Chapter-II

Review of Related Literature

An attempt is made to critically review the literature of the past research work in relevance to the present study. Some important and relevant studies on stress and coping strategies among school teachers and also the studies relating to work related variables to occupational stress and coping ability were presented as follows. The findings of the previous studies are presented into two broad categories (1) Review of Literature: Abroad and (2) Review of Literature: Indian.

2.1 Review of Literature: (Abroad)

Furnham (1987) found that difficulties associated with classroom instructional and management demands were perceived by the majority of teachers to be the most stressful aspects of their work. Also problems associated with time management most clearly differentiated between teachers when compared on the basis of sex, qualifications and years of experience.

Seidman and Zager (1991) in their study found that many physical and psychological problems were related to teacher burnout factor. Furthermore, the data showed that certain maladaptive coping mechanisms, e.g., excessive alcohol consumption were associated with higher teacher burnout, while adaptive coping strategies, e.g., hobbies were related to
lower burnout levels among school teachers. An association was also revealed between certain demographic factors, e.g., gender and coping behaviour.

**El-Darda (1998)** found that teachers' use of coping strategies with psychological stress was high on the problem solving, self-control and religious dimension strategies. However, it was low on recreation and physical exercise strategies. In general, the teachers' use of coping strategies with psychological stress which may be attributed to sex variable, place of work variable, experience variable.

**Ramon (1999)** in his study indicates that teachers who report more stress are those most interested in empowering their students in the decision-making process. Associated with increased concern is a greater use of worry, self-blame, tension reduction, wishful thinking and keep-to-self. The most concern teachers also express a greater tendency to get sick as a result of the stress. The data suggest need for professional development curricular for teachers to assist them in effectively sharing power with students and in reflecting upon a range of more productive coping strategies.

**Neves de Jesus and Conboy (2001)** found out that there was a significant decrease in teacher’s irrational beliefs and professional distress, as well as an increase in professional motivation and the perception of
wellbeing after the teachers participated in 30 hour programme on stress management course that was prepared and implemented in an attempt to reduce teacher stress.

Arikewuyo (2004) in the study of stress management strategies of secondary school teachers in Nigeria found out that teachers frequently used the active behavioural and inactive (escape) strategies in managing stress. Whenever the teacher is stressed he/she consoles himself/herself with the fact that work is not everything and, therefore, feels less stressed.

Soyibo (2006) in his study reported that difficulty in obtaining science teaching equipment was perceived as the most stressful factor by the teachers. There were no significant differences in the degrees of stress experienced by the teachers based on their gender, school location, teaching experience and subjects taught.

Brundage (2007) in his study found that foreign EFL teachers report moderate levels of stress and attribute stresses in roughly equal measures to student misbehavior and school director/administrative sources. Survey results also suggested primary coping mechanisms include drinking alcohol, sports, conversation with friends, hobbies including watching TV and movies and listening to music.

Skaalvik and Skaalvik (2007) in their articles reported that student behaviour is another factor contributing to teacher burnout. This article
describes an experimental study that evaluated the impact of a school-based and collaboratively implemented stress management programme on teachers’ emotional exhaustion, depersonalization and personal accomplishment perception.

Reung (2009) found that majority of participants reported fair to very low satisfaction with the teaching career and 38.6 per cent had experienced strong mal adaptive stress due to vocational strain but coping resource was limited with most deficits on rational and cognitive coping.

Mundia (2010) found that the extent to which Brunei trainee teachers used the task-oriented, emotion-oriented and avoidance-oriented coping strategies when in stressful conditions. Overall the task-oriented strategy was the most used coping method followed by the emotion-oriented style. The coping strategies were found to be distinct ways of reacting to and relieving stress according to the Brunei sample.

Chih-Lun (Vicky) Hung (2011) found that (a) primary teachers perceived that their teacher surplus-related stress primarily derived from increases in their teaching loads and perceived that denial of their need for coping strategies was one of the most commonly used coping strategies; (b) teachers who were aged under 30 with fewer than 5 years of teaching experience were the most stressed, and (c) there was a significant relationship between stress-related surplus and coping strategies.
Lewis et al. (2011) reported that coping strategies play an important role in mediating the relationship teachers’ concern about misbehaviour and the use of classroom management techniques.

