CHAPTER-2

REVIEW OF RELATED LITERATURE

Survey of related literature is an important pre-requisite to planning and implementation of a planned research project. According to Best (1981), “the search of reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved.” It is imperative to conduct review of previous studies before embarking upon making a fresh study as it promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one’s feelings. It ensures the investigator to avoid many pitfalls and contributes in broadening his vision with regard to present problem. It therefore, appears most appropriate for the investigator to find out as to what has already been done in the field. In the present chapter, an attempt has been made to present a brief review of studies related to the present investigation. The studies reviewed directly or indirectly related to the variables of present investigation.

2.1 OCCUPATIONAL STRESS AND DEMOGRAPHIC VARIABLES

Simpson (1980) studied the extent of occupational stress among teachers teaching in seventh day Adventist schools. The results revealed that more than half i.e. 57.4% of the respondents rated the profession as very stressful or extremely stressful. Thirty eight percent (38%) reported to experience personal stress at those levels.

Tuettemann (1984) collected data in a joint survey by the State School Teachers' Union in Western Australia and the then Education Department of Western Australia. Responses by 574 full-time classroom secondary teachers indicate that male and female teachers differ in the importance that they attach to the rewards of teaching, such as salary, promotion. Differences also exist in the extent to which male and
female teachers are likely to suffer psychological distress when these rewards are not forthcoming. While 45 per cent of teachers are stressed to some extent, female teachers are more likely than males to be stressed by lack of rapport with students and lack of recognition from both students and superiors. On the contrary, Blanton (1985) reported that male teachers were significantly more stressed than their female colleagues and teacher stress was higher in both smaller and larger schools and lower in medium sized schools. He further found that the younger teachers (20-29 years old) were having higher degree of stress.

Frieson and Williams (1985) conducted a research to study the perceptions of major sources of work-related stress and to assess the degree to which these stressors accounted for the overall stress on teachers job. This was achieved by controlling for the selected background variables of sex, age, level of education, grade level taught, years of teaching experience, size of the school, and perceived personal-life stress. Major findings showed that the selected background variables i.e. sex, age, level of education, grade level taught, years of teaching experience, size of the school, and perceived personal-life stress failed to account for significant variation in job-related stress levels.

Tick and Mitz (1985) reported that women experience psychological stress like depression and emotional discomfort more frequently than men, whereas men experience physiological stress like heart disease more frequently than women. Later Murphy (1986) also found female teachers experiencing more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher/teacher relations. Chance (1985) noted the female teachers identified ten factors significantly causing greater stress for them than for their male colleagues.

Chavarria (1988) reported that teachers with more than twenty years of experience found teaching significantly more stressful than those who have been teaching for 11-20 years, and further the teachers teaching for 11-20 years were more stressed than the teachers less than 11 years of experience. Blix et al., (1994) conducted a study on occupational stress among university teachers and found that faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience.
Alikah (1995) found that the female professors of middle age group were experiencing higher level of stress and faculty with lower salaries and faculty teaching only one type of class had lower stress levels. Whereas, Jeena’s (1998) study in Pietermaritzburg indicated high levels of stress for all respondents irrespective of age, gender and post level.

Ushashree (1995) conducted a study to know the effect of gender on teacher’s experience of job stress and job satisfaction. A sample of 80 male and 80 female high school teachers in the age group of 25-40 year (adult) and 41-60 years (middle) age were taken. Analysis of data indicated significant effect of gender on job stress. Sahu and Mishra (1995) made an attempt to explore gender differences in relationship between stresses experienced in various areas of life. The sample for the study was 120 men and 120 women teachers. The result revealed the significant positive relationship between works related stress and society related stress in males. On the other hand, in females, a significant positive relationship was observed between family stress and society related stress. Bhagawan (1997) studied job stress taking 53 male and 47 female teachers from 20 schools in Orissa. It was found from the results that male teachers experienced more stress compared to female teachers.

