

**A STUDY OF OCCUPATIONAL STRESS AND
COPING STRATEGIES FOR TEACHERS AT
SECONDARY SCHOOL LEVEL**

By

Navid Sadiq Malik



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

2021

**A STUDY OF OCCUPATIONAL STRESS AND COPING
STRATEGIES FOR TEACHERS AT SECONDARY
SCHOOL LEVEL**

By

Navid Sadiq Malik

M.A. EPM, Allama Iqbal Open University, Islamabad, 2014

A THESIS SUBMITTED IN THE PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY IN EDUCATION

To

THE DEPARTMENT OF EDUCATION,
FACULTY OF SOCIAL SCIENCES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Navid Sadiq Malik, 2021



THESIS/DISSERTATION AND DEFENCE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, and are satisfied with the overall exam performance and recommended the thesis to the Department of Education, Faculty of Social Sciences for acceptance:

Thesis Title: **A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR TEACHERS AT SECONDARY SCHOOL LEVEL**

Submitted By: Navid Sadiq Malik
(Name of Student)

Registration#: 1405-M.Phil./Edu/F-17

Master of Philosophy
Degree Name in Full

Education
Name of Discipline

Dr. Aisha Bibi
Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Mustafeez Ahmed Alvi
Name of Dean (FSS)

Signature of Dean (FSS)

Prof Dr. Muhammad Safeer Awan
Name of Pro-Rector (Academics)

Signature of Pro Rector (Academics)

Date

ABSTRACT

Title: “A Study of Occupational Stress and Coping Strategies for Teachers at Secondary School Level”

The present research study was conducted to find out the occupational stress and coping strategies for teachers at secondary school level. Three major objectives were made for the study to explore the occupational stress among the teachers having physical, behavioral and emotional stress indicators, coping strategies adopted by teachers and a relationship between occupational stress and coping strategies. Lazarus and Folkman model for stress was adopted for this study. This study used quantitative approach. Sample size of the study was 233 respondents. Convenient sampling technique was used for the collection of data. Adapted closed-ended research questionnaire was used based on five-point likert scale for achieving the objectives of the study. The reliability of research instrument was checked by conducting the pilot study, which gave the value of Cronbach Alpha as 0.88. Statistical techniques of percentage, frequency, mean, standard deviation and Pearson correlation were applied. Major findings of the study show that during physical stress teachers' mostly feel tense after continuous hard work, get headache, lack of physical energy after a prolonged hard work. During behavioral stress, teachers get late to end-up the task assigned to them (like paper-marking activity), they go to work even when they feel sick and they have to bring work home. Whereas, during emotional stress, teachers feel trouble in remembering things, they feel frightened about problems, which they cannot really describe. It becomes hard for them to really relax at home due to family commitments, they feel extremely sensitive and irritable, and they feel like other people do not understand them as well as the students' impulsive behavior causes problems for them. A statistically significant correlation between occupational stress and coping strategies was found among teachers at secondary school level. It was concluded that individual teachers should know about their occupational stress indicators and coping strategies to effectively deal with their stress. Suitable working environment, bearable work-load, proper break/rest time and medical leave in case of sickness were recommended for teachers to overcome their stress and improve their performance.

TABLE OF CONTENTS

Chapter	Title	Page
	THESIS AND DEFENCE APPROVAL FORM.....	i
	AUTHOR'S DECLARATION FORM	ii
	ABSTRACT.....	iii
	TABLE OF CONTENTS	iv
	LIST OF TABLES	vi
	LIST OF ANNEXURES	viii
	ACKNOWLEDGEMENT.....	ix
	DEDICATION.....	x
1.	INTRODUCTION	
1.1	Background of the Study.....	1
1.2	Conceptual Framework.....	6
1.3	Rationale of the Study.....	7
1.4	Statement of the Problem.....	9
1.5	Objectives of the Study.....	10
1.6	Research Questions.....	10
1.7	Research Hypothesis.....	11
1.8	Significance of the Study.....	11
1.9	Delimitations of the Study.....	12
1.10	Operational Definitions.....	13
1.11	Methodology of the Study.....	14
2.	REVIEW OF RELATED LITERATURE	
2.1	Stress.....	16
2.2	Theories of Stress.....	19
2.3	Stress Models.....	20
2.4	Classification of Stressors.....	22
2.5	Stress Indicators.....	23
2.6	Stress and Teacher.....	23
2.7	Occupational Stress.....	26
2.8	Guidelines to Prevent Occupational Stress.....	29
2.9	Occupational Stress and Teacher.....	29
2.10	Sources of Occupational Stress.....	32
2.11	Occupational Stress and Administrative Actions.....	34

2.12	Coping Strategies.....	42
2.13	Coping Strategies and Teachers.....	47
2.14	Measuring Occupational Stress and Coping Strategies.....	48
2.15	Summary of Chapter Two.....	50
3.	RESEARCH METHODOLOGY	
3.1	Research Design.....	53
3.2	Population.....	54
3.3	Sampling Technique.....	54
3.4	Sample Size.....	55
3.5	Research Instrument	55
3.6	Data Collection.....	61
3.7	Data Analysis.....	62
3.8	Ethical Considerations in Research.....	62
3.9	Summary of Chapter Three.....	63
4.	DATA ANALYSIS AND INTERPRETATION	
4.1	Introduction	65
4.2	Statistical Method	65
4.3	Data Analysis and Interpretation	66
4.4	Summary of the Chapter	94
5.	SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	
5.1	Summary.....	96
5.2	Findings.....	99
5.3	Discussion.....	107
5.4	Conclusions.....	111
5.5	Recommendations.....	113
5.6	Limitations of the Study.....	115
6.	References.....	119
7.	Annexures.....	137

