping Skills.

EXTENT AND LEVELS OF TEACHER STRESS AND STERSS COPING SKILLS OF PRIMARY SCHOOL TEACHERS

 The investigator made an attempt to study the extent and levels of Teacher Stress and Stress Coping Skills of primary school teachers. This is done with a view to report how much percent of the teachers (Total) perceived high-, average- and low- levels of Teacher Stress and Stress Coping Skills.

**4.1.2. Extent and levels of Teacher Stress in total sample**

 The extent and different levels of Teacher Stress (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 teachers stress in total sample (Pie diagram)

As per figure 4-3, 12.6% have high Teacher Stress, where 72.4% reported average level of Teacher Stress, low level of Teacher Stress is reported by 15.0% of total teachers.



FIGURE 4-4 Extent and levels of Stress Coping Skills in total sample (pie diagram)

 As per figure 4.4, 19.8% of the teachers have high Stress Coping Skills. Whereas, 19.2% reported that they feel low Stress Coping Skills. But among total sample 61.0% experience average level of Stress Coping Skills.

# 4.2 MAJOR ANALYSIS

TABLE 4.5

Data and results of the test of
mean scores of Teacher Stress and stress coping
skills between male and female primary school teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | MALE | FEMALE | t value | Level of Signi-ficance |
| N1 | M1 | SD | N2 | M2 | SD |
| Teacher Stress | 147 | 138.18 | 15.03 | 353 | 135.89 | 14.58 | 1.57 | NS |
| Stress Coping Skills | 147 | 99.35 | 9.23 | 353 | 98.88 | 8.38 | .53 | NS |
| Ability to relax | 147 | 13.41 | 1.99 | 353 | 13.01 | 1.94 | 2.07 | 0.05 |
| Reactivity to stress | 147 | 13.19 | 1.91 | 353 | 12.80 | 1.94 | 2.10 | 0.05 |
| Ability to assess situation | 147 | 14.09 | 2.09 | 353 | 14.39 | 1.99 | -1.47 | NS |
| Self reliance | 147 | 15.12 | 2.24 | 353 | 14.75 | 1.95 | 1.75 | NS |
| Pro active attitude | 147 | 15.03 | 2.09 | 353 | 15.14 | 2.03 | -.50 | NS |
| Adaptability & flexibility | 147 | 14.16 | 2.19 | 353 | 14.49 | 2.18 | -1.54 | NS |
| Stress Coping Skills | 147 | 14.27 | 2.16 | 353 | 14.29 | 2.02 | -.07 | NS |

NS : Not Significant.

 Table indicates that the mean scores obtained for the male teachers on Teacher Stress and Stress Coping Skills and its components; Ability to Relax, Reactivity to stress, Ability to assess situation, Self reliance, Pro-active attitude, Resourcefulness and Adaptability and Flexibility are 138.18, 99.35, 13.41, 13.19, 14.09, 15.12, 15.03, 14.16 and 14.27 respectively. Mean scores obtained for the female teachers on Teacher Stress, Stress Coping Skills and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self reliance, Pro-active attitude, Resourcefulness and Adaptability and Flexibility are 135.89, 98.88, 13.01, 12.80, 14.39, 14.75, 15.14, 14.49, 14.29 respectively. Standard deviation obtained for above variables for males were 15.03, 9.23, 1.99, 1.91, 2.09, 2.24, 2.09, 2.19 and 2.16 and for females, 14.58, 8.38, 1.94, 1.94, 1.99, 1.95, 2.03, 2.18 and 2.02 respectively. The 't' values are less than the table value 1.96 at 0.05 level of significance (Except 't' values of two components of Stress Coping Skills out of seven). Thus it can be found that there exists no significant difference between the Teacher Stress and Stress Coping Skills of Male and Female teachers, except Ability to relax and reactivity to stress.

Discussion

 The analysis of the above data shows that there is no significant difference between the Teacher Stress and Stress Coping Skills of Male and Female teachers except Ability to relax and reactivity to stress. So it can be concluded that the male and female teachers are almost equal in the case of Teacher Stress and Stress Coping Skills.

TABLE 4.6

Data and results of the test of
mean scores of Teacher Stress and stress coping
skills between Rural and Urban Primary school teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | RURAL | URBAN | t value | Level of Signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Teacher Stress | 335 | 138.32 | 14.34 | 165 | 135.33 | 14.68 | 1.65 | NS |
| Stress Coping Skills | 335 | 98.82 | 8.61 | 165 | 99.43 | 8.67 | -.74 | NS |
| Ability to relax | 335 | 13.03 | 1.94 | 165 | 13.32 | 2.03 | -1.56 | NS |
| Reactivity to stress | 335 | 12.87 | 1.96 | 165 | 13.01 | 1.89 | -.72 | NS |
| Ability to assess situation | 335 | 14.27 | 2.11 | 165 | 14.37 | 1.86 | -.51 | NS |
| Self reliance | 335 | 14.87 | 2.02 | 165 | 14.82 | 2.10 | .22 | NS |
| Pro active attitude | 335 | 15.11 | 2.04 | 165 | 15.09 | 2.08 | .07 | NS |
| Resource-fullness | 335 | 14.32 | 2.17 | 165 | 14.54 | 2.22 | -1.66 | NS |
| Adaptability & flexibility | 335 | 14.23 | 2.04 | 165 | 14.29 | 2.10 | -.07 | NS |

NS : Not Significant.

 As shown in the table 4.6 mean scores obtained for Rural school teachers on Teacher Stress, 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 138.32, 98.82, 13.03, 12.87, 14.27, 14.87, 15.11, 14.32 and 14.23 respectively. Standard deviation obtained for above variables are 14.34, 8.61, 1.94, 1.96, 2.11, 2.02, 2.04, 2.17 and 2.04 respectively. Mean scores obtained for urban school teachers on Teacher Stress, 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 135.33, 99.43, 13.32, 13.01, 14.37, 14.82, 15.09, 14.54 and 14.29 respectively. Standard deviation scores obtained for above variables are 14.68, 8.67, 2.03, 1.89, 1.86, 2.10, 2.08, 2.22, 2.10 respectively. 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 teachers stress and Stress Coping Skills of Rural and Urban school teachers.

Discussion

 The analysis of the above data shows that there is no significant difference between the Teacher Stress 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 Teacher Stress and Stress Coping Skills.

TABLE 4.7

Data and results of the test of mean
scores of Teacher Stress and Stress Coping Skills
between Government and Private Primary School Teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | GOVERNMENT | PRIVATE | t value | Level of Signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Teacher Stress | 138 | 139.05 | 13.54 | 362 | 137.84 | 14.58 | .30 | NS |
| Stress Coping Skills | 138 | 98.92 | 9.10 | 362 | 99.06 | 8.45 | -.15 | NS |
| Ability to relax  | 138 | 12.99 | 2.06 | 362 | 13.17 | 1.93 | -.9 | NS |
| Reactivity to stress  | 138 | 12.85 | 2.04 | 362 | 12.94 | 1.99 | -.48 | NS |
| Ability to assess situation | 138 | 14.20 | 2.12 | 362 | 14.34 | 1.99 | -.68 | NS |
| Self reliance | 138 | 14.92 | 2.04 | 362 | 14.83 | 2.05 | -.45 | NS |
| Pro-active attitude | 138 | 15.18 | 2.04 | 362 | 15.08 | 2.05 | .51 | NS |
| Resource-fullness | 138 | 14.39 | 2.26 | 362 | 14.39 | 2.16 | .01 | NS |
| Adaptability & flexibility | 138 | 14.08 | 2.16 | 362 | 14.36 | 2.01 | -1.32 | NS |

NS : Not Significant.