Hamdiah (1996) conducted a study to investigate the factors which cause degree or levels of stress and the manifestations of stress among secondary school teachers in Georgetown, Penang. The sample was taken from nine secondary schools in Georgetown, Penang. Of the 249 respondents, 65 were males and 184 were females. About 55% of the respondents were below 40 years old and about 61 % of the respondents have been in the teaching profession for more than 10 years. The major findings of the study showed that stress among secondary school teachers was not related to demographic variables of age, gender and lengths of service. Further, it was found that there were no significant differences in stress level among teachers of various age groups and lengths of service. Stress level did not differ between male and female teachers.

Ryhal and Singh (1996) investigated the levels of stress among university faculty. The sample comprised of 100 faculty members 30 professors, 31 associate and 39 assistant professors. Results revealed that those with 26-35 years experience had higher job stress than those with teaching experience of 16-25 years and 5-15 years. Those with
16-25 years experience had higher job stress than those with teaching experience of 5-15 years.

Ansari and Singh (1997) made an attempt to explore the contribution of demographic variables to the nature of stress experienced by the teachers in an agriculture university. The study comprised a sample of 235 faculty members (23 professors, 74 associate and 138 assistant professors). Results revealed that the total service experience was positively related to stress. On the contrary, a study conducted by Bhagawan (1997) revealed that more the teaching experience, lesser the perceived stress.

Bahari (2003) determined the level of work stress amongst 1209 randomly selected secondary school teachers in the State of Malacca. The study also investigated differences in work stress levels and the relationships between levels of work stress and the following independent variables: age, gender, marital status, experience, subject taught, monthly income, academic qualification, and school grade. The overall work stress level of respondents was “moderate”. Across the Sub-Dimensions of work stress, the respondents experienced “moderate” stress level in terms of workload, time and resource difficulties, professional recognition, and interpersonal relationship. There were significant differences between work stress (overall) and (a) age, (b) teaching experience, (c) subject taught.

YouGov (2007) interviewed a random sample of 823 classroom teachers (341 primary/ 482 secondary) to study their stress level. The survey was carried out online. The poll, published to coincide with Teachers TV Stress Week, reveals long hours, little support from management, and discipline problems are all factors driving up teachers stress levels. Of those polled, two out of three teachers (61%) said they felt stressed as a result of teaching, even when not in school, while just under half (48%) stated they experienced stress during lesson time. The research also revealed:

- 60% of teachers felt stressed at school because of administrative work expected of them.
- Half of secondary teachers (49%) felt stressed in the classroom as a result of pupil's using electronic gadgets during lessons.
- 44% of teachers felt stressed during lessons because of large class sizes.
• Just under four out of ten teachers (38%) blamed stress on poor resources in the classroom.

Schulze and Steyn (2007) identified stressors in the lives of South African secondary school educators. A questionnaire was filled by 987 educators from all racial groups and provinces in the country. The results revealed that uninvolved parents, poor learners discipline, lack of learners motivation, learners negative attitude towards themselves, numerous changes inside and outside the school and lack of self esteem contributed as major stressors for the teachers. Male and female teachers differed significantly in their perception of stressors. Teachers with 6 to 15 years of experience and those between 36 to 45 years differed significantly from others on stress.

Lingqi and Shujie (2008) investigated the general level of Chinese mathematics teachers’ stress, its main sources, and the coping methods. The questionnaire by Kyriacou & Chien 2004 was administered to 211 secondary school mathematics teachers who attended an in-service training program in the summer of 2007. The study revealed that teachers in China experience a higher level of stress compared to their counterparts in western countries and in other Chinese societies (e.g. Taiwan and Hong Kong). Moreover, rural teachers, young teachers, and teachers with less teaching experience reported being more stressed than their respective peers.

Kalyani et al., (2009) investigated the effect of stress on teachers’ work performance. 207 male and 93 female teachers from South India constituted the sample of the study and they completed a structured questionnaire. The hypotheses were that occupational stress would explain the performance of teachers and gender would affect occupational stress. It was found that there was a significant influence of occupational stress on work performance. Male and female teachers’ don’t show any significant differences in the levels of occupational stress.

Mehta and Kaur (2009) conducted a comparative study of Organizational Role Stress (ORS) among technical and nontechnical teachers in Ludhiana, using ORS Scale. It was found that the female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Older teachers
experienced higher levels of stress in terms of the support they feel they receive from the government.

