



## COPING STYLES AMONG HIGH SCHOOL TEACHERS

### Psychology

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### ABSTRACT

An attempt was made in the present investigation is **Aim:** coping styles among high school teachers. **Objective:** To study the differences between gender and stream on coping styles among high school teachers. **Sample:** Sample of the present study consists of 120 high school teachers in Warangal district of Telangana State. **Tool:** Coping Styles scale developed by Sreenivas and Kumar (1999) was used. **Conclusion:** Results revealed significant differences between gender (male & female) and stream (Languages / Non- Languages) with regard to coping styles.

### KEYWORDS

Gender, Stream, Coping Styles and High School Teachers.

### INTRODUCTION

Education is the root cause of civilization and teacher is the key stone of this process. Teachers are those persons who regularly instruct pupils. S/he is the pivot around which not only teaching learning process revolves but also its impact may be seen in national development. If the teacher is not satisfied with his/her job, s/he cannot perform his/her duty satisfactorily. Attitude, interest and behaviors are observable events in the lives of teachers. Satisfaction is the basic requirement of any profession. As the teacher is the main stack holder and architect of teaching learning process, he/she must be satisfied in his/her job. In any educational setting, the goals and objectives can be achieved only if teachers are satisfied with their job. Job satisfaction not only increases efficiency but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitudes, morale and absenteeism and production level. Several studies suggest that job satisfactions of teachers are positively related with performance of the students.

Teaching is a one of the most renowned professions in Indian scenario and teachers are more responsible to determine to characteristics of not only students but characteristic of a nation also. It has been observed students frequently accept to their teacher as a role model. Hence students usually try to copy their every single act, wheatear it is healthy or unhealthy because school children are not able to judge. A healthy coping style plays a key role to determine the characteristic of a good teacher.

Coping is an interesting area of research in psychology in all the branches such as health psychology, environmental psychology spreading into the areas of medicine, anthropology and sociology. Definition, meaning and classification of coping strategies will provide a better understanding of what the seemingly immense area is about.

Ways of Coping is used to denote the "way of dealing with stress or effort to master the condition of harm, threat, or challenges when routine or automatic response is not readily available" (Lazarus, 1974). Weiten and Lloyd (2008) defined three broad types of coping strategies:

- Appraisal-focused: Directed towards challenging one's own assumptions, adaptive cognitive
- Problem-focused: Directed towards reducing or eliminating a stressor, adaptive behavioral.
- Emotion-focused: Directed towards changing one's own emotional reaction.

### Review Of Literature

Einar Skaalvik & Sidsel Skaalvik (2015) explored job satisfaction, work-related stress, consequences of stress, and coping strategies among Norwegian teachers.

The respondents reported high job satisfaction but also severe stress and exhaustion. Teachers of different ages or at different stages in their careers reported the same sources of job satisfaction and stress. However, coping strategies and consequences differed with age among the respondents.

Pallavi Shukla et al., (2016) investigated the coping style of school teachers. Mean age of male teachers was (43.68) significantly higher than female teachers (37.05). Study reveals there was significant difference in several areas of coping style but there was no significant found on broad level in coping of male female teachers. In conclusion it can be said that female teachers are better than male teachers in coping strategies but they do not differ significantly from male teachers. Study also suggests that there is a need to provide proper conducive environment and support to teachers to improve their coping strategies.

Prasad, Rajesh Vaidya and Anil Kumar (2016) studied the men and women CBSE affiliated school teachers was carried out to assess the occupational stress, coping strategies and its effect on teacher performance. The Alpha value is 0.81 and 0.71 and 0.80 for Women and Men respectively; whereas and the C-Alpha values ranged from 0.70 to 0.82 for Women and from 0.68-0.87 for Men for all the nine independent factors, and one dependent factor. Health-wise, some teachers developed chronic leg pains due to mild varicose vein disorders may be because of continuous standing while teaching, and we observed statistically significant differences with relation to among Women and Men on occupational stress, coping strategies and effect on performance.

Tan (2017) found that male teachers were found to employ negative coping strategies more than female counterparts. Additionally, gender, age, year and part-time/full-time status were found to be significant predictors of stress.