 Table indicates that the mean scores obtained for the government school teachers on Teacher Stress, 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: 139.05, 98.92, 12.99, 12.85, 14.20, 14.92, 15.18, 14.39 and 14.08 respectively. Standard deviation obtained for above variables are 13.54, 9.10, 2.06, 2.04, 2.12, 2.04, 2.04, 2.26 and 2.16 respectively. Mean scores obtained for the Private school teachers on teachers stress, Stress Coping Skills and its components Ability to relax, Reactivity to stress, Ability to assess situation, Self reliance, Pro-active attitude, Resourcefulness and Adaptability and Flexibility are 137.84, 99.06, 13.17, 12.94, 14.34, 14.83, 15.08,14.39 and 14.36 respectively. Standard deviation obtained for above variables are: 14.58, 8.45, 1.93, 1.90, 1.99, 2.05, 2.05, 2.16 and 2.01 respectively. 't' values obtained for the above variables are .30, -.15, -.9, -.48, -.68, -.45, .51, .01 and –1.32 respectively. The 't' values are less than tabled value. Hence it can be found that there exists no significant difference between Teacher Stress and Stress Coping Skills of Government and Private School teachers.

Discussion

 The mean scores of Teacher Stress and Stress Coping Skills of Government and Private school teachers analysed, it is found that there is no significant difference between the Teacher Stress and Stress Coping Skills of Government and Private teachers. That is the Teacher Stress and Stress Coping Skills of Government and Private teachers are almost equal.

TABLE 4.8

Correlation of Teacher Stress
with Stress Coping Skills (Component
wise and Total) for Primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to relax | -0.01 | -0.22 | 0.08-0.1 | -0.01 | NS |
| Reactivity to stress | -0.14 | -2.64 | 0.24-0.03 | -1.96 | 0.01 |
| Ability to assess situation | -0.08 | -1.76 | 0.16-0.08 | -0.64 | NS |
| Self reliance | -0.09 | -1.99 | 0.17-0.01 | -0.81 | 0.05 |
| Pro-active attitude | -0.11 | -2.01 | 0.33-0.02 | -2.89 | 0.05 |
| Resourcefulness | 0.08 | 1.76 | 0.16-0.08 | 0.64 | NS |
| Adaptability and flexibility | -0.01 | -0.22 | 0.09-0.08 | -0.01 | NS |
| Stress Coping Skills | -0.08 | -1.76 | 0.16-0.08 | -0.64 | NS |

NS : Not Significant

 Table 4.8 shows that there exists significant and negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Reactivity to Stress and total Teacher Stress (0.01 level)

2. Self Reliance and total Teacher Stress (0.05 level)

3. Pro-active Attitude and total teachers stress (0.05 level)

 The sign of 'r' in all the cases is negative except, that of Resourcefulness, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress, and in case of resourcefulness, higher the influence of Stress Coping Skills, higher the influence of Teacher Stress also.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Ability to assess situation, Resourcefulness and Adaptability and Flexibility. The relationship between total Teacher Stress and total Stress Coping Skills is found to be as negligible.

The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the component resourcefulness (0.64) and the lowest is noticed for the components self reliance and proactive attitude, (-2.89).

Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Primary School Teachers.

Correlation coefficient between total Teacher Stress 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 Teacher Stress
with Stress Coping Skills (Component
wise and Total) for Male Primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to relax | -0.01 | -0.12 | 0.05-0.17 | -0.01 | NS |
| Reactivity to stress | -0.12 | -2.29 | 0.22-0.01 | -1.44 | 0.05 |
| Ability to assess situation | -0.07 | -0.83 | 0.09-0.23 | -0.49 | NS |
| Self reliance | -0.18 | -2.11 | 0.01-0.33 | -3.24 | 0.05 |
| Pro-active attitude | -0.04 | -0.48 | 0.12-0.2 | -0.16 | NS |
| Resourcefulness | 0.14 | 2.62 | 0.24-0.03 | 1.96 | 0.01 |
| Adaptability and flexibility | -0.08 | -0.96 | 0.08-0.24 | -0.64 | NS |
| Stress Coping Skills | -0.08 | -0.96 | 0.08-0.24 | -0.64 | NS |

NS : Not Significant

Table 4.9 shows that there exists significant and Negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Reactivity to Stress and total Teacher Stress (0.05 level)

2. Self Reliance and total Teacher Stress (0.05 level)

3. Resourcefulness and total teachers stress (0.01 level)

 The sign of 'r' in all the cases is negative except, that of Resourcefulness, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress, and in case of resourcefulness, higher the influence of Stress Coping Skills, higher the influence of Teacher Stress also.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Ability to assess situation, Pro-active attitude, Adaptability and Flexibility and Flexibility and Total Stress Coping Skills. The relationship between total Teacher Stress and total Stress Coping Skills is found to be as negligible.

The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the component resourcefulness (1.96) and the lowest for components self reliance (-3.24).

Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Primary School Female Teachers.

Correlation coefficient between total Teacher Stress and Stress Coping Skills (Component wise and total) were obtained for Primary school Female teachers and the details are presented in Table 4.10.

TABLE 4.10

Correlation of Teacher Stress
with Stress Coping Skills (Component wise
and Total) for Female Primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance(99%) | Level of Significance |
| Ability to relax | -0.02 | -0.37 | 0.08-0.12 | -0.04 | NS |
| Reactivity to stress | -0.05 | -0.99 | 0.15-0.15 | -0.25 | NS |
| Ability to assess situation | -0.17 | -2.01 | 0.33 | -2.89 | 0.05 |
| Self reliance | -0.02 | -0.37 | 0.08-0.12 | -0.04 | NS |
| Pro-active attitude | -0.09 | -1.67 | 0.02-0.2 | -0.81 | NS |
| Resourcefulness | -0.12 | -2.29 | 0.22-0.01 | -1.44 | 0.05 |
| Adaptability & flexibility | -0.07 | -1.31 | 0.03-0.17 | -0.17 | NS |
| Stress Coping Skills | -0.09 | -1.67 | 0.02-0.2 | -0.81 | NS |

NS : Not Significant

Table 4.10 shows that there exists significant and Negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Reactivity to Stress and total Teacher Stress (0.05 level)

2. Resourcefulness and total Teacher Stress (0.05 level)

 The sign of 'r' in all the cases is negative, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Reactivity to assess situation, Self-reliance, Pro-active Attitude, Adaptability and Flexibility and Stress Coping Skills is to be as negligible.

 The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the components Ability to Relax and Self Reliance (-0.04) and the lowest is noticed for Ability to Assess situation (-2.89).

Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Rural Primary School Teachers.

Correlation coefficient between total Teacher Stress and Stress Coping Skills (Component wise and total) were obtained for Rural Primary school teachers and the details are presented in Table 4.11.

TABLE 4.11

Correlation of Teacher Stress
with Stress Coping Skills (Component wise
and Total) for Rural Primary School Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to relax | -0.01 | -0.18 | 0.09-0.12 | -0.01 | NS |
| Reactivity to stress | -0.04 | -0.73 | 0.07-0.15 | -0.16 | NS |
| Ability to assess situation | -0.20 | -3.72 | 0.28-0.02 | -4.00 | 0.01 |
| Self reliance | -0.03 | -0.55 | 0.07-0.14 | -0.09 | NS |
| Pro-active attitude | -0.11 | -2.09 | 0.210.2 | -2.21 | 0.05 |
| Resourcefulness | -0.01 | -0.18 | 0.09-0.12 | -0.01 | NS |
| Adaptability and flexibility | -0.12 | -2.29 | 0.22-0.01 | -1.44 | 0.05 |
| Stress Coping Skills | -0.08 | -1.45 | 0.03-0.18 | -0.64 | NS |

NS : Not Significant

Table 4.11 shows that there exists significant and Negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Ability to assess situation and total Teacher Stress (0.01 level)

2. Pro-active Attitude and total Teacher Stress (0.05 level)

3. Adaptability and flexibility and total Teacher Stress (0.05 level)

 The sign of 'r' in all the cases is negative, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Reactivity to stress, Self-reliance, Resourcefulness and Stress Coping Skills. The relationship between total Teacher Stress and total Stress Coping Skills is found to be as negligible.