Suryanarayana and Himabindu (2009) conducted a study on 178 secondary school teachers and found a significant difference between levels of stress and variables - sex, locality, qualifications, age whereas, experience and marital status categories do not differ significantly on levels of stress. A significant relationship was also found between different dimensions of teachers stress.

Holeyannavar and Itagi (2010) conducted study on stress and health status of 105 school teachers in Dharwad city of Karnataka. The married teachers with more than 25 years of age and with at least 5 years of teaching experience were selected for the study. Stress of female school teachers was assessed by using Stress Inventory for Teachers (SIT) developed by Sheeja (1999). Results revealed that more than half of the teachers (55.2-64.8%) experienced average to high levels of stress as well as overall stress and 35.2-44.8 per cent low levels. Various stressors as well as overall stress of teachers had negative and highly significant relationship with age and work experience.

Singh (2010) conducted a study in Jammu City by using incidental sampling technique. 153 male and female teachers from Arts, Science and Commerce streams from 16 Senior Secondary Schools were included in the study. Occupation stress index by Srivastava and Singh was used to know the occupational stress of the teachers. Under Participation was found to be the main stressor for teachers. No significant difference was found between the occupational stress of male and female teachers.

Khatal (2011) studied the effect occupational stress on family adjustment of male and female primary teachers. 25 male teacher and 25 female teachers were selected as a sample from primary teachers in Akola Taluka. Occupational stress index by Srivastava & Singh was used. The result of the study showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.
Kurkure and Bharambe (2011) conducted the study to compare job stress and job stressors of male and female secondary school teachers. The survey was conducted on a sample of 150 secondary school teachers which included 75 males and 75 females from secondary schools of Dhule district in Maharashtra state. The results of the study revealed that all job stressors affect males and females equally. Male teachers and female teachers have equal job stress.

Kayastha et al., (2012) conducted a research to compare the occupational stress of the relationship between three different types of schools that is government, public, and private schools of Nepal. 268 teachers with at least one year experience in anyone of three different types of schools in Nepal were selected for the study. Occupational stress was measured by occupational stress index by Srivastava and Singh (1981). Findings revealed that there was no significant difference in occupational stress among Higher Secondary Level School Teachers of Nepal in three different types of schools. The study further revealed that higher secondary level school teachers were suffering from stress.

Shirotriya and Singh (2012) studied the intervention on occupational stress and frustration tolerance of physical education teachers working in public schools at Delhi & NCR. Data were collected through 125 Physical Education Teachers (86 Males & 39 Females) of Delhi & NCR. Sample was selected through purposive sampling. Occupational Stress Index by A.P. Srivatsava and A.P.Singh and Frustration Tolerance Inventory by S.N. Rai were used. The findings indicated that large number of selected sample of Physical Education teachers suffered with high occupational stress and low frustration tolerance.

Following trends can be drawn from the above studies:

i. In some of the studies (Blanton (1985), Bhagawan (1997)) it was found that male teachers were significantly more stressed than female teachers while in other studies (Murphy (1986), Alikah (1995)) state that female teachers were more stressed than the male teachers. It was also found that no significant differences existed in stress level of male and female teachers (Hamdiah (1996), Kalyani et. al. (2009), Singh (2010), Khatal (2011)).
ii. A few studies (Chavarria (1988), Ryhal and Singh (1996)) showed that teachers with more than twenty years of experience found teaching significantly more stressful than those who have been teaching for 11-20 years and further the teachers teaching for 11-20 years were more stressed than the teachers with less than 11 years of experience. Mehta and Kaur (2009) also reported older teachers experienced higher levels of stress. While others (Blix et al., (1994), Bhagawan (1997)) stated that teachers with less than 10 years of experience had higher stress than faculty with more than 20 years of experience. Holeyannavar and Itagi (2010) also stated that higher the teaching experience, lesser the perceived stress.

iii. Not much work had been done on occupational stress and streams of teaching. The researcher could lay hand on only one study by Bahari (2003) wherein significant difference between work stress and subject taught were found.

The review of research presents a mixed trend regarding the relationship of experience and gender with occupational stress of teachers.