LIST OF TABLES

Table No.	Description	Page No.
Table 3.1	Research Population	54
Table 3.2	Sample Size	55
Table 3.3	Description of Mean Values	57
Table 3.4	Description of Statements of Occupational Stress Indicators with its Number.	57
Table 3.5	Description of Statements of Coping Strategies with its Numbers	57
Table 3.6	Values of Cronbach Alpha for Reliability of Research Instrument based on Occupational Stress Indicators	59
Table 3.7	Values of Cronbach Alpha for Reliability of Research Instrument based on Coping Strategies	60
Table 3.8	Values of Cronbach Alpha for Reliability of Overall Research Instrument	61
Table 3.9	Research Objectives, Research Questions/Hypothesis, and Statistical Procedures	64
Table 4.1	Frequencies and Percentage for Occupational Stress based on Physical Stress Indicators	67
Table 4.2	Descriptive Analysis for Occupational Stress based on Physical Stress Indicators	69
Table 4.3	Frequencies and Percentage for Occupational Stress based on Behavioral Stress Indicators.	70
Table 4.4	Descriptive Analysis for Occupational Stress based on Behavioral Stress Indicators	72
Table 4.5	Frequencies and Percentage for Occupational Stress based on Emotional Stress Indicators.	73
Table 4.6	Descriptive Analysis for Occupational Stress based on Emotional Stress Indicators	75
Table 4.7	Descriptive Analysis of Overall Occupational Stress Indicators	76
Table 4.8	Percentage of Occupational Stress Indicators based on Five-Point Likert Scale	77
Table 4.9	Frequency and Percentage of Coping Strategies based on Physical Stress Management	78
Table 4.10	Descriptive Analysis of Coping Strategies based on Physical Stress Management	79

Table 4.11	Frequencies and Percentage of Coping Strategies based on Relaxation	80
Table 4.12	Descriptive Analysis of Coping Strategies based on Relaxation	81
Table 4.13	Frequencies and Percentage of Coping Strategies based on Physical Exercise	82
Table 4.14	Descriptive Analysis of Coping Strategies based on Physical Exercise	83
Table 4.15	Frequencies and Percentage of Coping Strategies based on Medical Therapy	84
Table 4.16	Descriptive Analysis of Coping Strategies based on Medical Therapy	85
Table 4.17	Frequencies and Percentage of Coping Strategies based on Mental Therapy	86
Table 4.18	Descriptive Analysis of Coping Strategies based on Mental Therapy	87
Table 4.19	Frequencies and Percentage of Coping Strategies based on Social Support	88
Table 4.20	Descriptive Analysis of Coping Strategies based on Social Support	89
Table 4.21	Descriptive Analysis of Overall Coping Strategies	90
Table 4.22	Percentage of overall coping strategies	91
Table 4.23	Correlational Analysis of Occupational Stress Indicators and Coping Strategies	92
Table 4.24	Pearson's Correlation between Occupational Stress and Coping Strategies	94
Table 5.1	Alignment Table for Research Objectives, Research Questions/Hypothesis, Findings, Conclusions and Recommendations	117

LIST OF ANNEXURES

Ser	Annexure	Detail	Page
1.	Annexure-A	Approval Letter of Research Topic and Supervisor	137
2.	Annexure-B	Change of Supervisor Letter	138
3.	Annexure-C	Permission Letter for Collection of Data	139
4.	Annexure-D	Covering Letter for Validation of Research Instrument	140
5.	Annexure-E	Validation Certificate by Dr. Farkhanda Tabbasum	141
6.	Annexure-F	Validation Certificate by Dr. Saira Nudrat	142
7.	Annexure-G	Validation Certificate by Dr. Shazia Zamir	143
8.	Annexure-H	Validation Certificate by Dr. Tariq Javed	144
9.	Annexure-I	Permission Letter for using Research Instrument	145
10.	Annexure-J	Research Instrument for Data Collection	146

ACKNOWLEDGEMENT

Thanks to Allah Almighty, Who is the most Beneficent, the most Merciful, and who provided me this opportunity and enabled me to complete this research study. There were a number of people who have been assisting me in completing this study to whom I owe my gratitude, especially, I am highly thankful to Dr. Aisha Bibi, Assistant Professor, Department of Education, NUML, Islamabad, my supervisor of the thesis, for his enriched professional, valuable and continuous guidance till the accomplishment of the research study. I am highly grateful to Dr. Mustafeez Ahmed Alvi, Dean Faculty of Education for his valuable feedbacks and motivation throughout the completion process of this research study and helped me in proof reading and improving the document. I am also thankful to Dr. Wajiha Shahid, Head of Education Department, Dr. Shazia Zameer, Dr. Saira Nudrat and Dr. Farkhanda Tabassam, the Coordinator for M. Phil. & Ph. D. Education Programs as well as all other faculty members and staff of Education Department, who facilitated and cooperated with me in academic tasks during my research study. I pay my gratitude to all the facilitators, who assisted me during the data collection process for its completion. My special thanks are due to Dr. Tariq Javed, Secondary School Teacher (SST) in FG Boys Technical Public School, Tariqabad Rawalpindi, who guided me in comprehending the basic framework of the thesis and motivated me in completing it as early as possible. I am also highly indebted to my class-fellow Mr. Mujahid Rehman who was always there to help me to complete this thesis.

I would like to thank my mother Mrs. Ajaib Sultana Begum and sister Mrs. Najma Noureen for their full time prayers and my children, especially my daughter Ms. Saher Navid Malik, who being the eldest has been assisting me on and off. At this point of time, I simply cannot miss my loving Father, Mr. Muhammad Sadiq Khan, who is not alive today, but who lives deep in my heart every time and whose contribution in developing interest in me for my studies, making my concepts clear and improving my written and verbal, English and Urdu expressions simply cannot be ignored. May Allah Almighty grant him Mughfira (Forgiveness), raise his ranks high, grant him the best place in **Janna**, shower His countless blessings upon him and bless him with everything and make me follow his footprints. **Aameen.**

Navid Sadiq Malik

Dedicated to

My Late beloved father, Mr. Muhammad Sadiq Khan, who took keen interest in teaching me every subject at home, besides attending my regular classes at school till my Intermediate and inspired me by his competency & command over the subjects of English and Urdu in particular and Mathematics in general. I have learnt a lot from him. Today, whatever, I am, I am because of my great father, whose love for me was unexplainable. I owe this all just because of his efforts. Besides, my father, I cannot forget my mother, who also played a memorable role in my brought up. Even, now, Alhamdulillah, she is alive and she keeps praying for my success. The prayers of my sister Mrs. Najma Noureen cannot be ignored at this moment. Her concern about completion of my research degree would ever be remembered. May Allah Almighty shower his countless blessings on all of them. Aameen.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teaching profession has surfaced as the most stressful profession during the past twenty years. In this modern era of science, technology and information, the knowledge is required not only for the growth of a person, but also for the development of a nation and the country which puts demand from teachers to achieve these targets. Various research studies carried out highlighted various sources of creating stress as well as variety of methods to deal with it among the teachers. The results obtained from these studies include the working environment, living environment and the shortage of resources as the major sources of stressors, besides non-availability of any sort of professional services for the sake of counseling, whereas, physical exertion, religious commitments and use of relaxants were found as the methods to reduce stressors (Margret et al, 2018).

