

Effect of Coping Strategies among Teachers on the Basis of Male and Female Patterns

Nirupma

Research Scholar

Mewar University, Rajasthan

Dr. Ritu Bhardwaj

Research supervisor

Mewar University, Rajasthan

ABSTRACT:

The rapid and all round development is making the human life more complex and stressful. Behavior under stress has come to occupy prominent place in the present day research. Increasingly stress is being viewed as representing a serious cost for society, both in human and monetary terms. A person's job life where he actively spends about one third of his daily routine seems to be a major source of satisfaction of his various social and psychological needs as well as stress and frustration. It has empirically been established that consistent and high job stress puts impairing effect upon employee's job behavior and, burnout being the most serious one.

Key words: Psychological, harmful, capabilities

INTRODUCTION:

Coping strategies

It is a big fact that any person cannot remain in a continuous state of stress. He had to certainly adopt ways of dealing with stress because stress and burnout put differential effects on job behavior as well as overall physical and mental health of a person. So he adopts various strategies to deal with stress and in turn burnout. The way to deal with stress is known as coping. The psychological definition of coping is the process of managing taxing circumstances, expending effort to solve personal and interpersonal problems, and seeking to master, minimize, reduce or tolerate stress or conflicts.

REVIEW OF LITERATURE:

Moss (2004) divided coping responses into approach and avoidance responses. In general approach coping is problem focused, it reflects cognitive and behavioral efforts to master or resolve life stressors. In contrast avoidance coping tends to be emotion – focused that also reflects cognitive and behavioral attempts to avoid thinking about a stressor and its implications or to manage the effect associated with it.

Agrawal (2001) describes, "Coping refers to behavior by which an individual to deal with stress, and in the process is able to relieve himself of the ill effects of the stressor."

Pareek (2011) suggested dysfunctional modes of coping may be damaging when they prevent essential direct action, but may be extremely useful is helping a person to maintain a sense of well-being. Srivastava and Krishna (1993) revealed that avoidance mode of coping is positively correlated with mental-ill-health. They concluded that frequent uses of avoidance coping strategies by the employees develop severe symptoms of neuroticism among them. On the other hand, dominant use of approach coping strategies generates the feeling of self-confidence and self-satisfaction among the employees.

Rice (2005) comments that coping is aimed at one of two outcomes first, coping may be intended to alter the relationship between self and environment. Problem solving is considered the most-mature direct action, but in some cases escape or avoidance might be used instead. Second, coping must deal with emotions aroused by stress. Therefore, at least part of the coping effort will be directed to manage unpleasant emotions.

According to Agrawal (2001) each coping strategy has its costs and benefits. While problem-focused may be expensive in terms of the time and energy required, the net effective value is greater than that of emotion

focused coping. The latter may initially seem less time and energy consuming but may finally drain a person's coping resources.

In dealing with stress, the choice of coping strategies depends on many influences. Sometimes inner factors – such as person's frame of reference, motives, competencies, or stress tolerance play the dominant role in determining his coping strategies; at other times, environmental conditions – such as social demands and expectations are of primary importance. Any stress reaction reflects the interplay of inner strategies and outer conditions, some more influential than others but all working together to make the individual react in a certain way (Carson and Butcher, 2008).

Whenever a stressful situation is faced, a number of factors influence the course of coping with it. These include the personal resources available, the particular style of coping the person has developed over the years, and specific strategies the person feels most comfortable in using.

Organizational management also designs some coping strategies to eliminate or control organizational-level stressors in order to prevent or reduce job stress for individual employees. These are creation of a supportive organizational climate, enriching jobs, planning and development of career paths and providing counseling, reduction of conflict and clarification of organizational roles, incentives, promotions etc. In sum, in the present era of information, teaching is becoming increasingly challenging and demanding, a work role requiring variety of skills and competencies. This situation calls for the teacher to learn new ways of coping to fulfill requirements of the role. Learning and utilizing appropriate coping styles by a teacher is of utmost importance to himself as well as the society. A teacher with appropriate coping styles not only will be able to maintain his own well being but also will act as a role model for his students, who may follow his coping styles.