2.2 OCCUPATIONAL STRESS AND JOB SATISFACTION

Fordhan (1986) investigated the effects of perceived teacher stress and work environment complexity on job satisfaction of physical education faculty at division 1-AA instructions. Difference in the job satisfaction of physical education faculty who perceived high or low occupational stress and employees in a simple or complex environment were studied. Multiple regression analysis revealed a moderate effect between work environment complexity and job satisfaction. A moderate negative effect was exerted on job satisfaction by the stress variables. The data was presented in a 2X2 cross tabulation which showed physical educators with higher job satisfaction. The data indicated that the perception of low occupational stress produces greater work satisfaction.

Resse (1986) investigated the relationship between urban secondary school physical education teachers job stress and job satisfaction. In addition, differences in the level of teacher job satisfaction and teacher job stress according to sex, age, years of teaching and school size were studied. The following conclusions were made: a) there
is negative relationship between urban secondary school physical education teachers job satisfaction and stress; b) Secondary school size with above 1500 has an adverse effect on job stress and job satisfaction of secondary school physical education teachers; c) Male secondary physical education teachers tend to have a higher level of job stress than do female secondary school physical education teacher.

Longford (1988) studied the relationship between occupational stress and job satisfaction. The purpose of this study was to determine the relationship between stress and job satisfaction for seventh day Adventist boarding academy teachers in southern and south-western unions. Principal’s group, teachers’ salary, problems facing boarding academy and the goals of education were also studied. The study found a significant negative relationship between stress and job satisfaction.

Pelsma and Richard (1988) found job satisfaction and teacher stress to be strongly related. They also noted that the amount of stress and degree of job satisfaction experienced by teachers directly influence the quality of teacher work life. Also, Borg and Falzon (1989) conducted a questionnaire survey on eight hundred forty four (844) primary school teachers in Matlese state schools. Results indicated a significant negative relationship between teacher stress and work satisfaction.

Drehring (1992) conducted a study to compare job related stress among adapted physical educators, regular physical educators and teachers with a split assignment including both teaching areas. A comparative study was conducted in which 53 secondary physical education teachers were administered a job related stress survey. Teachers Stress Inventory (TSI) was used to access job related stress. Demographic data was also collected. Results of the study indicated that physical educators reported lower levels of overall job related stress than do regular and special educators. Teachers with split assignment who taught adapted and regular physical education classes reported significantly less emotional manifestation of job related stress than did regular and adapted physical educators.

Thakur (1993) investigated the significance of difference between the means of job stress and job satisfaction and also determined the relationship between the scores of job stress and job satisfaction. Scales were administered to all schools of 20 randomly selected districts out of 45 districts of Madhya Pradesh. Scoring of the received responses was done on the basis of key provided by Paliwal and Muthyya in their
manuals of questionnaire. To compare their job satisfaction, ANOVA (Analysis of variance) was applied. A significant relationship between job stress and job satisfaction among teachers of physical education working in different management schools of Madhya Pradesh was found.

Travers and Cooper (1993) conducted research using a questionnaire, from a random sample of 1790 teachers drawn from a cross-section of school types, sectors and teaching grades. Results revealed that teachers, as compared with other highly stressed occupational groups, experienced lower job satisfaction and poorer mental health. Teachers were found to be reporting stress-related manifestations that were far higher than the population norms and of other comparable occupational groups.

Sadri and Marcoulides (1994) proposed a model of occupational stress in which personality and coping strategies were predicted to proceed and determine the perception of job stressors which in turn were proposed to have an impact on the mental and physical well being of the individual and his work satisfaction.

Chao (1995) conducted a study to investigate the relationship between work stress, job satisfaction and social support in 50 primary and 50 secondary school teachers. The results revealed that 46 per cent of the respondents found teaching stressful. Heavy workload and students' unruly behaviour are major sources of stress. Bivariate analysis showed that teachers who reported a higher level of work stress had lower job satisfaction.

Melissa and Heston et al., (1996) studied the relation between stress and job satisfaction of public school band directors and found that students formed an important component of both occupational stress and job satisfaction and job satisfaction is highly associated with occupational stress. There is high negative correlation between occupational stress and job satisfaction.