Stress is found in almost all the professions, where human beings are involved. This is mainly because of an imbalance existing between the individuals working somewhere in an organization. In other words, it exists between the employees and the employers. Employers' expectations may be high but individuals' capabilities may not be equal to that and further the system of the organization also may not be supportive. Stress can be defined as a change of any kind that occurs due to our body's response to any external factor, which requires some attention or action. Stress causes some kind of physical, psychological or emotional strain. Everybody

experiences stress to some degree, but it's our own response that matters for our well-being (Scott, 2020).

Stress is in fact a result of harmful effects of the environmental factors, which put pressure on a person and ultimately affect the health and performance of an employee. There may be various causes, both internal and external of stress, which means that the stress may be due to some irritants present at home or at workplace. Further, stress at workplace (i.e. external stress) may have a number of reasons. The nature of job or some aspects of the job may create some stressors for the employees, un-predictable behavior of abusive or violent public with employees dealing with them. Among other factors, may be the work-load and the working hours, working environment, work stations, other missing facilities like heating, ventilation or lighting, inadequate holidays, even performance-related pay etc. Response of different people would be different to these pressures and the physical symptoms appear, when the pressure increases to its maximum (Kazi & Haslam, 2013).

Occupational stress is, in fact a stress related to the occupation of a person, which has been a major aspect influencing our profession, job satisfaction and organizational commitment. The causes of workplace stresses highlighted for teachers are mainly five, which are; the poor working environment, the poor relations with colleagues, the top management/authorities, the job insecurity and the role conflict (Sing, 2015). Certain other factors like low status/economic status, heavy workload, working under monocratic headmasters/headmistresses, monotony of work, the problem of indiscipline, societal factors, and work-related risks, lack of professional approach, autocratic administration and induction system can cause stress among

teachers. Different people take different measures to minimize their stress levels. These are called as coping strategies (Sachdeva, 2018).

A number of studies on occupational stress have declared the teaching profession as the most stressful (Chona & Roxas, 2009; Fisher, 2011). Teachers are assigned many roles to play both inside and outside the institution, like, a guide, a facilitator, a counselor, an evaluator, an examiner, a planner, a role model, a disciplinarian and an information provider etc. Now, whenever, a teacher would try to create a balance among these so many roles, obviously, he will get into stress in doing so (Margret et al. 2018). A teacher may experience and feel some kinds of undesirable sensations like anger, frustration, worry, unhappiness and tenseness because of some factors related to his job and this is the teachers stress (Alhijaa, 2015).

Low level of motivation among students, their discipline issues, shortage of time and heavy work-load, relationship of colleagues with each other, poor working conditions, conflict, matter of self-respect, and no proper support from colleagues are also the sources of teachers stress. According to the research, the teachers dealing with special children face more stress compared with other teachers (Ghani, Ahmed & Ibrahim, 2014). People who face stresses can deal with it by making an effort and taking an action against it, thus controlling over the environment and solving their problems. This sort of effort or action taken against the stresses is called as the coping strategy (Shrivastava, 2017).

The frequency and severity of these physical symptoms would be different for different people, starting from headache and stomach disorder to ulcers and even heart diseases. Similar other symptoms may be sleeplessness, irritability, backache, neck ache, muscle pain, tension, anxiety and nausea. The results of these symptoms could appear in the form of being absent from workplace, poor performance and

miscellaneous incidents at the workplace. To deal with the occupational stress and to manage it properly, some kind of system should be present, which would be beneficial equally for both the workers and the owners (Kazi & Haslam, 2013).

Different tactics may be adopted by different people to minimize negative feelings of workplace stress from their lives, either totally avoiding it or ameliorating it. The strategies like physical exercises, relaxation, and change in behaviors, mental therapies, bio-feedback, and deliberation and so on have better benefits over the individuals (Gebrekirstos, 2015). Grooming of teachers and their development are also considered the best strategies to reduce the occupational stress of teachers (Sachdeva, 2018). Some other include, simple and short daily routine, flexibility in using any teaching methodology, freedom of work, means of entertainment, relaxed atmosphere, involvement of staff in decision-making process, fairness, no favoritism, caring administration, flexibility in work-load and advance preparation of teachers lesson plans etc.

Coping strategies can not only reduce the level of stress, but can also minimize its negative effects. Coping mechanisms are of two types: poor as well as good. Poor mechanisms are the primary cause of stress. Deliberation processes and strategies focusing on problems and emotions are the best examples of good coping skills. Teachers commonly use exercises, social gatherings, reading books, different hobbies, travelling and deep thinking to eliminate stress (Gulwadi, 2006). Talking to friends and family, doing exercise, worshiping and addressing the reasons of stress are the examples of some of the coping tactics, which proved useful in increasing the well-being of individuals (Andre-Petersson, Hedblad, Janzon & Ostergren, 2006).

The researchers Margaret, et al. (2018) has also highlighted the sources of high stress levels of teachers in institutions, which include work-load, late sittings,

poor accommodation facilities, low paid job and no proper training of the teachers etc. Both positive and negative strategies are used for rehabilitation. Another major factor, which emerged as the main cause of occupational stress is the absence of counseling services. Institutions should provide good living and working conditions to the teachers by building new improved houses along with avenues for discussing their problems and counseling services, so that they could get rid of their problems.