 The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the components Ability to Relax and Resourcefulness (-0.01) and lowest is for the component Ability to Assess situation (-4.00).

Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Urban Primary School Teachers.

Correlation coefficient between total Teacher Stress and Stress Coping Skills (Component wise and total) were obtained for Primary School Urban teachers and the details are presented in Table 4.12.

TABLE 4.12

Correlation of Teacher Stress
with Stress Coping Skills (Component wise
and Total) for Primary School urban teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to relax | 0.01 | 0.13 | 0.16-0.14 | 0.01 | NS |
| Reactivity to stress | -0.03 | -0.38 | 0.12-0.18 | -0.09 | NS |
| Ability to assess situation | -0.04 | -0.51 | 0.04-0.11 | -0.16 | NS |
| Self reliance | -0.15 | -1.92 | 0.01-0.31 | -2.25 | NS |
| Pro-active attitude | -0.13 | -1.63 | 0.03-0.29 | -1.69 | NS |
| Resourcefulness | 0.01 | 0.13 | 0.16–0.14 | -0.01 | NS |
| Adaptability and flexibility | -0.10 | -1.27 | 0.05-0.25 | -1.00 | NS |
| Stress Coping Skills | -0.12 | -1.51 | 0.03-0.27 | -1.44 | NS |

NS : Not Significant

Table 4.12 shows that there exists significant and Negative relationship between total Teacher Stress and total Stress Coping Skills.

 The sign of 'r' in all the cases is negative except that of Ability to Relax and Resourcefulness, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress and in case of positive cases, higher the influence of Stress Coping Skills, higher the influence of teachers stress also.

 The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Reactivity to stress, Ability to assess situation, Self-reliance, Pro-active Attitude, Resourcefulness, Adaptability and Flexibility and Stress Coping Skills total. The relationship between total Teacher Stress and total Stress Coping Skills is found to be negligible.

 The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the components and lowest is noticed for the component self reliance (-2.25).

Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Government Primary School Teachers.

Correlation coefficient between total Teacher Stress and Stress Coping Skills (Component wise and total) were obtained for Primary school Government teachers and the details are presented in Table 4.13.

TABLE 4.13

Correlation of Teacher Stress
with Stress Coping Skills (Component wise
and Total) for Government Primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to Relax | -0.05 | -0.58 | 0.12-0.22 | -0.25 | NS |
| Reactivity to Stress | -0.18 | -2.13 | 0.340.01 | -3.24 | 0.05 |
| Ability to assess Situation | -0.07 | -0.82 | 0.09-0.24 | -0.49 | NS |
| Self Reliance | -0.09 | -1.06 | 0.26-0.08 | -0.81 | NS |
| Pro-active Attitude | -0.18 | -2.13 | -0.340.01 | 03.24 | 0.05 |
| Resourcefulness | -0.14 | -1.43 | 0.03-0.31 | -1.96 | NS |
| Adaptability and Flexibility | -0.15 | -1.72 | 0.02-0.32 | -2.25 | NS |
| Stress Coping Skills | -0.17 | -2.01 | 0.33 | -2.89 | 0.05 |

NS : Not Significant

Table 4.13 shows that there exists significant and Negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Reactivity to Stress and total Teacher Stress (0.05 level)

2. Pro-active Attitude and total teachers stress (0.05 level).

3. Stress Coping Skills and total teachers stress (0.05 level)

 The sign of 'r' in all the cases is negative, which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Reactivity to assess situation, Self-reliance, Resourcefulness and Adaptability and Flexibility. The relationship between total Teacher Stress and Stress Coping Skills is found to be significant.

The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the components Ability to Relax (-0.25) and the lowest is noticed for the components Proactive Attitude and Reactivity to Stress (-3.24).

 Relationship between Teacher Stress (Total) and Stress Coping Skills (component wise and total) for Private Primary School Government Teachers.

Correlation coefficient between total Teacher Stress and Stress Coping Skills (Component wise and total) were obtained for Primary school teachers and the details are presented in Table 4.14.

TABLE 4.14

Correlation of Teacher Stress
with Stress Coping Skills (Component wise
and Total) for Private primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | Coefficient of correlation | Fischers 't' | Confidence interval | Shared Variance (99%) | Level of Significance |
| Ability to relax | 0.01 | 0.19 | 0.11+0.09 | 0.01 | NS |
| Reactivity to stress | -0.07 | -1.33 | 0.03-0.17 | -0.49 | NS |
| Ability to assess situation | -0.12 | -2.29 | 0.22–0.01 | -1.44 | 0.05 |
| Self reliance | -0.06 | -1.14 | 0.04-0.16 | -0.36 | NS |
| Pro-active attitude | -0.14 | -2.62 | 0.24-0.03 | -1.96 | 0.01 |
| Resourcefulness | -0.02 | -0.38 | 0.08-0.12 | -0.04 | NS |
| Adaptability & flexibility | -0.04 | -0.76 | 0.06-0.14 | -0.16 | NS |
| Stress Coping Skills | -0.11 | -2.09 | 0.210.2 | -2.21 | 0.05 |

NS : Not Significant

Table 4.14 shows that there exists significant and Negative relationship between total Teacher Stress and the following Stress Coping Skills.

1. Ability to assess situation and total Teacher Stress (0.05 level)

2. Pro-active Attitude and total teachers stress (0.01 level).

3. Stress Coping Skills and (total) and total teachers stress (0.05 level)

 The sign of 'r' in all the cases is negative, except that of Ability to Relax which indicates that higher the influence of Stress Coping Skills, lower the influence of Teacher Stress, and in case of Ability to Relax, higher the influence of Stress Coping Skills, higher the influence of teachers stress also.

The relationship obtained can be verbally interpreted as: Negligible relationship between total Teacher Stress and Stress Coping Skills like Ability to Relax, Reactivity to Stress, Self-reliance, Resourcefulness and Adaptability and Flexibility. The relationship between total Teacher Stress and Stress Coping Skills is found to be significant.

The 99% confidence interval of 'r' suggest that probability is 0.99, that the population 'r' fall between the limits.

The percentage of variance shared between the variance are also given in the table. This indicates that much percentage of variance of Teacher Stress is attributable to the respective variation in each component of stress coping skill. The highest percentage of shared variance is for the components Ability to Relax (0.01) and lowest is noticed for the Stress Coping Skills (Total) (-2.21).

TABLE 4.15

Comparison of Teacher Stress among 3
levels of Stress Coping Skills (TOTAL SAMPLE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 134.88 | 14.01 | 99 | -.71 |
| Average Stress Coping Skills | 136.05 | 14.75 | 305 |
| High Stress Coping Skills | 134.88 | 14.01 | 99 | -2.42 |
| Low Stress Coping Skills | 139.93 | 15.06 | 96 |
| Average Stress Coping Skills | 136.05 | 14.75 | 305 | -2.21 |
| Low Stress Coping Skills | 139.33 | 15.06 | 96 |

 Table shows that Critical Ratio obtained for high and average group is highest (-.71). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group teachers.

