"Schizophrenic subjects have an unusually high self-concept which, of course, represents an unrealistic self-appraisal."

- Kamano.
The purpose of this investigation was to assess the effects of coping resources to stress-strain. The purpose was also to study the relationship of stress, strain and coping with personality (self-concept) and background (sex, teaching experience in years) variates. After detailed data analysis and discussion, a new pattern of relationship among different variables came to light. According to this pattern, physical environment was the strongest stressor elevating all the four types of strain i.e. vocational, psychological, interpersonal and physical strain. All the four coping strategies were not very effective for this stressor, rather rational/cognitive coping has a positive effect upon physical environment. Physical environment stressor was getting feedback from vocational, interpersonal and physical strain. Therefore it may be said that teachers are experiencing stress due to physical environment, which is a source of stress. Their reasoning and cognitive powers help in increasing this stressor and they incur various types of strain in the job situation. The vocational problems, distortion in interpersonal relationship, and the problems related to health (headache, sleeplessness, blood pressure etc.) compel the teachers to face the stressor related to physical environment.
FIG. (6.1) LINEAR RELATIONSHIP OF VOCATIONAL STRAIN (CRITERIAN VARIABLE) TO DIFFERENT STRESS AND COPING STRATEGIES (PREDICTORS).
In the strain measures, vocational strain is the strongest strain faced by the university teachers (fig. VI.1). Role insufficiency, responsibility and physical environment stressors are leading the teachers to vocational strain (VS), and in turn, this VS is giving feedback to role insufficiency, role boundary, responsibility and physical environment. Social support and rational cognitive coping are minimizing the effect of vocational strain on the one hand and on the other hand social support is minimizing the stress due to role insufficiency, role boundary and role overload. As the role overload stress increases, teachers try to cope it up with involving more and more in recreational activities, but all in vain. Rational/cognitive coping is mitigating the effect of overload. Teaching experience is also minimizing the vocational strain.

Role insufficiency (RI), responsibility and physical environment have reciprocal relationship with vocational strain. But vocational strain i.e. problems of quality and output in the job, is triggering off role overload role boundary stressor. In Osipow and Davis study (1988) vocational strain was attributable primarily to role overload but similar to the results of the present study they found social support an effective coping strategy, reducing the impact of vocational strain.

The psychological problems related to adjustment, attitude are increasing among teachers in the job situation
FIG. (6.2) LINEAR RELATIONSHIP OF PSY. STRAIN TO DIFFERENT STRESSORS AND COPING STRATEGIES.
due to insufficiency, ambiguity, responsibility and physical environment stressors. Osipow and Davis (1988) found role overload, ambiguity and role boundary stressors contributing to psychological strain and social support and self-care reducing psychological strain. In the present study, self-care coping is reducing psychological strain, and low self-concept is showing negative relationship with psychological strain, which means, low self-concept is also elevating psychological strain. In turn, psychological strain is triggering off ambiguity, and responsibility stressors.

Social support is minimizing the effect of ambiguity, insufficiency and role boundary. Rational/cognitive coping is also reducing the effect of insufficiency and ambiguity (fig. VI.2).

Interpersonal strain is seen among the teachers due to role boundary and physical environment. This distortion of interpersonal relationship is increasing due to role overload, role boundary and physical environment stressors (fig. VI.3). Pestonjee (1982) found that individuals who are able to maintain close interpersonal relationships with family and friends are less stress prone. Osipow and Davis's (1988) study reported role overload, role boundary and responsibility stressors as good predictors of interpersonal strain but according to the present study role boundary and physical environment are the significant predictors of interpersonal strain. Interpersonal strain is predicting
FIG. (6.3) LINEAR RELATIONSHIP OF INTERPERSONAL STRAIN TO DIFFERENT STRESSORS AND COPING STRATEGIES.
FIG. 6.4 LINEAR RELATIONSHIP OF PHYSICAL STRAIN TO DIFFERENT STRESSORS AND COPING STRATEGIES.
role boundary stressor. Osipow and Davis (1988) reported self care as an effective coping for interpersonal strain. But for this specific sample not a single coping strategy was proved effective for role insufficiency.