A Stress Indicators Questionnaire developed by “The Counseling Team International” from San Bernardino shows how different parts of our body and life are affected due to stress. Different people would have different frequency of suffering from stress and obviously the intensity of effect would also be different for different people. They considered physical, sleep, behavioral, emotional indicators and personal habits of people in that questionnaire. To address the issues, stress management plan should be developed. All individuals suffering from stress should adopt on building stress resources, preventing stress through physical activities, finding time to relax, using good food and sleeping well to reduce their stress. The individuals are also advised to know the signs, which they very often observe, when they are under stress. By doing so, they will be in a position to take action against them and avoid serious results.

FGEI (C/G) is a wide spread network of public schools imparting quality education to the children residing in and around the garrisons and the cantonments. Due to the direct control of management of Armed Forces, the working environment becomes a bit strict and disciplined compared with other institutions situated in surroundings for the teaching faculty, where they feel comparatively more tens. Gradually, the stress causes the health issues and they do not perform their duties. The

authorities have never ever thought about this serious problem, which needs to be addressed on priority. The researcher remained a part of this set up for a period of three years and is very well aware of this issue.

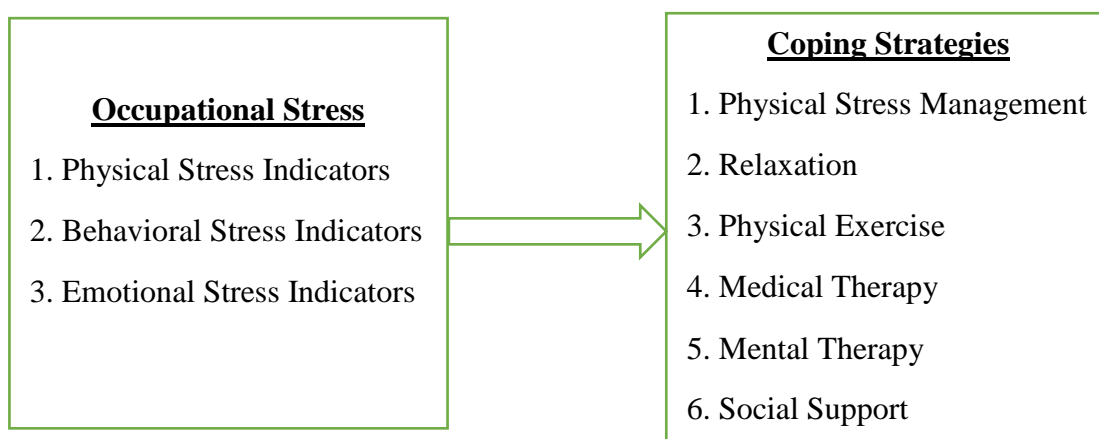
The current study focused on the occupational stress of secondary school teachers based on the physical, behavioral and emotional stress indicators. To overcome or reduce the occupational stress, this study also focused on various kinds of techniques called as coping strategies, which are used by the secondary school teachers in order to cope with their occupational stress.

1.2 Conceptual Framework of the Study

For this study Transactional Model of Lazarus and Folkman (1984) for the stress was adopted for this study. In this model, the activities used by the individual (i.e., cognitive, behavioral, emotional and physiological) perceived to be stressful during working. It also discusses various assessment issues and resources (personal and social) to cope, support or modify according to the situation.

The above model focused on two main variables that were, perceived stressful activities during working and assessment issues and resources to cope with perceived stress. Based on this model, the current study focused on these two variables, perceived stressful activities and resources to cope with stress. In this study, the perceived stressful activities (occupational stress) include physical, behavioral and emotional stress indicators. According to the model, various resources can be used to cope with the situation and the study focused on those various resources (coping strategies), which include physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support. It was also focused in the study, whether these two variables, that is, occupational stress and coping strategies have

any relationship? To determine the occupational stress and coping strategies, questions were formulated in research instrument. For the purpose of relationship, it was hypothesized that there was no relationship between the occupational stress indicators and coping strategies used by the teachers at secondary school level. To assess occupational stress and coping strategies for the conceptual framework, the concept of “The Counseling Team International (2019)” and coping strategies given by Kimanzi (2014) were used as a source.



1. Occupational stress Indicators (The counseling team international, 2019).
2. Coping Strategies (Kimanzi, 2014).

1.3 Rationale of the Study

According to French, Caplan and Harrison (1996), teaching was used to be considered as a profession with very low occupational stress. But later, the studies conducted by Olivier and Venter in (2003) showed that it has become highly stressful one because of the pressure of achieving excellence in the field of academics. Margaret K, et al. (2018), described various causes of stress in teaching profession and measures taken by them to address these causes in his study, as teachers are an important part of our society as well as they play a very vital role in developing this country.

In 2014, a study was conducted by the team of researchers, who highlighted the sources of stress in teachers (Okeke, Adu, Drake & Duku, 2014). Among them were school environment, students' discipline, heavy work-load of teaching faculty, and shortage of resources, less salaries, low social and economic status and dealing of heads with teachers. Margaret et al. (2018) suggested various measures for teachers in order to reduce this problem, which include; taking out time for rest, planning and managing their tasks and assignments, prioritizing their work, involving themselves in physical activities, sharing and taking advice from experts, worshipping and using medicines besides other techniques.

FGEI (C/G) set-up is a wide network of public schools located in all garrisons across the country, which is committed to provide quality education to its students. Under the management of armed forces, working in a relatively stricter and disciplined environment compared with other sister institutions located in the provinces and independent capital territory, Islamabad, meeting high demands of authorities and concerns of parents makes this environment more stressful, which not only results in health deterioration of teachers, but also demoralizes them and lowers their performance.

On searching the record of directorate and inquiring the employees about it, it revealed that, unfortunately no such effort was ever made to know the stress-related issues of the teachers and to find out ways to address them. This study will explore various kinds of physical, behavioral and emotional occupational stress indicators found among secondary school teachers as well as identify various coping strategies adopted by them to reduce their stress levels.