TABLE 4.16

Comparison of Teacher Stress among 3

levels of Stress Coping Skills (TOTAL SAMPLE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 137.38 | 13.39 | 37 | -.25 |
| Average Stress Coping Skills | 138.08 | 15.77 | 79 |
| High Stress Coping Skills | 137.38 | 13.39 | 37 | -.57 |
| Low Stress Coping Skills | 139.39 | 15.31 | 31 |
| Average Stress Coping Skills | 138.08 | 15.77 | 79 | -.40 |
| Low Stress Coping Skills | 139.39 | 15.31 | 31 |

Table shows that Critical Ratio obtained for high and average group is highest (-.25). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

TABLE 4.17

Comparison of Teacher Stress
among 3 levels of Stress Coping Skills (Females)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 133.39 | 14.25 | 62 | -.95 |
| Average Stress Coping Skills | 135.34 | 14.34 | 226 |
| High Stress Coping Skills | 133.39 | 14.25 | 62 | -2.61 |
| Low Stress Coping Skills | 140.18 | 15.05 | 65 |
| Average Stress Coping Skills | 135.34 | 14.34 | 226 | -2.31 |
| Low Stress Coping Skills | 140.18 | 15.05 | 65 |

Table shows that Critical Ratio obtained for high and average group is highest (-.95). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

TABLE 4.18

Comparison of Teacher Stress among 3 levels of Stress Coping Skills (Rural)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 134.67 | 14.02 | 63 | -.48 |
| Average Stress Coping Skills | 135.65 | 14.70 | 215 |
| High Stress Coping Skills | 134.66 | 14.02 | 63 | -1.76 |
| Low Stress Coping Skills | 139.31 | 14.78 | 57 |
| Average Stress Coping Skills | 135.65 | 14.71 | 215 | -1.67 |
| Low Stress Coping Skills | 139.31 | 14.78 | 57 |

Table shows that Critical Ratio obtained for high and average group is highest (-.48). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

TABLE 4.19

Comparison of Teacher Stress
among 3 levels of Stress Coping Skills (Urban)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 135.25 | 14.17 | 36 | -.61 |
| Average Stress Coping Skills | 136.99 | 14.88 | 90 |
| High Stress Coping Skills | 135.25 | 14.17 | 36 | -1.62 |
| Low Stress Coping Skills | 140.82 | 15.61 | 39 |
| Average Stress Coping Skills | 136.99 | 14.89 | 90 | -1.30 |
| Low Stress Coping Skills | 140.82 | 15.61 | 39 |

Table shows that Critical Ratio obtained for high and average group is highest (-.61). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

TABLE 4.20

Comparison of Teacher Stress among 3

levels of Stress Coping Skills (Government)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 136.39 | 11.63 | 28 | .20 |
| Average Stress Coping Skills | 135.85 | 13.35 | 80 |
| High Stress Coping Skills | 136.39 | 11.63 | 28 | -1.83 |
| Low Stress Coping Skills | 143.50 | 17.48 | 30 |
| Average Stress Coping Skills | 135.85 | 13.35 | 80 | -2.17 |
| Low Stress Coping Skills | 143.50 | 17.48 | .30 |

Table shows that Critical Ratio obtained for high and average group is highest (-.0). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

TABLE 4.21

Comparison of Teacher Stress
among 3 levels of Stress Coping Skills (PRIVATE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Stress Coping Skills | 134.28 | 14.87 | 71 | -.90 |
| Average Stress Coping Skills | 136.12 | 15.24 | 225 |
| High Stress Coping Skills | 134.28 | 14.87 | 71 | -1.65 |
| Low Stress Coping Skills | 138.30 | 13.66 | 66 |
| Average Stress Coping Skills | 136.12 | 15.24 | 225 | -1.11 |
| Low Stress Coping Skills | 138.30 | 13.66 | 66 |

Table shows that Critical Ratio obtained for high and average group is highest (-.90). Therefore, these group of teachers have greater Teacher Stress compared to high-low and average-low group.

STRESS COPING SKILLS OF DIFFERENT GROUPS IN DIFFERENT LEVELS OF TEACHER STRESS

TABLE 4.22

Comparison of the Stress Coping
 Skills among 3 levels of Teacher Stress (MALES)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 98.38 | 10.03 | 21 | -.45 |
| Average Teacher Stress | 99.43 | 9.06 | 109 |
| High Teacher Stress | 98.38 | 10.03 | 21 | -.50 |
| Low Teacher Stress | 100.0 | 9.74 | 17 |
| Average Teacher Stress | 99.43 | 9.06 | 109 | -.23 |
| Low Teacher Stress | 100.00 | 9.74 | 17 |

Table shows that Critical Ratio obtained for average-low group is highest (-.25). Therefore, these group of teachers have greater Stress Coping Skills compared to high-average and high-low groups.

TABLE 4.23

Comparison of stress coping
skills among 3 levels of Teacher Stress (FEMALES)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 97.45 | 8.09 | 42 | -1.11 |
| Average Teacher Stress | 98.95 | 8.33 | 253 |
| High Teacher Stress | 97.45 | 8.09 | 42 | -1.29 |
| Low Teacher Stress | 99.64 | 8.78 | 58 |
| Average Teacher Stress | 98.95 | 8.33 | 2.53 | -.54 |
| Low Teacher Stress | 99.64 | 8.78 | 58 |

Table shows that Critical Ratio obtained for average low group is highest
(-.54). Therefore, these group of teachers have greater Stress Coping Skills compared to high-average and high-low groups.

TABLE 4.24

Comparison of Teacher Stress
coping skills among 3 levels of Teacher Stress (RURAL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 96.82 | 8.12 | 39 | -1.53 |
| Average Teacher Stress | 98.98 | 8.62 | 241 |
| High Teacher Stress | 96.82 | 8.12 | 39 | -1.52 |
| Low Teacher Stress | 99.51 | 8.88 | 55 |
| Average Teacher Stress | 98.98 | 8.62 | 241 | -.40 |
| Low Teacher Stress | 99.51 | 8.88 | 55 |

Table shows that Critical Ratio obtained for average- low group is highest (-.40). Therefore, these group of teachers have greater Stress Coping Skills compared to high-average ad high-low Teacher Stress groups.

TABLE 4.25

Comparison of stress coping
skills among 3 levels of Teacher Stress (URBAN)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 99.29 | 9.58 | 24 | -.01 |
| Average Teacher Stress | 99.31 | 8.45 | 121 |
| High Teacher Stress | 99.29 | 9.58 | 24 | -.35 |
| Low Teacher Stress | 100.30 | 9.31 | 20 |
| Average Teacher Stress | 99.31 | 8.45 | 121 | -.44 |
| Low Teacher Stress | 100.30 | 9.31 | 20 |

Table shows that Critical Ratio obtained for high- Average group as highest (-.01). Therefore, these group of teachers have greater Stress Coping Skills compared to high- low and average- low teachers stress groups.

TABLE 4.26

Comparison of stress coping
skills among 3 levels of Teacher Stress (GOVERNMENT)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 95.28 | 9.98 | 18 | -1.79 |
| Average Teacher Stress | 99.74 | 8.50 | 103 |
| High Teacher Stress | 95.28 | 9.98 | 18 | -.71 |
| Low Teacher Stress | 97.82 | 11.05 | 17 |
| Average Teacher Stress | 99.74 | 8.50 | 103 | .68 |
| Low Teacher Stress | 97.82 | 11.05 | 17 |

Table shows that Critical Ratio obtained for Average- low group is highest (.68). Therefore, these group of teachers have greater Stress Coping Skills compared to high-average and high-low Teacher Stress groups.