Al Alghaswyneh (2012) found that 95 per cent of Tawjihi teachers revealed their work as a Tawjihi teacher was extremely to mildly stressful. Regarding coping strategies Tawjihi teachers tend to use indirect actions more often than direct actions, they revealed the actions they desire schools and the MOE to take to help them reduce stress.

Antonion, Ploumpi and Ntalla (2013) in their research found out teachers of primary education experience higher levels of stress compared to teachers of secondary education. Female teachers experience more stress and lower personal accomplishment than men. Rational coping behaviors are a resource which help teachers overcome work related stressors and burnout and achieve their valued outcomes with students, while avoidance coping predicted high level of stress and burnout.

Ekyndayo and Kalawole (2013) found that poor working conditions, poor relations with super-ordinates and late payment of teachers’ salary were major sources of stress among teachers. The study also revealed that organizing one’s time effectively is the main strategy of coping with stress among the teachers.
2.2 **Review of Literature: Indian**

*Kalker (1984)* found that poor public image of teachers and education; role related distress and lack of support all leads to teacher stress, causes, symptoms and consequences of this problem are examined. Specific problem solving and prevention techniques are identified.

*Capalan, Naidu and Tripathi (1984)* examined how patterns of coping and defence as well as their main effects influence well-being among 207 university students. Their study suggested that coping may buffer the effects of stressors on well-being only when stressors are subjectively controllable.

*Sen (1987)* studied the personal and organizational correlates to role stress and coping strategies among bank employees. The defensive style of coping was found to be the most common, followed by the “introspective” style and then the “imperative” style. No sex differences were found in coping styles. A tendency was found for those with higher income to solve problems by their own efforts, probably because of the power and authority conferred by higher paying positions.

*Sahu and Mishra (1995)* explored the life stress and coping styles in teachers. The males used emotion-focused coping as well as problem-focused coping, while females used only emotion-focused coping.
Mathur (1997) found that college teachers experience minimum role stress in comparison to doctors, school teachers and bank employees.

Upadyaya et al. (2001) compared the occupational stress levels experienced by college teachers and higher secondary school teachers. Results revealed that significant differences between the two groups of variables related to role overload, role ambiguity and responsibility.

Khan et al. (2005) conducted a study on coping strategies among male and female teachers with high and low job strain. The results of the present study indicate that both male and female teachers used the same strategies to cope with job strain. Significant difference was not found to exist between the male and female teachers on different types of coping strategies except use of humour. Teachers have adopted a range of coping strategies most tend to be functional or active and some are dysfunctional or passive (i.e. self-distraction and use of humour).

Giri and Nageshwara (2007) found that gender, locality and age play an important role in causing stress. Female teachers were more stressful than male teachers. Teachers below 40 years of age were more stressful that the ones above 40 years of age and teachers with below 15 years of teaching experience were found to be more stressful than teachers with above 15 years of experience in teaching.
Chaturvedi and Purushothaman (2009) found that marital status, age and experience were found to be significant determinants of stress coping, whereas the scores did not differ significantly on the basis of level of teaching. Marital teachers in the age range of 40-60 years with higher experience can cope better with job stress than their counterparts.

Syryalatha and Indhumathi (2012) found that stress is due to several problems that teachers face as an individual. Problems may be connected with physical, health, financial or economic matters, psychological and related to interaction in social and familial setting of course these aspects are somewhat independent and interactive in nature and also considered physiological, emotional, cognitive and behavioural.

Raju (2012) found out that variables like gender, age, experience and marital status differed significantly. Teachers stress is influenced by age, more experience teachers have less stress, both male and female teachers experience moderate stress and unmarried teachers have more stress.

2.3 Conclusion

From all these studies, it can be concluded that individuals do experience stress of different levels (Raju, 2012). In some situation, women experience most stress than men and vice-versa (Antonion et al., 2013; Giri and Nageshwara, 2007). Most studies reveal that individual with lesser experience, experience more stress as compared to the individual with
more service years (Chih Lun and Hung, 2011; Uday and Nageshwara, 2007). Some studies point out that younger age group is more susceptible to stress due to lack of experience and older age group experience stress due to increase in the responsibilities (Chih Lun and Hung, 2011; Uday and Nageshwara, 2007). Some studies also point out that teachers experience low stress as compared to other professionals (Pareek and Mehta, 1997). The studies also explore different stress management techniques to reduce or minimize stress (Zager, 1991; Eldarda, 1998; Arikewuyo, 2004) gender of individuals has no significant difference on the use of stress management strategies (Sen, 1987).