Role insufficiency, responsibility and physical environment stressors are the cause of various health related problems, sleeplessness and irregular food habits (PHS) among teachers. In turn, these physical strain-giving feedback to role insufficiency and physical environment. Surprisingly, rational/cognitive coping, instead of reducing, showing incremental effects upon responsibility and physical environment stressor. Rather, it can be said that as increased responsibility and physical environment are becoming stressful, teachers are using more and more cognitive powers in their efforts to cope with these stressors. Self care coping is helpful and effective in reducing health related problems (fig. VI.4).

From these analyses we can begin to identify some of the antecedents of the various forms of personal strain and the degree to which the coping mechanisms are successful in reducing strain. All the coping resources were not effective in reducing the global strain, and as predicted, use of high and low levels of coping strategies made significant differences in the direction of the stress and strain among different groups. High and low recreation groups differed significantly in role insufficiency, role
Figure - VI.5
Main Effects

I.V.          D.V.

SELF CONCEPT  Sig. Main Effect 'F'

RECREATION  
COPING        Psy < 0.01
STRATEGY

SELF CARE    R1 < 0.01
COPING       RA < 0.01

SOCIAL       RB < 0.01
SUPPORT      R0 < 0.01

RATIONAL      R1 < 0.01
/               RA < 0.01
COGNITIVE     RB < 0.01

SEX           R < 0.01

TEACHING      R < 0.01
EXPERIENCE    VS < 0.01

Psy < 0.01

PhS
Figure - VI.6

Interaction Effects

<table>
<thead>
<tr>
<th>I.V.</th>
<th>D.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE X Sex</td>
<td>Psy &lt; 0.0</td>
</tr>
<tr>
<td>Self Care X Sex</td>
<td>R &lt; 0.01 VS &lt; 0.01</td>
</tr>
<tr>
<td>Social Support X SEX</td>
<td>R0 &lt; 0.01 R &lt; 0.01 RE &lt; 0.01 VS &lt; 0.05</td>
</tr>
<tr>
<td>RE X T.E.</td>
<td>R1 &lt; 0.05 RA &lt; 0.01 RB &lt; 0.01 PE &lt; 0.01 VS &lt; 0.01</td>
</tr>
<tr>
<td>SC X T.E.</td>
<td>VS &lt; 0.05</td>
</tr>
<tr>
<td>SS X T.E.</td>
<td>R &lt; 0.05 VS &lt; 0.05</td>
</tr>
<tr>
<td>Self C. X T.E.</td>
<td>PHS &lt; 0.01</td>
</tr>
<tr>
<td>T.E. X Sex</td>
<td>RO &lt; 0.01 RB &lt; 0.01</td>
</tr>
</tbody>
</table>
ambiguity and role boundary stress. Low self-care group faced more role overload and responsibility stress. High social support group differed significantly, in reporting stress due to role overload, role insufficiency, and role boundary, from low social support group. Finally, high rational/cognitive group faced less role ambiguity in comparison to the low rational/cognitive group.

With regard to individual levels of vocational, psychological, interpersonal and physical strain, it was determined that few coping strategies were effective. High and low recreation groups differed significantly in psychological strain. High social support and rational/cognitive group felt less vocational strain and psychological strain.

Male and female teachers differed significantly in facing conflicting role demands and loyalties in the work setting (RB). Female teachers, specially junior female teachers, (b10) reported more role boundary stress. Senior teachers having teaching experience above 20 years, faced maximum stress due to responsibility, but surprisingly, teachers of below 10 years teaching experience were found to suffer more vocational strain. (fig. VI.5 & VI.6) Sen (1981) in his study found that women experience more role stress as compared with men. Osipow and Davis (1988) found no sex difference in the experience of stress. Pareek (1981) in a survey found that low interpersonal trust, low self-concept, rigidity, withdrawal and alienation are the factors related to high stress of senior officers and teachers in the job.
Among the three self-concept groups of the teachers (i.e. high, average and low) the low self-concept group differed significantly with high and average group in psychological and physical strain. Senior teachers with high self-concept, reported less physical strain. High self-concept was found more among male teachers (Fig.VI.7). High self-concept group possessed negative correlation with stress and positive with coping; low self-concept group possessed positive correlation with stress and negative with coping. High and low self concept groups have negative correlation with teaching experience. Senior teachers (A20) possessed low and junior teacher (b10) possessed high self concept.