Osagie Constance Iyore (2018) conducted a study on stressors, effects and coping strategies among teachers in secondary schools. The result showed that stress is a cankerworm that emanates from work overload, crowded class conditions, poor working conditions, lack of social support and lack of teaching accessories among others. Based on findings, was concluded that stress lessens teachers' quality of instructional delivery, lowers teachers' morale, job satisfaction, job performance and increases attrition among teachers. Hence, it was recommended that teachers in always endeavour to manage stress by getting emotional support from others such as more experience teachers who could give them directives on how to manage the current challenges they are facing at school.

Syed Nsir Hussain, Asia Zulfqar and Fakhra Aziz (2019) examined the stress coping strategies and approaches used by the school teachers in respect to their perceived level of stress. Female teachers reported more stress than male teachers. 'Turning to religion', 'positive reinterpretation' and 'planning' to actively solve the problem are the mostly used coping strategies. The majority of respondents used problem-oriented and emotion-oriented strategies. Further, it was found that as the level of stress increased, teachers tend towards use of problem and emotion-oriented approaches than avoidance and social-support approaches.

Peter MacIntyre, Tammy Gregersen and Sarah Mercer (2020) who also found significant difference between Languages / Non-Languages high school teachers would differ significantly in their coping styles.

**Need And Significance Of The Study**

Several studies were conducted by the researchers in the areas of coping resources in various environments on different population. However, there are very limited studies available with the combination of language and non-languages high school teacher's population. Therefore, the researcher is interested to know the contribution of gender and stream on coping styles among language and non-language high school teachers. The language teachers are Telugu, Hindi and English Teachers. The non-language teachers are mathematics, physical science, biological science and social studies teachers. Therefore, the study is aimed at investigating coping styles among high school teachers.

**Methodology**

**Objective:**

1. To find out the differences in coping styles among high school teachers based on gender and stream.

**Hypotheses:**

1. Male and female would differ significantly in their coping styles among high school teachers.
2. Language and Non-Language high school teachers would differ significantly in their coping styles.

**Sample:**

Sample for the present study consists of 120 high school teachers in Warangal district of Telangana State. The subjects were in the age group of 25-58 years selected and using stratified random sampling method.

**Variables Studied:**

*Dependent Variable*  
1. Coping styles

*Independent Variables*

1. Gender
2. Stream

Tool: Assessment of Coping Styles: Coping Styles of the subjects would be assessed by using coping Styles scale developed by Sreenivas and Kumar (1999). It consists of 40 statements divided into three components. Appraisal focused (12 items), Emotion focused (13 items) and Problem focused (15 Items). The reliability of the instrument was established test-retest method and it is 0.86.

**Statistical Analysis:**

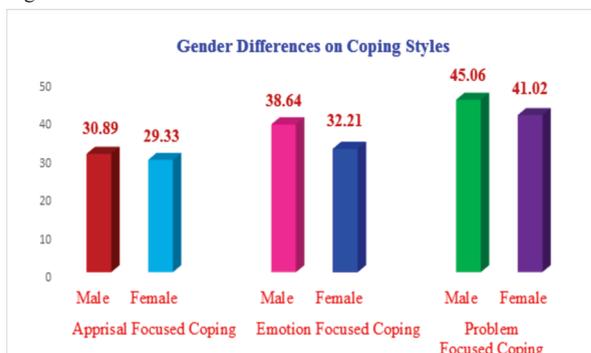
The obtained data were subjected to statistical analysis such as Means, SDs, and 't' tests were used.

**RESULTS AND DISCUSSION:**

**Table-I: Means, SD's and 't' values for the coping styles (components wise) scores of male and female high school teachers.**

Components	Gender	Mean	SD	t-values
Appraisal Focused Coping	Male	30.89	6.52	1.35 @
	Female	29.33	6.27	
Emotion Focused Coping	Male	38.64	5.12	3.68 **
	Female	32.21	6.10	
Problem Focused Coping	Male	45.06	9.46	2.11 *
	Female	41.02	8.80	

Note: \*\*- Significant at 0.01 level \*- Significant at 0.05 level @- Not Significant