1.4 Statement of the Problem

New developments and job demands are emerging in the field of education which not only put pressure on the teachers but also on their occupation. There is a need to conduct researches in the field of education to improve the quality of education and teachers and to minimize their levels of occupational stress. The occupational stress is a broad term generally used in the business management, but it is a new concept in the field of education, that is whether or not the educational institutions located in Rawalpindi region carried out a systematic assessment to identify the indicators that cause occupational stress and whether or not they explored the coping strategies used by teachers to deal with their occupational stress. The schools need to conduct research studies to determine the indicators that cause occupational stress and also need to find out the coping strategies to handle with this occupational stress with a view to develop teachers' proficiency and help them in the improvement of their overall performance. Thus the current study was taken up by the researcher, specially keeping in view the cultural and social backgrounds of the secondary school teachers of Rawalpindi Garrison (Pakistan) to explore their occupational stress indicators and coping strategies.

The teaching faculty in cantonment/garrison schools faces a number of stress-related problems due to a relatively more strict and disciplined working environment, which causes their health deterioration and lower their performance. The researcher is of the view that occupational stress has its profound impact on teachers' performance. This study aims at identifying various kinds of occupational stress indicators (i.e., physical, behavioral and emotional stress indicators) among teachers at secondary school level of garrison schools of Rawalpindi and exploring different strategies adopted by them to cope with these stresses.

1.5 Objectives of the Study

For the current study, following were the objectives:-

1. To identify occupational stress among teachers at secondary school level.
 - 1a. To identify physical stress indicators among teachers at secondary school level.
 - 1b. To explore behavioral stress indicators among teachers at secondary school level.
 - 1c. To identify emotional stress indicators among teachers at secondary school level.
2. To explore coping strategies used by teachers to cope with occupational stress at secondary school level.
3. To find out a relationship between occupational stress and coping strategies among teachers at secondary school level.

1.6 Research Questions

For achieving objectives one and two, following research questions were developed:-

1. What is occupational stress among teachers at secondary school level?
 - 1a. What are physical indicators of stress among teachers at secondary school level?
 - 1b. What are behavioral indicators of stress among teachers at secondary school level?
 - 1c. What are emotional indicators of stress among teachers at secondary school level?

2. What are the coping strategies used by teachers to cope with occupational stress at secondary school level?

1.7 Research Hypothesis

For the achievement of objective three, following research hypothesis was formulated:-

H₀1: There is no significant relationship between occupational stress and coping strategies of teachers at secondary school level.

1.8 Significance of the Study

The present research focused on occupational stress and coping strategies among secondary school teachers. It will raise awareness among teachers about occupational stress indicators and will increase their knowledge about these things, which could help towards solution of their stress-related problems and improve their occupational output.

Educational leadership/management in institutions directly deals with teachers and also their work-related problems. This study will help educational leadership/management in identifying different occupational stress indicators and will also help them adopting various coping strategies to cope with it.

Educational authorities while making policies and planning various activities for the institutions might take into account the indicators of occupational stress and coping strategies mentioned in the study and provide a stress-free working environment to the teachers for a better output.

It was recommended to the management of FG Cantonment/Garrison Schools to aware and educate their teaching faculty to adopt the recommended strategies to cope with different physical, behavioral and emotional stress indicators of

occupational stress. The current study might be used by the top management of FG Cantonment/Garrison Schools to provide a platform for teachers to discuss their issues and convey their genuine concerns to them, so that they could be resolved. Various programs for this purpose may also be planned. The study also recommended to the management to provide proper counseling cells with experienced psychologists in identifying indicators, specifically related to emotional stress and help them exploring the strategies to cope with it.

Findings of the study may also be applied practically in knowing the nature and sources of occupational stress among secondary school teachers and as a result provide effective and efficient strategies to handle with them. The results of the research study might help educational professionals in establishing working atmosphere with less and more manageable occupational stressors, thereby enabling the managers to get favorable working conditions that will improve the occupational performance of employees to a higher level and may help the policy-makers in designing excellent policies on teachers' occupational stresses.

1.9 Delimitations of the Study

The study was delimited in view of the constraints of time and money to the public secondary schools located in Rawalpindi garrison, secondary school teachers serving during the academic session 2019-20. Occupational stress was delimited to physical, behavioral and emotional stress indicators, whereas, the coping strategies were delimited to the physical stress management, physical exercise, relaxation strategies, social support strategies, medical and mental therapies.

1.10 Operational Definitions of the Study

1.10.1 Occupational Stress. On-going stress at workplace, related to occupation of an individual. Three stress indicators namely, physical, behavioral and emotional considered in the current study have been briefly described as under:-

1. **Physical Stress Indicators.** Indicators which are apparent, tangible and easily observed/seen by others and which affect the body of an individual.
2. **Behavioral Stress Indicators.** Indicators which may be noticed through the change in behavior due to an action or reaction to a response, which obviously affect the health of an individual.
3. **Emotional Stress Indicators.** Indicators which may not be clearly visible, but better known by the individual himself/herself, hurting the feelings, emotions and sentiments of the individual, like tears in the eyes, face expressions, laughing or weeping etc.

1.10.2 Coping Strategies. Various techniques/measures adopted by the individuals in order to overcome their stress. Six different strategies discussed in the current study have been mentioned as under:-

1. **Physical Stress Management.** Managing stress through certain techniques such as, good time management and setting priorities or altering heavy work with a light work etc.
2. **Relaxation.** Steps taken to relax such as taking out time for rest and leisure, deep breathing and drinking water etc.
3. **Physical Exercise.** Exercise in which human body is involved, such as walking, running, playing and swimming etc.

4. **Medical Therapy.** Treatment through medicines such as, using Pain-killers, sleeping pills and mood-altering drugs etc.
5. **Mental Therapy.** Treatment without medicines such as offering prayers, reciting Holy Quran, religious practices and meditation etc.
6. **Social Support.** The technique of being social, mixing up with friends and people, talking, working and attending social gatherings.