TABLE - VI.1.1

Hierarchy of Correlation Coefficients (upto 3 ranks and the last rank) among different stress, strain and coping

<table>
<thead>
<tr>
<th>Rank of R</th>
<th>Stress and Strain</th>
<th>Rank of Stress and Strain</th>
<th>Rank of Stress and Strain</th>
</tr>
</thead>
<tbody>
<tr>
<td>.364+</td>
<td>PE-IS - .444+</td>
<td>RA-R/C - .258+</td>
<td>PSY-SC</td>
</tr>
<tr>
<td>.356+</td>
<td>RI-VS - .362+</td>
<td>RA-SS - .252+</td>
<td>VS-SS</td>
</tr>
<tr>
<td>.347+</td>
<td>PE-PHS - .319+</td>
<td>RI-R/C - .251+</td>
<td>PSY-R/C</td>
</tr>
<tr>
<td>Last</td>
<td>Last</td>
<td>Last</td>
<td></td>
</tr>
<tr>
<td>.188++</td>
<td>RA-IS .217+</td>
<td>R-R/C -.026</td>
<td>IS-R/C</td>
</tr>
</tbody>
</table>

+ p .01, ++ p .05

It is obvious, from the table, that the highest relationship was found between physical environment stress and interpersonal strain, role ambiguity stress and
FIGURE VI.7

RELATIONSHIP OF SELF CONCEPT WITH TEACHING EXPERIENCE AND SEX

- BELOW 10 yrs
- HIGH SELF-CONCEPT
- MALE

- Teaching Experience.
- 10 to 20 yrs
- AVERAGE SELF-CONCEPT
- SEX

- ABOVE 20 yrs
- LOW SELF-CONCEPT
- FEMALE
rational/cognitive coping; psychological strain and self care coping. Role ambiguity and interpersonal strain; responsibility and rational/cognitive coping; interpersonal strain and rational/cognitive coping are least related with each other.

Although physical environment (PE), role insufficiency (RI) and role boundary (RB) stressors were found to be prominently affecting the teachers of this sample. But, since they used social support, self care and recreation coping strategies effectively and these coping strategies were working as moderators between the stress-strain relationship, that is why, they felt less stress and less strain.

In order to analyse the variation in regression equations of the strain on the stressor variable in the presence of a moderator as a result of variations in the moderator score from low through average to high values the difference in the generic regression models with and without interaction was studied. It was found that the slope of the concerned regression line has become flatter (low positive and even negative in one or two cases), with variation from low to high moderated scores which shows that social support and rational/cognitive coping strategies are effectively serving as moderators of the effects of stressors such as physical environment (PE), role boundary, role ambiguity and responsibility on the four types of strain.
It was interesting to note that in some cases low levels of coping strategies were more effective in reducing the stress-strain relationship, for example low recreation for role ambiguity stress and physical strain, low self care for role insufficiency stress and vocational/physical strain.

**The Hypothetical Model**

The present study tried to prove some of the facts related to the hypothetical model (given in III - Chapter), but it was impossible to prove every aspect of the model, based on the findings of the study.

From the results, it is obvious that there is some relationship between teaching experience, self concept and sex (fig. VI.7). But it is not clear why the relationship of self concept with stress, strain and coping did not come out significant.

According to the Person-Environment fit (P-E fit) theory, it is evident that stress is the outcome of the discrepancy between perceived demand and perceived capability. Just to see the validity of the aforesaid theory in the Indian circumstances, stress scores of 50 teachers of the same sample were taken. These scores were classified (according to the nature of the items) into two categories —perceived demand and perceived capability. It was found that for that specific sample the discrepancy
was not the cause of stress. No significant difference (t=.86) was found in discrepancy scores between the groups (High stress group and low stress groups) (Prakash, 1991).

The last part of the model states the relationship between stress, strain and coping. Stress, strain and coping are considered to be related within the closed system of individual's perception. This part of the model is based on the interactive model proposed by Osipow and Spokane (1987). The model indicates that given equal amount of stress, strain is moderated by coping. The results of the present investigation state that the amount produced by the stress is greater than the amount reduced by the coping strategies. Coping, as resource or strategy, was not so effective in reducing either stress or strain; but coping as moderator, effectively moderated the relationship between stress and strain.