Manthei (1996) examined Intermediate school teachers from the same eight New Zealand schools five times over four years using the self-report Stress in Teaching Questionnaire. Sources of teacher stress were found to be similar to those identified in previous research. Higher levels of stress were related to lower job satisfaction and a reduced commitment to remain in the job long term.
Eichinger (2000) studied the effects of gender and social role orientation on occupational stress and job satisfaction on 89 female and 43 male special education teachers. For female special educators, a balanced social role orientation was associated with higher levels of satisfaction and lower levels of stress, while an undifferentiated orientation was associated with lower levels of satisfaction and higher levels of stress.

Leung et al. (2000) aimed at identifying the sources of stress, and investigated their effects on job satisfaction and psychological distress among 106 university teachers (86 males, 20 females) from four tertiary institutes in Hong Kong. The results revealed that job satisfaction is highly influenced by degree of stress. Champoux (2000), Schroeder (2000) and Grobler et. al (2002) also reported that though some pressure is necessary for people to perform effectively, excessive pressure may lead to distress, poor teaching, poor decision-making, lowered self-esteem, low job satisfaction and lack of commitment in terms of remaining in the profession. Also, Triphyl (2002) conducted a study on 248 teachers from districts of Orrisa and found a negative correlation between role stress and job satisfaction.

Priyadarshan (2004) conducted a study on 400 primary school teachers from districts of Orrisa and found that job satisfaction has positive, average and significant correlation with occupational stress.

Bindhu and kumar (2006) carried out a study on a representative sample of 500 teachers from the schools of Kerala state, India (165 male & 335 female). Proportionate stratified sampling technique was employed. Two tools were used to collect the data. The Stress Coping Skills Inventory consisted of seven components reactivity to stress, ability to relax, self reliance, pro-active attitude, adaptability and flexibility, ability to assess situation, and resourcefulness. Differential and correlational analysis were used in the analysis of data. The study revealed that job satisfaction differentiates male and female primary school teachers and there is positive correlation between job satisfaction and stress coping skills.
Newa (2007) conducted a survey restricted to only three districts - Kathmandu, Lalitpur and Bhaktapur districts of Nepal. The study was delimited to only 300 secondary school teachers of government and private schools. Both male and female teachers were included in the study. Findings revealed

- Secondary school teachers of different academic streams viz, Language, Science/Mathematics and Social science exhibited comparable global satisfaction.
- Language teachers were least satisfied with respect to job- concrete and economic factors as compared to the teachers of Science/Mathematics and Social science stream.
- With respect to other areas of job satisfaction viz. job abstract psycho-social and community growth, no significant differences were found. The school teachers of government and private secondary schools belonging to different academic streams exhibited comparable job satisfaction in each of the areas of job satisfaction.

Louw and Badenhorst (2008) conducted an exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst 337 urban secondary school teachers selected from 17 Govt. schools in Namibia. Biographical variables pertaining to the teachers’ gender, age, marital status, school resources, teaching experience, academic qualifications, and rank were investigated to determine whether these had any significant relevance to the level of job satisfaction. Also, the correlation between stress and job satisfaction was investigated to determine the extent to which these two factors are correlated. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and factors related to school area and rank. A significant correlation between levels of stress and levels of job satisfaction was also found.

Praud, R. (2008) conducted a research to study the relation of occupational stress and job satisfaction. A sample of 65 teachers from two polytechnics from the state of Mizoram was selected for the study. OSI by Srivastava and Singh (1984) and JSS by Singh and Sharma (1986) were used to collect data. Subscales of occupational stress i.e. unreasonable group, political pressure, powerlessness, poor peer relations and intrinsic improvement were not found to be significantly related to any of the
subscales of job satisfaction. Whereas, subscales of responsibility for others of OSI was found to be significantly and positively related with job abstract, community factor and total job satisfaction. The subscales of role ambiguity, role conflict, under participation, low status, strenuous working conditions and total scores of occupational stress had inverse relationship with some of the intrinsic and extrinsic subscales of job satisfaction and total of job satisfaction.

Suryanarayana and Himabindu (2009) conducted a study on 178 secondary school teachers and found a significant relationship between stress and job satisfaction. They also found a significant difference between the variables- locality, experience, age, marital status, whereas, teachers in respect of sex and qualifications donot differ significantly.