TABLE 4.27

Comparison of the Stress Coping Skills
among 3 levels of Teacher Stress (PRIVATE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 98.76 | 8.06 | 45 | -.06 |
| Average Teacher Stress | 98.84 | 8.57 | 259 |
| High Teacher Stress | 98.76 | 8.06 | 45 | -.94 |
| Low Teacher Stress | 100.28 | 8.25 | 58 |
| Average Teacher Stress | 98.84 | 8.57 | 259 | -1.19 |
| Low Teacher Stress | 100.28 | 8.25 | 58 |

Table shows that Critical Ratio obtained for high- Average group IS highest (-.06). Therefore, these group of teachers have greater Stress Coping Skills compared to high- low and average- low Teacher Stress groups.

STRESS COPING SKILLS IN DIFFERENT LEVELS OF TEACHER STRESS (TOTAL SAMPLE - COMPONENT WISE)

TABLE 4.28

 Comparison of the components of the stress
coping skills among 3 levels of Teacher Stress (ABILITY TO RELAX)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 13.05 | 2.03 | 63 | -.40 |
| Average Teacher Stress | 13.16 | 1.94 | 362 |
| High Teacher Stress | 13.05 | 2.03 | 63 | .06 |
| Low Teacher Stress | 13.03 | 2.05 | 75 |
| Average Teacher Stress | 13.16 | 1.94 | 362 | .51 |
| Low Teacher Stress | 13.03 | 2.05 | 75 |

 Table shows that Critical Ratio obtained for average- low group is highest (.51) therefore, these group of teachers have greater ability to relax, compared to high- low, and high- average Teacher Stress group.

TABLE 4.29

 Comparison of the components of the stress coping
skills among 3 levels of Teacher Stress (REACTIVITY TO STRESS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High TS | 12.79 | 1.87 | 63 | -.40 |
| Average TS | 12.89 | 1.94 | 362 |
| High TS | 12.79 | 1.87 | 63 | -1.2 |
| Low TS | 13.13 | 2.02 | 75 |
| Average TS | 12.89 | 1.94 | 362 | -.94 |
| Low TS | 13.13 | 2.02 | 75 |

 Table shows that Critical Ratio obtained for high- average group is highest (-.40). Therefore, these group of teachers have greater reactivity to stress, compared to high- low, and average-low Teacher Stress groups.

TABLE 4.30

 Comparison of the components
of the Stress Coping Skills among 3 levels
of Teacher Stress (ABILITY TO ASSESS SITUATION)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 14.14 | 1.86 | 63 | -.55 |
| Average Teacher Stress | 14.28 | 2.10 | 362 |
| High Teacher Stress | 14.14 | 1.86 | 63 | -1.23 |
| Low Teacher Stress | 14.55 | 1.79 | 75 |
| Average Teacher Stress | 14.28 | 2.10 | 362 | -1.12 |
| Low Teacher Stress | 14.54 | 1.79 | 75 |

 Table shows that Critical Ratio obtained for high- average group is highest (-.55). Therefore, these group of teachers have greater ability to assess situation compared to high- low, and average-low Teacher Stress group.

TABLE 4.31

 Comparison of the components of the stress coping
skills among 3 levels of Teacher Stress (SELF RELIANCE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 14.33 | 2.09 | 63 | -2.31 |
| Average Teacher Stress | 14.99 | 1.99 | 362 |
| High Teacher Stress | 14.33 | 2.09 | 63 | -.88 |
| Low Teacher Stress | 14.65 | 2.19 | 75 |
| Average Teacher Stress | 14.97 | 1.99 | 362 | 1.22 |
| Low Teacher Stress | 14.65 | 2.19 | 75 |

 Table shows that Critical Ratio obtained for average- low group is highest (1.22). Therefore, these group of teachers have greater self reliance compared to high- average and high- low Teacher Stress groups.

TABLE 4.32

 Comparison of the components of the stress coping
skills among 3 levels of Teacher Stress (PRO-ACTIVE ATTITUDE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 14.92 | 2.05 | 63 | -.58 |
| Average Teacher Stress | 15.08 | 2.08 | 362 |
| High Teacher Stress | 14.92 | 2.05 | 63 | -1.35 |
| Low Teacher Stress | 15.37 | 1.85 | 75 |
| Average Teacher Stress | 15.08 | 2.08 | 362 | -1.21 |
| Low Teacher Stress | 15.37 | 1.85 | 75 |

 Table shows that Critical Ratio obtained for high- average group is highest (-.58). Therefore, these group of teachers have greater pro-active attitude compared to high- low, and average-low Teacher Stress groups.

TABLE 4.33

 Comparison of the components of the stress coping
skills among 3 levels of Teacher Stress (RESOURCEFULNESS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 14.56 | 2.26 | 63 | .62 |
| Average Teacher Stress | 14.36 | 2.18 | 362 |
| High Teacher Stress | 14.56 | 2.26 | 63 | .48 |
| Low Teacher Stress | 14.37 | 2.19 | 75 |
| Average Teacher Stress | 14.36 | 2.18 | 362 | -.03 |
| Low Teacher Stress | 14.37 | 2.19 | 75 |

 Table shows that Critical Ratio obtained for high- average group is highest (.62). Therefore, these group of teachers have greater resourcefulness compared to high- low, and average-low Teacher Stress groups.

TABLE 4.34

 Comparison of the components
of the Stress Coping Skills among 3 levels of
Teacher Stress (ADAPTABILITY AND FLEXIBILITY)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 14.05 | 2.31 | 63 | -.70 |
| Average Teacher Stress | 14.27 | 2.02 | 362 |
| High Teacher Stress | 14.05 | 2.31 | 63 | -1.37 |
| Low Teacher Stress | 14.56 | 2.05 | 75 |
| Average Teacher Stress | 14.27 | 2.02 | 362 | -1.14 |
| Low Teacher Stress | 14.56 | 2.05 | 75 |

 Table shows that Critical Ratio obtained for high- average group is highest (-.70). Therefore, these group of teachers have greater adaptability and flexibility compared to high- low, and average-low Teacher Stress groups.

TABLE 4.35

 Comparison of the components
of the Stress Coping Skills among 3 levels of
Teacher Stress (STRESS COPING SKILL – TOTAL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels | Mean | S.D | N | Critical ratio |
| High Teacher Stress | 97.76 | 8.71 | 63 | -1.12 |
| Average Teacher Stress | 99.09 | 8.55 | 362 |
| High Teacher Stress | 97.76 | 8.71 | 63 | -1.30 |
| Low Teacher Stress | 99.72 | 8.94 | 75 |
| Average Teacher Stress | 99.09 | 8.55 | 362 | -.56 |
| Low Teacher Stress | 99.72 | 8.94 | 75 |

 Table shows that Critical Ratio obtained for average- low group is highest (-.56). Therefore, these group of teachers have greater Stress Coping Skills compared to high- average, and high- low Teacher Stress groups.

 The analysis of the data helped the investigator to reach the following conclusions. There is no significant difference in the level of the teachers Teacher Stress and Stress Coping Skills among total sample.

 There is no significant relationship between Teacher Stress and Stress Coping Skills with sex and type of management of the school in the opinion of Primary School teachers in Kerala. There is no significant relationship between Teacher Stress and Stress Coping Skills with locale in the opinion of Primary Shool teachers in Kerala.

 The male teachers have more Teacher Stress and Stress Coping Skills compared to that of females. Urban teachers have more Teacher Stress and Stress Coping Skills compared to Teacher Stress and Stress Coping Skills compared to that of rural teachers. The investigator has also found out that Private teachers have more Teacher Stress compared to that of government teachers, and government teachers have more Stress Coping Skills compared to that of Private teachers.