1.10.3 Secondary School Teacher. A teacher teaching in a secondary school.

1.10.4 Federal Government (Cantonment/Garrison) Educational

Institutions. The schools of federal government located in cantonments & garrisons all over the country governed and controlled by the administration (officers) of Pakistan Army.

1.11 Methodology of the Study

1.11.1 Nature of current study

The research design of the present study was descriptive with survey method based on the quantitative approach.

1.11.2 Procedure of the study

Following were the steps for the conduct of study:-

1. Objectives and research questions were clearly defined.
2. Study was well delimited.
3. Research instrument was validated and reliability was found for final administration.
4. For achieving objectives, data was collected from the sample
5. Data was analyzed through statistical package SPSS.
6. Findings and conclusions were made on the basis of data analysis through SPSS.

7. Recommendations were drawn from the findings and conclusions.

1.11.3 Population of the study

The population of the research study comprised of all the secondary school teachers serving in Rawalpindi garrison schools only. There were total 39 secondary schools in Rawalpindi garrison, where 961 teachers were serving during the academic session 2019-2020.

1.11.4 Study sample

Sample of the study comprised of 233 teachers from whom the data were required to be collected through convenient sampling technique.

1.11.5 Instrument of the study

A closed-ended questionnaire was adapted, which was developed by The Counseling Team International (2019), given at Annexure-D for both occupational stress and coping strategies and were based on five-point likert scale, ranging from never=1, almost never=2, some of the time = 3, most of the time = 4 and almost always =5.

1.11.6 Data collection

The primary data collection was made by distributing a closed-ended questionnaire to the secondary school teachers, who were the respondents of the study.

1.11.7 Data analysis

The analysis of data was made using descriptive statistics, like mean, percentage, standard deviation and frequency. Inferential statistics was also applied for finding a relationship between the two variables of study through Pearson correlation. This analysis was done through the application of SPSS.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Teachers build nation and establish a link between parents and students in the educational system. They act as administrators, role models, and counselors and their role in each case provide inspiration. These multiple roles increase stress among teachers (Sachdeva & Kaur, 2018). Teachers not only remain committed in schools in various activities besides their daily routine, but also have to do a lot of work at home, for example, preparing their lesson plans, writing their dairies, preparing and marking of various assessment tests etc. Our educational system is under transformation due to advancements like other fields (Sachdeva & Kaur, 2018).

2.1 Stress

Stress comes from a Latin word "Stringere" which means toughness (hardship), highly difficult situation (adversity) or affliction while adjusting in a changing environment, our body wears and tears. Both physical and emotional effects appear as a result of stress and one can experience positive and negative feelings. According to the Wiley (2000), who presented that stress was a biological phenomenon that almost every person experienced but another researcher Onwuegbuzie et al, (2007), presented that stress is an umbrella term for various concepts such as anxiety, conflict, frustration and so forth.

A study was conducted in England which shows that teachers both male and female can experience stress at different levels (Chaplain, 2008). According to

Zimbardo, Weber and Johnson (2003) that stress is the changes in some one physical or psychological level in reply to the conditions (stressors) that stance challenges or threat to that person. According the Roxas (2009), definition stress is created upon an impression of an observed difference in the thin line between a person, his surroundings and other persons. Stress is defined as the individual's efforts that he is showing against the stimulus that has extreme pressure on the psychological and physical of the person (Jepson & Forrest, 2006).

According to Ellis (1999), stress is a physical or emotional tension that occurs during particular circumstances, whereas, Robbins (2001) defined it as a condition, where a person comes across his desires and opportunity constraints, where the outcomes are very important but seems to be uncertain. It is also defined as, "a clash between an individual and his environment, where the resources are scarce and the individual finds a difficulty to cope with it." The Miller says that, Work is an activity in general terms which is used to earn subsistence, but the specific activity is called an occupation, which depends upon certain factors like personal qualities, qualification, nature of work, promotion and working conditions etc. The ECDGESA (2003) define stress as a response that strongly affect work, work environment and work organization and in turn harms the emotional, cognitive, and behavioral and physiology of individuals.

The concept of stress has been explained by Makasa (2013) in his study through different stress models. The two famous models of stress are named as, the medical-biological model and psycho-analytical model. The first model is, in fact a three stage process, where, a similarity between human and bio-chemical defence and biological responses of other animals and plants have been shown. This model is also

called as “the wear and tear model “.Actually, our body shows different type of reaction to biological and psychological stressors. There is another type of model which is known as psycho-analytical model, which is concerned with the biological and social conflicts of an individual.

Researcher Kavitha (2009), has made an effort to investigate and analyze various kinds of stresses and their levels by focusing on the real practical problems of an individual as well as of the environment of the organization causing stress among the people working in that environment. The major focus remained on the ways to deal with managing stress and to search tools which can effectively and efficiently deal with stress. The study of stress management is important to understand its effects on human skills and to create a realization, which channelizes human efforts in various organizations like, government corporations, educational set-ups and hospitals etc. The employees serving in these organizations experience stress due to various reasons like, working hours, low income and strict environment. In order to get good results, to improve the performance, faster growth and high profit, the organizations have to take certain steps, which are called coping strategies. The Author of the book has beautifully arranged all the reasons and the causes of stress and highlighted the importance of studying occupational stress and to search out new ways and strategies for reduction / avoidance. The Author has suggested various strategies, which may be employed either to control or eliminate organizational level stress along with healthy tips.

Based on the good stress and bad stress, the researcher Seyle (1980), divided the stress into two categories, one is eustress which he called good stress and the other one is distress which he called that the stress that has negative because of some

stressors reaction. According to Lazarus and Folkman (1985), the personal will show cognitive, behavioral, emotional and physical responses to both categories of stress that is eustress and distress. Once the threat or demand is over the body can return to its natural state. A stressor is an event or set of conditions that cause a stress response. Stress is taken as the body's reaction to the stressor causing it and body's longer-term suffering/impact to chronic stress (Public Employees Federation, 2019).