Shamima (2009) conducted the study to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Two research questions were posed to identify the level of job satisfaction of female teachers. The prime aim of the study was to find out the teachers’ perception of ‘job satisfaction’ and to identify the factors which affect job satisfaction of female teachers. To fulfil these aims fifty seven teachers from seven government run primary schools in urban and rural areas were selected. Among the selected teachers twenty five were male and thirty two were female teachers. Both open ended and close ended questionnaire were used to get the answer of the research questions. It was found that the factors salary, academic qualification, career prospects, supervision, management, working environment, culture etc. affect the job satisfaction of male and female teachers. Both the male and female teachers are dissatisfied but the females are more dissatisfied than the male teachers.

Darmody and Smith (2011) The teaching council of Ireland published a report on June 24, 2011 related to teachers stress and job satisfaction levels after conducting study on 8000 teachers. The findings of the study indicate that male teachers reported somewhat lower job satisfaction level than their female counterparts.

Bhatti et al., (2011) investigated the relationship between job stress and job satisfaction among 400 teachers from all four provinces of Pakistan. The results showed a significant relationship between job stress and job satisfaction. It was also revealed that 70% of the faculty members were not satisfied from their salaries.
Rao et al., (2011) conducted a study on 178 secondary school teachers from different institutions and found a significant relationship between stress and job satisfaction. It was further found that levels of teachers stress differ significantly on variables sex, age and qualifications. Whereas the teachers in respect of experience and marital status categories do not differ significantly. The findings of the study concluded that the teachers stress and job satisfaction aspects are independent as well as interdependent.

On the basis of results of studies reviewed in this section following trends can be drawn:

i. The perception of low occupational stress produces greater work satisfaction. There was negative relationship between job satisfaction and stress (Fordan (1986), Resse (1986), Longford (1988), Melissa and Heston et al., (1996), Tripthy (2002)).

ii. Teachers, as compared with other highly stressed occupational groups, experienced lower job satisfaction and poorer mental health (Travers and Cooper (1993)). Teachers were found to be reporting stress-related manifestations that were far higher than the population norms and of other comparable occupational groups.

iii. Shamima (2009) found that both the male and female teachers were dissatisfied but the female section were more dissatisfied than the male teachers, while Darmody and Smith (2011) found that male teachers reported somewhat lower job satisfaction level than their female counterparts, whereas, Suryanarayana and Himabindu (2009) found no significant difference in levels of job satisfaction and occupational stress of male and female teachers.

2.3 COPING STRATEGIES

McCrae (1984) evaluated situational determinants of coping among participants in the Baltimore Longitudinal study. Respondents were 254 men, ages 25 to 91 and 101 women, ages 24 to 84, who had reported a recent life event classifiable as a loss, threat, or challenge. Results showed that faith, fatalism and expression of feelings
were used especially when subjects had experienced a loss; wishful thinking, faith, and fatalism were used by subjects who had faced a threat; and rational action, perseverance, positive thinking, intellectual denial, restrain, self adaptation, drawing strength from adversity, and humor were especially used when subjects had experienced a challenge.

Folkman et al., (1986) studied gender differences in eight kinds of copings and found that women tended to use relatively more positive reappraisal than did men and men tended to use relatively more self-control than did women. There were no consistent gender differences in the other kinds of coping. However, Vitaliano et al., (1985) reported that women used relatively more problem focused coping, wishful thinking, social support, avoidance, and self-blame than did men.

Borg and Falzon (1990) studied the occupational stress and coping strategies used by the 844 primary school teachers from all state schools in the Maltese Islands. The results indicated that, of the ten listed coping actions, the three most frequently used were: (1) try to relax after work; (2) try to avoid confrontations; and (3) try to nip potential sources of stress in the bud. Teacher sex, length of teaching experience, age-group taught and ability stream proved significant moderators of some of the coping actions. Chan and Hui (1995) examined dimensions of teacher burnout and their relationship with coping strategies among 415 secondary school teachers. The results showed that female teachers tended to seek more social support in coping stress.

Chao (1995) conducted a study to investigate the relationship between work stress, job satisfaction and social support in 50 primary and 50 secondary school teachers. The results revealed that teachers who had more social support from colleagues experienced less work stress.