S U M M A R Y

 It is said that, the destiny of a nation is shaped in its classrooms and it is the teacher who a very important instrument in moulding that destiny. To be able to discharge such a big responsibility, it is necessary that the teacher must become conscious of his role towards society and to the nation behaviour indicates his attempt to do his job properly. His personality must reflect characteristics of good citizenship. The teacher himself must be exposed to the concepts of freedom, equalitarianism, dignity of the individual, rights and duties etc. So that he may transmit the same to the younger generation.

 Since the ancient period the teaching profession had emerged supreme dignity and importance in India. In old times, teachers interaction with his students and society was smooth and spontaneous. But dynamic changes has been occurred to the society, nation, and to the world. Modern age is turn to be the age of competitions and intensive ratraces for wealth, power and status. So each and every one of the society, put themselves in to the horrible grasp of stress and strain. Naturally, interaction with such a stressful society, ensures more stressful situations to the teacher who deals with it.

 Because teacher is also a part of the society, he won't be an exemption for the common features of a stressful society. In foreign countries Teacher Stress is turn to be a very familiar term. Now in India, even in Kerala it is not at all seems to be an unfamiliar term. Stories about disruptive pupils, school inspection anxieties, pupil shortages, and abolishment of schools (Especially Primary Schools) are frequently dominate in the news in Kerala also.

 Stress is a reality. Each and every one must have to face with stress in one occasion or other. No occupation is an exemption for this, so is teaching, profession. Stress can be defined as an excess of demands over the individuals ability to meet them (Atkinson, 1999). To a teacher, who is working in a school, as Dunhame (1984) notes, problems my be caused by organizational and curriculum change, problems of role conflict and ambiguity, pressures caused by too much work to be done in too little time, repercussive of head management style, team work difficulties and even communication difficulties. All such situations, in one way or other can cause Teacher Stress.

 There is concrete evidence that teaching is one of the most stressful jobs possible. In a survey assessing the stress levels of various jobs by the Health and Safety Executives (2000) teaching came out top. A report published by Irish psychological Review (2000) states that, 41.5% of primary school teachers reported themselves as 'highly stressed.' A research conducted by the National Union of Teachers (NUT, 1999) found out that 36% of primary school teachers felt the effect of stress all or most of the time.

 Most occupation, in one way or other experience stress. But there are some particular features which appear to make teaching, (especially teaching in primary schools) more pressured and stressed than other professions. Investigator explained thoroughly about that features in coming chapters.

 It is a matter of fact that, professional groups including teachers, does not have a clear idea about how to cope with or tackle Teacher Stress. The coping ability with teacher stress vary from person to person. Majority teachers selects ineffective ways of coping with stress like lighting a cigarette or reach for a fortifying drink or turn to be a workholic etc, and still find themselves stressed.

 The word coping has been used mainly with two meanings – ways of dealing with stress and the effort to master harmful conditions, threat or challenge. Coping strategies can be effective or ineffective. Besides these, there are professional help also and conventional medicines to deal with stress, many of which provide excellent stress relief.

 Teacher Stress is a reality. It adversely affect the personality, morale and working competency of teachers. As an incompetent doctor is dangerous for the physical welfare of the people, so an incompetent teacher is much more dangerous to the nation, since he maims or injures the personalities of the children and crams their very soul. So proper care must be taken to avoid Teacher Stress, and can avoid many of the distresses that often accompany it. Then only we can not only keep Teacher Stress away but also reduce its impact in case we are affected by it.

**NEED AND SIGNIFICANCE OF THE STUDY**

 Teachers personality plays are important role in the smooth functioning of a society. If the teacher does not possess the sound mental health, he cant give proper guidance to the prospective citizens. It is a matter of fact, that, a stress striken teacher may not have sound mental health. And such a psychologically imbalanced teacher can do much harm to the society. His maladjustment not only adversely affect his personality, but also inculcate maladjustment among the children put under his charge.

 As already mentioned, in Kerala also, the term Teacher Stress is not at all an unfamiliar one. So, if Teacher Stress and subsequent distress are so common and it invite far reaching dangerous consequences, we need to make genuine effort to understand Teacher Stress, what causes it, what symptoms or signs they reveal, what impact it brings about in our life, and what we should do to escape from its clutches.

 An attempt therefore is made here to understand what Teacher Stress is, what causes it, and what should one do to keep himself away from the sway of stress.

 A teacher must be a role model for his students. But a teacher disturbed with the Teacher Stress may not be successful in act and behave like a role model. If student imitates a maladjusted teacher it may dangerous. So effective guidance must be imparted to the teachers, about Teacher Stress.

 To escape from the problems arising out of the Teacher Stress factor, teachers may seek asylum in consumption of drugs. This will make the situation more worse, and the career of the teacher and his pupils will get in to a disreputed end. This necessitates a serious study about Teacher Stress and coping methods.

 Because of the influence of the Teacher Stress factors the moral and ethical side of teacher may get weakend. The sexual cases reported against the teachers is not seems to be an odd matter in Kerala nowadays. A person who lost his morality cannot inspire or induce moral or ethical ideas to anybody. Such a teacher may lead the society to dangerous spheres. This underlines the need and significance of a study about teachers stress.

 Enable the student to deal with the life problems in an efficient way is the duty of a teacher. But a teacher who lost the ability to tackle the life problems because of the Teacher Stress, does have the ability to perform these duty is the fundamental question arising here.

 Quoting the words Jone Dewey 'To have an aim is to act'. It is clear that, each person must have an aim, especially for a teacher. But a person, troubled with the problems related to Teacher Stress, may be lost, at least having a vauge idea about the aim. The educational aims are the aims of the nation itself is the considerable thing here.

 Teacher Stress may influence the job satisfaction of a teacher very adversely. And because of this, the quality of his teaching and dedication towards work may tend to decline. Ultimately, this will lead to the low achievement of the students in their academic and non academic level.

 The teacher should be a motivator faciliator and counsellor. But a teacher himself in search of a motivator, faciliator and counsellor for seeking remedy for his Teacher Stress problems may not be able to perform the above mentioned roles successfully. He can't be a friend and guide neither for his students nor for his colleagues. Precisely, a stress striken teacher cannot able to perform his traditional duty, teaching or other noble functions which are proposed for him. This conditions also necessitates a study mentioning about Teacher Stress and its coping methods.

 So, from above mentioned factors, necessitates a study about Teacher Stress and its coping methods, and in order to take sufficient measures to remove the teachers from the diabolic grip of the Teacher Stress factor.

**STATEMENT OF THE PROBLEM**

The present study entitled as "TEACHER STRESS AND STRESS COPING SKILLS OF PRIMARY SCHOOL TEACHERS IN KERALA."

**DEFINITION OF KEY TERMS**

 The key terms in the title of the study are defined below.

***a. Teacher Stress***

 "To a teacher, who is working in a school, problems may be caused by organisational and curriculum change, problems of role conflict and ambiguity, pressure caused by too much work to be done in too little time, repercussions of heads management style, team work difficulties and even communication difficulties. All such situations in one way or other can cause Teacher Stress" (Dunham, 1984).

***b. Primary School teachers***

 Term 'Primary School teachers in the present study means the teachers working in the Primary Schools.

***c. Stress***

 "Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope" (Atkinson, 1999).

***d. Coping Skill***

 The ability to deal with and attempt to overcome problems and difficulties.

**VARIABLES**

 Present study is designed with Teacher Stress and Stress Coping Skills as independent variable and sex, locale and type of management as dependent variables.

**OBJECTIVES**

 The objectives of the study are,

1. To study the extent and nature of relationship between Teacher Stress and Stress Coping Skills of Primary School teachers in Kerala.