2.2 Theories of Stress

Several theories have been presented to probe into stress and stress-related disorders. But two main theories of occupational stress have been widely discussed, which are known as “Interactional and Transactional Theories”. The person's interaction with his or her work environment is focused in interactional theories of stress. Three interactional theories were found effective, which are; “The person-environment fit theory”, “The demand-control theory” and “Occupation stress model”. These theories explain relationships between stress, an individual and the environment (Jones & Kinman, 2001). The interactional approach specifies that the strain resulted because of interaction of situational variables with personal variables (Ryan, 1996). The transactional theories of stress mostly center on the person's cognitive practices and emotional responses related to his or her environment. At the transactional level of analysis, strain occurs because of a perception that environmental demands go beyond personal resources. Stress provokes, if a person perceives that the event is a threat to his or her personal goals and he or she does not have the resources to cope with the demands of the threatening event. Stress is not provoked when the person does not perceive the event as threatening and feels that he or she has the plenty of resources to cope with the threatful situations (Lazarus, 1993).

2.3 Stress Models

There are a number of stress models, but among them, following are more popular and widely used. These include; person-environment fit model, demand-control model, interactional model, transactional model, Selye's model and occupational stress inventory model.

According to person-environment fit model, occupational stress is primarily a result of inadequate person-environment fit. One kind of fit is the extent to which the individual's skills and abilities match the demands and requirements of the job. The second fit is the extent to which the job environment provides support to meet the individual's needs. This model explains the degree of fit between job environment and individual which determines the strength of strain which is experienced by an individual.

According to Karasek (1997) demand-control model, a job in which there is a high demand on the employee and low control or autonomy is stressful. Demand may be in the form of work hazard, work-load, emotional/physical demand or role conflicts. Jobs can be divided into four categories on the basis of demand and control dimensions such as high demand and low control lead to high strain jobs, low demands and high control leads to low strain jobs, high demands and high control lead to active jobs, while low demand and low control lead to passive jobs (Landsberg, 1992).

The interactional model suggests that objective situation takes place to a person and personality factors determine the impact of that situation by influencing the person's ability to cope and personality is assumed to moderate the relation

between stress and illness (Ryan, 1996). The transactional model conceptualizes stress as a result of how a stressor is appraised and how a person appraises his/her resources to cope with the stressors. Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment. Lazarus proposed the equation as; $\text{Work Environment} + \text{Person} = \text{Strain}$ (Lazarus & Folkman, 1984).

Both interactional and transactional models suggest a causal role of personality in coping with stress. The interactional model specifies that personality determines the stress coping styles and the transactional model suggests that not only personality factors determines stress coping styles but also determines that how they appraise and influence situations.

Selye published this model in 1975, which is called as the general adaptation syndrome (GAS). Selye's model divided stress into eustress and distress. Eustress improves function and maximize productivity. In contrast, distress losses productivity and shows inability to control stressful events and may lead to anxiety or withdrawal behavior (Selye, 1975).

Osipow and Spokane (1983) gave stress-coping strain model, which is also known as occupational stress inventory model. This model focused on three separate but related domains, for example, job stress, strain and coping resources available to counter the effects of job stress. Occupational stress, strain and coping resources interact in this closed system which is also known as interactional approach. If occupational stressors were equal for two people, differences in coping resources moderate the resulting strain. Therefore, high occupational stress in itself does not predict strain, but availability of coping resources predicts level of strain (Osipow & Spokane, 1998).

2.4 Classification of Stressors

The researcher Bańkowska (2016), cited the work of Cooper and Marschall and stated that job stressors are distinguished into six groups and these six groups that cause stress includes the following:-

1. Stress at work can be caused by factors related to work such as bad working conditions, work overload and time pressure
2. Factors related to a performed role such as sense of responsibility for employees and role conflicts
3. Bad relationships at work such as conflicts with superiors and relationship with co-workers
4. Factors associated with professional development such as lack of job security and lack of promotion or too much early promotions
5. factors connected with the organizational structure and atmosphere in the organization
6. Non-organizational sources of stress include family and financial problems and life crises of an employee.

According to the Demrouti et al (2001), workload is also related to the job demands resources model of stress that explain that jobs are stressful when workload exceeds the individual's capacity to cope with them . Level of stress can also be affected by the status or position of the individual in the workplace. Stress at workplace has the ability to harm all types of categories, even those people, who has a small say in making major decision for the organization and stress suffer those employees who has less power than those who has more power as well as managers and all kinds of employees are vulnerable to work overload (Bohrf, 2019). Based on

the relationship of narcissism and psychopathy with stress, Thomas (2010), suggest that people will tends to have higher stress whose interact or work with a narcissist as result will increases the absentees of the individual and workforce turnover. Another researcher Boddy (2011), also found the same dynamic that stress level will increase in the organization when there is shared psychopath in the organization. Conflict was also noted as an indicator of the workplace harassment (Bowling and Beehr, 2006).

2.5 Stress Indicators

According to the Jex (1998), working in a stressful atmosphere can take you to face different kinds of stress indicators including:-

1. Behavioral which lead to absenteeism or poor job performance
2. Physical indicators that can occur due to occupational stress includes headache, fatigue, muscular aches, upset stomach, pains, chronic illness, sleeplessness and losing or gaining extra weight
3. Mental or Psychological that can lead to in-shape of alcohol use, drug use, irritability, low morale, feeling powerless and anxiety

The stress management techniques can be used to control stress, which includes bio-feedback, yoga and training for stress-immunization, physical activity in the form of exercise, and meditation, breathing exercises for making you strong and healthy as well as exercises for muscle relaxation at an advanced level (Eriksen et al., 2002).

2.6 Stress and Teacher

According to the study of Neshitt, Inglehart and Sinkford (2003), both men and women has different types of sources of strees and women are more affected than

men by time pressure, dense teaching loads, contradictory family responsibilities and having too much to do. A study revealed that 25% teachers described teaching as one of a highly stressful job (Kyriacou, 2001). According to Fisher (2011), teaching is the one of the professions with high stress level. Resesearcher Chona and Roxas (2009) also identified teaching as highly stressful profession. In the education contest Kyriacou (2001), define the stress in terms of teachers that it is the experiences of teachers due to some factors of the work as a teachers and show disagreeable, negative emotions such as restlessness, anger, hyper-tension, sadness or aggravation. Study conducted by Van Dick and Wagner (2001), and shows that psychological, physiological and behavioral has negative and diverse links with the teachers stress.

