ABSTRACT

Teachers whose health has been ravaged by an inability to cope with the effects of job strain and social family role stress, the strategies used by them are not clear. Whether manifested in minor health problems, serious ailments such as heart disease, cancer or social problems (i.e., family violence, maladjustment), work stress related problems marked a heavy toll on teacher’s lives. Stress emanating from social and family situations, and organizations directly or indirectly affect the individuals and their family members.

The phenomena of stress which is found in the educational organizations is mainly of job stress or role stress and is commonly found in teachers and student. The importance of the teacher in the educational institutions is unquestionable. In a specific teaching, learning institution, teacher’s role is crucial, because an effective teacher is amongst the foremost factors contributing to educational improvement.

In the present investigation an attempt has been made to study the Social Family Role Stress, Job Stress and Coping Strategies among Permanent and Temporary Teachers. The present study is systematically designed in accordance with the following objectives:

(I) To examine differences between the mean scores of male teachers with high job strain and female teachers with high job strain on different types of coping strategies.
(II) To examine differences between the mean scores of male teachers with low job strain and female teachers with low job strain on different types of coping strategies.

(III) To examine differences between the mean scores of permanent teachers with high job strain and temporary teachers with high job strain on different types of coping strategies.

(IV) To examine differences between the mean scores of permanent teachers with low job strain and temporary teachers with low job strain on different types of coping strategies.

(V) To examine differences between the mean scores of male teachers with High Social Family Role Stress and female teachers with High Social Family Role Stress on different types of coping strategies.

(VI) To examine differences between the mean scores of male teachers with Low Social Family Role Stress and female teachers with Low Social Family Role Stress on different types of coping strategies.

(VII) To examine differences between the mean scores of permanent teachers with High Social Family Role Stress and temporary teachers with High Social Family Role Stress on different types of coping strategies.

(VIII) To examine differences between the mean scores of permanent teachers with Low Social Family Role Stress and temporary teachers with Low Social Family Role Stress on different types of coping strategies.
In chapter two, we have reviewed a number of studies pertaining to a variety of sources of job strain and coping that have been studied in teaching stress research. This review has not exhaustive but has highlight some of the most commonly reported stressors that are experienced by teachers.

In the present study the total strength of the sample was 200, out of these 100 were permanent teachers and 100 were temporary teachers (i-e., Lecturers). The sample was drawn from Aligarh Muslim University, Aligarh. The process of sampling was done in a manner that the sample included permanent and temporary male and female teachers. The job experience of temporary teachers was less than three years and permanent teachers was more than five years. After having tested of each teacher’s job strain and social family role stress, the samples of permanent and temporary teachers were classified into high and low job strain, and high and low social family role stress. There were three instruments used for the purpose of this investigation. 

(I) Social Family Role Stress Scale (SFRS): The SFRS developed by Vadra and Akhtar (1990) was used to measure stress emanating from social and family situations. The SFRS scale is a reliable and valid instrument

(II) Job Strain Questionnaire (JSQ): Job strain questionnaire was developed by Singh (1989). It is a 14 items questionnaire consisting of both positively and negatively keyed items.

(III) Cope Scale: The cope scale was developed by Carver, Scheier, and Wintraub (1989): The cope scale was used to assess the coping styles and strategies. The cope scale comprised of
24 items with 12 dimensions. The data were analyzed by means of t-test. The mean and S.D for all the sub scales of job strain, social family role stress scale and cope scale were calculated. t-test was computed to examine the differences between the groups.

The main findings of the present study were:

- Significant difference was found between the mean scores of male teachers with high job strain and female teachers with high job strain on only one dimension of cope scale i.e., self-distraction.

- Male teachers with low job strain and female teachers with low job strain differed significantly on use of humour dimension of cope scale.

- Temporary teachers with high job strain scored significantly higher with permanent teachers with high job strain on behavioural disengagement and use of humour types of coping strategies.

- Permanent teachers with low job strain scored significantly higher than temporary teachers with low job strain on behavioral disengagement dimension of cope scale.

- Female teachers in comparison to male teachers with high social family role stress scored significantly higher on use of emotional support.

- Male teachers with low social family role stress scored significantly higher than their counterparts on acceptance dimension of cope scale.
The results of the present study have led to the following conclusions:

(I) Male teachers as compared to female teachers with low job strain adopted *use of humour* as a coping strategy.

(II) Temporary teachers as compared to permanent teachers perceived high job strain and used *behavioural disengagement and use of humour* as coping strategies.

(III) Permanent teachers with low job strain in comparison to their counterparts employ significantly more *behavioural disengagement* as coping strategy.

(IV) Female teachers as compared to male teachers with high social family role stress significantly employ *use of emotional support* as a coping strategy.

(V) Male teachers as compared to female teachers with low social family role stress considered *acceptance* as a dimension of coping strategy.

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5