2. To compare the level of Teacher Stress and Stress Coping Skills of Male and Female primary school teachers in Kerala.

3. To compare the level of Teacher Stress and Stress Coping Skills of Rural and Urban primary school teachers in Kerala.

4. To compare the level of Teacher Stress and Stress Coping Skills of Government and Private primary school teachers in Kerala.

**HYPOTHESES**

 The hypotheses of the study are:

1. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Primary School teachers in Kerala.

2. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Male and Female primary school teachers in Kerala.

3. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Rural and Urban primary school teachers in Kerala.

4. There will be no significant difference in the Teacher Stress and Stress Coping Skills of Government and Private primary school teachers in Kerala.

**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 the sample due representation is given to the sex, school locale and type of management of schools (Private or Government). The samples drawn from the eight districts of Kerala viz., Thiruvananthapuram, Thrissur, Palakkad, Kannur, Malappuram, Kozhikode, Wynad and Kasaragod.

***Tools Used for the Study***

 Tools used for measuring the variables are the following:

a. Stress Coping Skills Inventory (Bindhu, Gulabi & Aneesh, 2005).

b. Teacher Stress Inventory (Kumar & Kumar, 2001).

**Statistical Techniques Used for Analysis of Data**

 Statistical techniques used for the study are:

1. Primary Analysis.

2. Test of Significance of difference between means to different category.

 The difference in the mean scores of Teacher Stress and that of Stress Coping Skills in the relavant subsamples based on Gender, Locale and Type of Management was tested for significance using the formula.



where, 



 = The mean score on a given statements for the high group.

 = The mean score on the same statement for the law group.

 n = Number of the subject.

**3. Pearsons Product Moment Coefficient of Correlation**

 In order to estimate the extent of relation of Teacher Stress and Stress Coping Skills, the techniques of Pearsons Product Moment Coefficient of correlation was used. The formula for calculating Pearsons Product Moment Coefficient of correlation (r) is given below



where,

 ΣX = Sum of the X scores.

 ΣY = Sum of the Y scores

 ΣX2 = Sum of the squares of X scores.

 ΣY2 = Sum of the squares of Y scores

 ΣXY = Sum of the products of paired X and Y scores

 N = Number of paired scores.

**4. Test of Significance of 'r' using Fischers 't' test**

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



where, r = Obtained coefficient of correlation,

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

**5. 0.01 Confidence of 'r'**

 The confidence interval of 'r' was worked out using the formula.



where r = Co-efficient of correlation

 N = Size of the sample

**6. Shared Variance**

The square of 'r' expressed as a percentage (r2 x 100) gives an idea of the percentage variance that is common for the two variables correlated.

**SCOPE AND LIMITATIONS OF THE STUDY**

 Eventhough the present study "TEACHER STRESS 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 in to this study. They are:

1. The study were not covered all the 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. Thiruvananthauram, Thrissur, Palakkad, Kannur, Malappuram, Kozhikode, Wynad and Kasargod.

3. A number of personality variables and organisational characteristics are seem to be attributes with Teacher Stress. Those variables are not taken in to consideration of the present study.

**MAJOR FINDINGS OF THE STUDY**

 The major findings of the study are the following.

TABLE 1

**Comparison of mean scores
of primary school male and female teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Variables** | **Sex** | **'t' value** | **Level of significance** |
| **(N) Male** | **(N) Female** |
| 1 | Teacher Stress | 147 | 353 | 1.57 | NS |
| 2 | Stress Coping Skills | 147 | 353 | .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 | -.50 | NS |
| 8 | Resourcefulness | 147 | 353 | -1.54 | NS |
| 9 | Adaptability and Flexibility | 147 | 353 | -.07 | NS |

NS: Not Significant.

 From the table 1, it can be concluded that, the mean score of male and female teachers are significant in variables of Ability to Relax, Reactivity to Stress in 0.05 level of significant. But the mean scores of Teacher Stress, Stress Coping Skills and its components ability to assess situation, Self Reliance, Pro-active Attitude, Resourcefulness and Adaptability and Flexibility are not differ significantly.

TABLE 2

**Comparison of mean scores of
rural and urban primary school teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Variables** | **Locale** | **'t' value** | **Level of significance** |
| **Rural (N)** | **Urban(N) z** |
| 1 | Teacher Stress | 335 | 165 | 1.65 | 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 it can be concluded that, the mean scores of rural and urban teachers are not differ significantly because obtained 't' values are not significant at 0.05 level.

TABLE 3

**Comparison of mean scores of
government and private primary school teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Variables** | **Type of Management** | **'t' value** | **Level of significance** |
| **Govt.(N)** | **Pvt.(N)** |
| 1 | Teacher Stress | 138 | 362 | .30 | 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 | -.132 | NS |

NS: Not Significant.

 From the table it can be concluded that, the mean scores of Government and Private teachers are not differ significantly, because obtained 't' values are not significant at 0.05 level.

**Estimation of the extent of relation between Teacher Stress and Stress Coping Skills**

 The relation between Teacher Stress and coping skills for the total sample, subsample and components of Stress Coping Skills.

TABLE 4

**Summary of correlation between
Teacher Stress and Stress Coping Skills (Component wise and total)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Total** | **Male** | **Female** | **Rural** | **Urban** | **Govt.** | **Pvt.** |
| Stress Coping Skills | -0.08 | -0.08 | -0.09 | -0.08 | -0.12 | -0.17 | -0.11 |
| Ability to Relax | -0.01 | -0.01 | -0.02 | -0.01 | 0.01 | -0.05 | 0.01 |
| Reactivity of Stress | -0.14 | -0.12 | -0.05 | -0.04 | -0.03 | -0.18 | -0.07 |
| Ability to assess Situation | -0.08 | -0.07 | -0.17 | -0.20 | -0.04 | -0.07 | -0.12 |
| Self Reliance | -0.09 | -0.18 | -0.02 | -0.03 | -0.15 | -0.09 | -0.06 |
| Pro-active attitude | -0.11 | -0.04 | -0.09 | -0.11 | -0.13 | -0.18 | -0.14 |
| Resourcefulness | -0.08 | -0.14 | -0.12 | -0.01 | 0.01 | -0.14 | -0.02 |
| Adaptability and Flexibility | -0.01 | -0.08 | -0.07 | -0.12 | -0.10 | -0.15 | -0.04 |

 The results showed that negligible but negative relation exists between Teacher Stress and Stress Coping Skills.

 It also found that low but positive relation was there in the components Ability to relax in urban and private sample. In component Resourcefulness, in urban sample.

**TENABILITY OF HYPOTHESES**

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

**Hypothesis I.**  States that there exists no significant difference between Teacher Stress and Stress Coping Skills of primary school teachers. The study revealed that there is no significant difference between Teacher Stress and coping skills of primary school teachers.

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

**Hypothesis III.** States that there will be no significant difference between Urban and Rural primary school teachers Teacher Stress and Stress Coping Skills. The study revealed that there is no significant difference in the mean scores of Urban and Rural teaches in the relation between Teacher Stress and Stress Coping Skills.

**Hypothesis IV.** States that, there will be no significant difference between Government and Private primary school teachers Teacher Stress and Stress Coping Skills. The study found that there is significant difference in the mean scores of Government and Private teachers in the relation between Teacher Stress and Stress Coping Skills.

**EDUCATIONAL IMPLICATIONS**

 The present study helped to find out the opinion of primary school teachers on 'Teacher Stress and Stress Coping Skills.

 The study revealed that there is not much significant difference in the extent and nature of relationship between different categories of teachers on Teacher Stress and Stress Coping Skills. This results shows that, Teacher Stress is prevailing among almost all categories of teachers, and how much important the matter that, imparting an awareness about Teacher Stress and Stress Coping Skills in the teaching field.