RESULT & DISCUSSION:

Table-1

Summary of ANOVA for approach and avoidance coping strategies of male and female teachers

Variables	Sum of squares	Degree of freedom	Mean squares	F-value
Approach coping strategy	901.33	1	901.33	22.10**
Avoidance coping strategy	10836.03	1	10836.03	359.33**

** .01 level of significance

Table-2

Comparison of means & SDs of male and female teachers for use of approach or avoidance coping strategy

Variables	Male		Female	
	M	S.D.	M	S.D.
Approach coping strategy	45.13	8.48	48.59	6.80
Avoidance coping strategy	38.36	7.98	50.38	6.27

Table-1 provides the summary of analysis of variance for approach coping strategy. The analysis reveals a significant effect of sex of the teacher for the relevant measures [$F = 22.10, df = 1, p < 0.01$]. An observation of Table-2 indicates that approach coping strategy were more likely adopted by female teachers [$M=48.59$] as compared to their respective counterparts [$M = 45.13$].

For avoidance coping strategy, the summary of analysis of variance is presented in above table-1. Statistical

analysis indicates that there was a significant difference between male and female teachers on the measure [$F = 359.33$, $df = 1$, $p < 0.01$]. It was found that female teachers employed more avoidance coping strategy [$M = 50.38$] than the comparable group of male teachers [$M = 38.36$] (Table-2).

So it is clear from above results that female teachers prefer avoidance coping strategies over approach coping to deal with stress whereas male teachers prefer approach coping above avoidance coping. Here the results are at 0.01 level of significance so here also null hypothesis is rejected.

CONCLUSION:

To compare the use of approach or avoidance coping strategy between male and female teachers, the data obtained from their responses are analyzed mean; S.D. and F. value are calculated as given in the table-1 and table-2. At the dimension of use of approach or avoidance coping strategy, the F value shows significant relationship indicating that female teachers have high approach or avoidance coping strategy in comparison to male teachers. It is also clear that female teachers prefer avoidance coping strategy above approach coping whereas male teachers prefer approach coping above avoidance coping. These results indicate that this hypothesis is also rejected since the F. value is significant at both levels of significance.

REFERENCES:

1. Akhtar, S., & Vadra, P.P. (1989). "A Study of Extra- Organisational Stress". Paper presented at the National Seminar on Anxiety. Stress and Depression in Modern Life, Patiala, November.
2. Bharathi, Aruna, Reddy, N.V. (2002). "Sources of job stress among primary school teachers". *Journal of Community Guidance and Research*, 19 (2) 247-253.
3. Abel, M. H., & Jomme, S. (2005). "Stress and Burnout in Rural and Urban Secondary School Teachers." *Journal of Educational Research*, 92 (5), 287.
4. Abel, M.H., & Sewell, J. (2001). "Stress and burnout in rural and urban secondary school teachers." *Journal of Educational Research*, 92 (5), 287-293.
5. Desai, T.P. (2012). "Stress and Mental workload: A study in an industrial organisation." *Indian Journal of Industrial Relations*, 28(3), 258-273.
6. Jamal, M., & Vishwantah, V. (2001). "Type A behaviour, Job performance and well-being in college teachers". *International Journal of stress Management*, 8 (3) 231-240.
7. Gerdes, E.P. (1993). "Coping differences between college women and men in China and the United States" *Genetic, Social and General Psychology Monographs*.
8. Kemp, M.A. & Neimeyer, G.J (2012). "Interpersonal Attachment: Experiencing, Expressing and Coping with stress." *Journal of Counselling Psychology*, 46 (3), 388-394.
9. Parasuraman, S., & Cleek, M.A. (1984). "Coping behaviours and managers' affective reactions to role stressors." *Journal of Vocational Behaviour*, 24, 179-193.
10. Singh B. (2010). "Job stress, burnout and coping strategies among teacher on the basis of sex, cadre and behaviour pattern." M.Phil. Dissertation, C.C.S. University, Meerut
11. Upadhyay, B., & Singh, B. (2001). "Occupational Stress among college and school teachers". *Psycho-Lingua*. 31(1), 49-52.
12. Traver, C.J. & Copper, C.L. (1996). "Teacher under Pressure Stress in the teaching profession" London: Routledge.
13. Yarnold, P. R. & Grimm, L.G. (2007). "Time urgency among coronary-prone individuals." *Journal of Abnormal Psychology*, 91, 175-177.