**Fig-1:** Graphical Representation for Coping styles based on Gender.

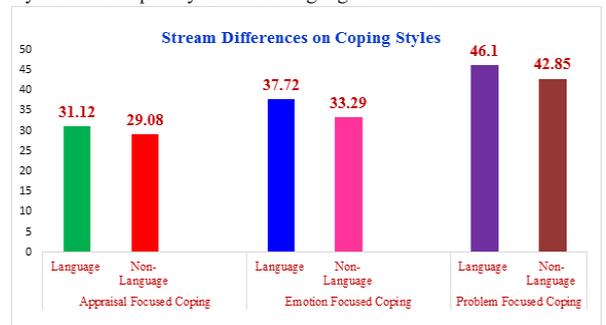
Table-1 shows 't' values of 3.68 and 2.11 reveals that there are significant differences between male and female with regard to their emotion focused and problem focused coping styles. While, insignificant 't' value is 1.35 indicates that there is no significant difference between male and female with regard to their appraisal focused coping style. It is proved that when comparisons with mean scores males have used emotion- focused and problem focused coping styles more frequently than females.

**Table-II: Means, SD's and 't' Values For The Coping Styles (components Wise) Scores Of Language And Non-language High School Teachers.**

Areas	Stream	Mean	SD	t-value
Appraisal Focused Coping	Language	31.12	5.62	4.52 **
	Non-Language	29.08	5.89	
Emotion Focused Coping	Language	37.72	6.52	3.15 **
	Non-Language	33.29	5.90	
Problem Focused Coping	Language	46.10	7.28	2.19 *
	Non-Language	42.85	9.30	

Note: \*\*- Significant at 0.01 level \*- Significant at 0.05 level

It is evident from table-II that the obtained 't' values of 4.52, 3.15 and 2.19 reveals that there are significant differences between language and non-language teachers with regard to their appraisal focused, emotion focused and problem focused coping styles. It is proved that when comparison with mean scores high teachers of language have used appraisal focused, emotion focused and problem focused coping styles more frequently than non-language teachers.



**Fig-2:** Graphical Representation For Coping Styles Based On Stream.

**DISCUSSION**

The first hypothesis stated that *male and female would differ significantly in their coping styles among high school teachers*. The 't' values for gender differences to emotion focused and problem focused coping styles. The other component is not significant. Hence, hypothesis-1 is partially accepted by the results in this study. Male teachers have used more frequently emotion focused and problem focused coping styles than female.

Emotion-focused coping style includes responses whose primary function is to manage the emotions aroused by stressors and thereby to maintain affective equilibrium. They involve affective regulation, resigned acceptance and emotional discharge. Here the individual manages stress by controlling their emotions, accepting the reality and thinking that nothing can be done, discharging emotions, expressing what one wants to say without any excuses, crying when sad, showing others how one cares, able to tell people when hurt, actively pursuing happiness, admitting when afraid of something, expressing feelings clearly like joy or sadness and laughing whole heartedly etc.

Personal resources such as intelligence, socioeconomic status, health and family status, as well as psychological traits, such as optimism, mastery or locus of control, self-efficacy, self-esteem, and social support, can help the person in his/her efforts to cope with stress. Resources can assist in choosing and implementing problem-focused strategies, thus helping to manage or remove the stressor so that emotion-focused strategies are not necessary.

This finding is corroborated with earlier researchers of Prasad, Rajesh Vaidya and Anil Kumar (2016) who found significant differences between male and female in their coping styles.

The second hypothesis stated that *language and non-language high*

school teachers would differ significantly in their coping styles. 't' values for stream significant difference in the coping styles (all components). Hence, hypothesis-2 is accepted as warranted by the results.

The teachers teaching non-language subjects were no longer able to work the long hours that the heavy workload required. Some of the senior teachers responded by lowering their ambitions and working fewer hours at home to prepare to teach. After school hours, they used more time to exercise or relax. Nevertheless, they reported strong indications of exhaustion and even symptoms of burnout. In addition to reducing the amount of work done to prepare to teach, they also used sick leave as a survival strategy. Other senior teachers were not able or willing to lower their ambitions. However, they were no longer able to work long hours preparing their teaching and therefore were not able to meet their own expectations for their teaching.

This finding is corroborated with earlier researchers of Peter MacIntyre, Tammy Gregersen and Sarah Mercer (2020) who also found significant difference between Languages / Non-Languages high school teachers would differ significantly in their coping styles.

### CONCLUSIONS

1. Male high school teachers have more frequently used emotion focused and problem focused coping styles than female teachers.
2. There are no significant differences between male and female in the component of appraisal focused coping style.
3. Language high school teachers have used more frequently appraisal focused, emotion focused and problem focused coping styles than non-language high school teachers.

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