 Based on these findings some practical suggestions offered will be helpful to teachers and authorities to understand the importance of Teacher Stress and Stress Coping Skills in primary level.

 The study has confirmed that, the factors Teacher Stress and stress coping has an important place in the field of education, and the well being of the teachers and the students. The study points out that, how severely Teacher Stress affects a teacher and how much importance must be given to Stress Coping Skills also.

 The study revealed the need of minimizing the workload and physical and mental stress of teachers and through this increase the efficiency and capacity of the teacher. This will help teachers to better develop young peoples skills in relation to their knowledge.

 This study revealed that most of the teachers were influenced by the Teacher Stress factor. And they must aware of the need and significance of a thorough awareness and knowledge about the Teacher Stress and Stress Coping Skills in schools and in the field of education.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the present study made the investigator to suggest the following problems for further research.

1. A study of job related stress and Stress Coping Skills of police officers.

2. A comparative study of stress coping behaviour among government and private employees.

3. An indepth study of the effect of the organizational climate and stress on teachers behaviour.

4. The present study can be extended to secondary and higher secondary level also.

5. A study of work related stress and burnout of Advocates.

**BIBLIOGRAPHY**

Admiral, *et al. (*2000). "Effects of student teachers coping behaviour". British Journal of Educational Psychology. 70, 33-52.

Anderson, *et al. (*1999). "The effects of meditation on teacher perceived occupational stress, state and trait anxiety land burnout". School Psychology Quarterly, 14, 3-25.

Atkinson, J.M. (1999). "Coping with stress at work". Harper Collins; New Delhi.

Best, J.W. and Kahn, J.V. (1999). "Research in Education". New Delhi: Prentice Hall of India Pvt. Ltd.

Bhatia, P. and Kumar, A. (2003). "Occupational stress and burnout", Indian Psychological Review, 3, 145-153.

Chinnaswamy, K.P. (1987). "Work stress causes, implications and prevention". In M.B.Buch (Ed.) Fourth Survey of Research in Education. New Delhi: NCERT.

Chorney, L.A. (1998). "Self-defeating beliefs and stress in teachers". Dissertation Abstracts International, 58, 2820.

Cubbin, H. I. (1983). Social Stress and the Family : Advances and Developments in Family Stress Theory and Research. New York : Haworth Press. PP. 7-37.

Dunham, J. (1984). "Stress in teaching". London: Croom Helm.

Dussault, *et al. (*1999). "Professional isolation and occupation stress in teachers". Psychological Reports, 84, 943-946.

Edward Allen. (1969). "Techniques of Attitude Scale Construction", Bombay: Vakils, Feffer and Simon Pvt. Ltd.

Fox, J. (1984). "Linear statistical models and related method with application to social research". New York: John Wiley and Sons.

Garrett, H.E. (1981). "Statistics in Psychology and Education". Delhi: Paragon International Publishers.

Geddes and Grosset. (1996). "Understanding Stress". New Lanark, Scotland: Childrens Leisure Products Ltd.).

Griffith, *et al. (*1999). "An integration of coping strategies associated with job stress in teachers". British Journal of Educational Psychology, 69, 517-531.

Guilford, J.P. (1978). Fundamental statistics in Psychology and Education. New York. McGraw Hill Book Company.

Gupta and Kulkarni, A.V. (2001). "Job satisfaction, job involvement and organizational role stress". Indian Psychological Review Special Issue, 4, 41-46.

Hall, *et al. (*1997). "The effects of human relations training on reported teacher stress". British Journal of Educational Psychology, 67, 483-496.

Harigopal, K. and Kumar, R.R. (1979). "Company satisfaction in relation to certain job attitudes and role stress variables". Indian Psychological Abstract. 17, 42-44.

Harris, C.A. (1999). "The relationship between principal leadership styles and teacher stress on low socio economic urban elementary schools as perceived by teachers". Dissertation Abstracts International, 60, 1911.

Hasnain, N, *et al. (*2000). "Role stress and coping strategies in different occupational groups". Indian Psychological Review, Special Millennium Issue, 4, 53-59.

Indira, B. (1997). "An investigation in to teacher effectiveness in relation to work orientation and stress". Indian Educational Abstract, 4. 7-8.

Jagdish and Srivastava, A.K. (1983). "Perceived role stress and job satisfaction". Perspectives in psychological researches,6, 51-53.

Jones, J.W. (1989). Stress Management in work settings. New York : Praeger, 117-127.

Joseph, K.S. (2003). "Learning to cope with stress and distress". Perspectives in Education, 18, 23-34.

Kinnunen, V. and Leskinen, E. (1989). "Teacher stress during a school year". Journal of Occupational Psychology, 62, 111-122.

Lewis, R. (1999). "Teachers coping with the stress of classroom discipline". Social Psychology of Education, 3, 155-177.

Lynn Mc Donald. (2003). "Hills Theory of Family Stress and Buffer Factors". London: Croom Helm.

Male and May. (1998). "Stress and health, workload and burnout in learning support conditions in colleges of further education". Support for learning, 13, 134-138.

Mishra, K.N. and Punda, K.C. (1996). "Relative influence of teacher training programme on teachers personality, feeling of stress and burn out". Indian Educational Review. 31, 16-17.

Mishra, P.C. and Singh, A.P. (1988). "Occupational Stress, ego strength and job satisfaction as influencing factors of the job involvement of first level industrial supervisors". Indian Psychological Abstracts, 26, 42-46.

Pithers, R.T. and Soden, R. (1998). "Scottish and Australian teacher stress and strain: A comparative study". British Journal of Educational Psychology, 68, 269-279.

Reddy, B.S, Kumar and Srinivas, P.B. (1997). "Efficacy of behavioural programme in managing teacher stress and improving teacher effectiveness". International perspectives, 6-31; NCERT.

Shelly Giedraitis. (2003). "Comparisons of Seyle and Cannon Theories of Stress". London: David and Poser.

Srivastava, A.K. (1983). "Perceived role stress as a function of employees productivity: An alternative conceptualization". Indian Psychological Abstract, 22, 47-50.

Srivastava, A.K. (2003). "Stress among the upper and lower cast college girls". Indian Psychological Review, 3, 114-119.

Srivastava, A.K. and Jagdish. (1988). "Psychological well being as moderator of occupational stress-Job satisfaction relationship". Indian Psychological Abstract, 26, 31-32.

Travers, C. and Cooper. (1997). "Stress in teachings". Directions in Educational Psychology. Wharr, London.

Ushasree, S. (1993). "A study of sources: relations and coping resources of school teachers to stress". Indian Educational Abstract, 2, 9-10.

Van Dick, *et al. (*1999). "Occupational stress and social support: first results of a study among school teachers". Psychologic in Erziechung und Unterricht, 46, 55-64.

Wallace, G.R (1986). Teacher Stress and Self concept. Paper presented at the annual meeting of the American Education Research Association, San Fransisco, CA.

Survey conducted by Scottish council for research in Education. (1993). "Teachers workload and associated stress". British Journal of Educational Psychology, 69, 511-512.

Research conducted by National Union of Teachers. (1999). "Teachers work load and Stress". British Journal of Educational Psychology, 54, 513-520.

Survey conducted by Health and Safety Executives. (2000). "Stress levels of various jobs". British Journal of Educational Psychology, 72, 622-628.

Report published by Irish Psychological Review. (2000). "Stress among teachers. Psychological Reports, 64, 743-742.

A study conducted by University of Sussex. (2000). "The Career Progress of Primary School Teachers". Psychological Reports. 78, 842-843.

**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.

**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 | ⭘ | ⭘ | ⭘ |