Sahu and Mishra (1995) explored the life stress and coping styles in teachers. The sample consisted of 120 male and 120 female teachers. The results revealed that males used emotion-focused coping as well as problem-focused coping while females used only emotion-focused coping.
Chan (1998) studied relationships among stressors, active and passive coping strategies and psychological distress among 412 Chinese teachers in Hong Kong. The results revealed that both active and passive strategies were used by the teachers to cope with the stress.

Markham (1999) examined the kinds of strategies that teachers use to cope with stressful, job-related situations. As part of the data collection process, the researcher interviewed 12 teacher informants concerning their job-related stressors and coping strategies. The most favoured were sharing their feelings with others and asking for support, or taking some form of direct action. The teachers rarely used mental or behavioural disengagement coping strategies to manage a difficult situation.

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 study indicated 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).

Mathew (2005) found in an exploratory study on occupational stress and coping strategies of special educators (those who teach the disabled) in South India. The most commonly used coping strategies were social support, task strategies and home/school relationship.

Singh and Singh (2006) studied the coping strategies of 50 middle-aged female school teachers selected randomly from 15 government recognised girl's schools of Varanasi city. The results revealed that 66% of middle-aged female school teachers use avoidance coping , whereas, 24% and 10% had behavioural approach and cognitive behavioural approach of coping respectively. They further stated that avoidance coping approach may develop depression in women.

Changpinit et al., (2007) explored the nature and relationships between attitudes, knowledge, concerns, and coping strategies regarding inclusive education. A total of 702 Thai educators were asked to complete a five-part questionnaire including background information and four standardized measurement scales. The most
frequently used coping style for working with students with disabilities was that of Productive Coping, whereas Non-productive Coping style was least frequently employed by Thai educators.

Chaturvedi and Purushothaman (2009) investigated the role of certain demographic variables in determining stress-coping behaviour of female teachers. The sample consisted of 150 female teachers was selected by stratified sampling method from various schools of Bhopal. Stress-coping behaviour was measured with the help of a subscale of ‘The Occupational Stress Indicator’ (Wendy Lord, 1993) consisting of 28 items encompassing six dimensions of coping strategies i.e. Logics, Involvement, Social Support, Task Strategies, Time Management and Home and Work Relations. The scores of the subjects were compared in terms of marital status, age, and level of teaching with the help of ‘t’ test and ‘F’ test was used for comparing experience. The results revealed that marital status, age, and experience were found to be significant determinants of stress-coping, whereas the sores did not differ significantly on the basis of level of teaching. Married teachers in the age range of 40-60 years, with higher experience can cope better with the job stress than their counterparts.

Kalyani et al., (2009) investigated the effect of stress on teachers’ work performance. 207 male and 93 female teachers were the samples from South India and they completed a structured questionnaire. The hypotheses were that coping styles would explain the performance of teachers, and gender would affect occupational stress, coping styles and teachers’ performance. The results reveal that male and female teachers’ don’t show any significant differences in coping styles.

Singh (2010) conducted a study in Jammu City by using incidental sampling technique, a sample of 153 male and female teachers, arts, science and commerce teachers from 16 Senior Secondary Schools participated in the study. Ways of coping Questionnaire by Folkman and Lazarus (1988) were used to collect data. Data were analyzed by using stepwise multiple regression analysis. The results revealed the maximum use of ‘Distancing Coping Strategy’ by the teachers to combat stress.
On the basis of above studies, following trends can be drawn:

i. A few studies (Khan et al., (2005), Kalyani et al., (2009)) found no significant gender differences in different kind of coping strategies. Some studies (Folkman et. al. (1986)) state that women tended to use relatively more positive reappraisal than did men, and men tended to use relatively more self-control than did women. However, it is also reported (Vitaliano et al., (1985), Chan and Hui (1995)) that women used relatively more problem focused coping, wishful thinking, social support, avoidance, and self-blame than did men.

ii. The results of some researches (Chaturvedi and Purushothaman (2009)) revealed that marital status, age, and experience were found to be significant determinants of stress-coping, whereas the sores did not differ significantly on the basis of level of teaching.

The review of research as presented in this part submits a mixed trend regarding the relationship of demographic variables with coping strategies.