According to the Detert et al (2006), the main sources of stress among the teachers are low students motivation, time and work-load problem, bad working conditions, self-respect, discipline issues, students discipline issues, conflict and indefiniteness, improper support of the colleagues and colleague relationship. According to the Kinman (1998), work-related stressors have negative impact on the individual and Kinman (1998) further added that there are some different sources that can force stress and these can cause the following:-

1. **Cognitive:** inferior excellence decision-making, lesser degree of creativity, reduced memory
2. **Behavioral:** improper management of time, absenteeism, irritability and substance mishandling
3. **Physical:** digestive disorders, headaches and cardiovascular disease
4. **Psychological:** anxiety, anxiety and low self-esteem.

Different stressors were identified in workplace that can cause occupational stress includes; First stress was the management style that includes the poor communication, not family friendly and bossy style. Second stressor was the workload which includes workload is irresistible, not rational, time pressure is great, frequent replacements of employees, for which they are not ready to accept besides the shortage of resources for completing an assigned task. Third one was the decision latitude which consists of the stressors that very little opportunities for taking up of an activity or knowing about a job, in which you are good. Fourth stressor was regarding the relationship of a person with his colleagues or a friend, which includes the stressors like negative social environment, non-cooperative attitude of friends and other colleagues, support from colleagues and leaders and conflict between manager, juniors, or consumers. Fifth one was the role responsibility and it includes the factors like pressure from having great degree of responsibility for coworkers or subordinates and to deal with difficult public or even with difficult employees. Seventh one was the role ambiguity which consisted of the unclear about the tasks, what task should be given priority, how assessment of the task should be carried out or projected, feelings of insecurity in job and uncertain opportunities to get promotion and advancement. The last and eight one was the physical condition of the organization and it includes the factors such as noise, dust, temperature, physical demands, danger, unpredictable work schedule (Gates , 2001).

The acute and frequent signs of stress in the body, which may include exertion, abnormal heart beat, increased blood pressure, jaw pain, dizziness, back pain headaches, inability to concentrate, chronic pain, immune suppression and hypoadrenia (Colligan et al., 2006).

2.7 Occupational Stress

According to the definition of Beehr (1995), occupational stress occurs when characteristics of the work lead to poor mental and physical health. A mismatch (i.e. an imbalance) between the capabilities and the resources available for the employees could be a reason for the occupational stress, which could be mental as well as physical. It not only affects the health, performance, productivity and the quality of work of an individual but results in financial loss as well. Presently, teaching profession is a highly stressful occupation. The obvious reason for this is the awareness among the parents, competitions among the educational institutions and the pressure of the society. All these factors compel the educational leaders for attainment of the targets. In human occupational services, stress has been recognized as one of the major concern among professionals who are employed (Chan, Chen and Chong., 2010). According to Yang et al (2009) stress have been recongnized one of the major concerned. According to Earp (2010), stress is on of the major concern for those individuals that are in teaching profession. Rentner, Kober and Frizzell (2016), also added that stree is major conern in teaching profession.

A disturbed proportion of the job demands and the abilities, needs and resources of a person in fulfilling those demands lead towards harmful responses in body and mind, which is named as work stress or occupational stress (Hallman, 2003). Occupational stress is the perceived mismatch found in job demand and person's abilities to do job but when the individual fail to achieve that demands then it lead to important significances and that stress may lead to the etiology of coronary heart diseases (Backe et al., 2012). According to the definition of Colligan et al (2006), occupational stress or workplace can be referred to the changes in one

physical or mental state in reactions to the place of work that stance an assessed challenge or hazards to that employee.

According to Davis-Roberts (2006), many occupational and organizational psychologists suggest that, occupational stress is mostly considered to be the product of an disparity between environmental strains and individual abilities. According to the study conducted by Aftab and Khatoon (2012), on demographic differences and occupational stress of secondary school teachers and find that for a teachers teaching is a stressful job in different contexts. A study was conducted by Fisher (2011), and also found that various situation for a teachers teaching is stressful job. Researcher McCarthy et al., (2019), also added that teaching is a stressful job. According to the finding of David and Candace (2001), due to the increased level of the occupational stress force the teacher to quit their jobs and Singh and Billingsley (1996) also added that due to occupational stress, special educators quit their job.

According to the Dollard et al (2003), the nature of the occupational stress can be physical or psychological that can lead to the health issues both physical and psychological in the individuals. When the level of occupational stress is well recognized and minimized, the results become more effective and make the employees more productive, healthy and motivated in their work places (Muthukrishnan, Saji Mon & Chaubey, 2011). The occupational stress is in fact the absence of capability to face pressure while doing a job.” It is a state of your body and mind affecting your health, work, efficiency and productivity etc. It may also be stated as, “lessons learnt or experiences gained by a teacher because of the indecent incidents like hyper-tension, anger, disappointment, demoralization while working in a setup.” A teacher should be familiar with the stress, its causes and negative effects. Teachers being a part of globalization, have to play their role towards excellence and

quality with their competitors. In fulfilling the social, economic and environmental needs, teachers have to face stress, strain and anxiety (Sachdeva & Kaur, 2018).

According to the report of Northwest National Life Insurance, 25% of their employees had occupational stress in their life (Northwest National Life Insurance Company, 1991). The PSRA study concluded that seventy five percent of their workers have occupational stress that today work has more stress than generations ago. Another researchers Tytherleigh, Weeb, Cooper, Ricketts (2005), added that the highly related factors that cause occupational stress is the control deficit, job insecurity and hurdles in conversation. According to the Shirom et al (2008), occupational stress of the individual has impacts on the individual physical health and mental health as well as individual job performance, job satisfaction as well as intentions to turnover.

It was founded that one of the most occupational stress in workplace is conflicts and bullying. According to Dopkeen, Jonathan , DuBois and Renee (2014), the most frequent stressors for the individual at work place is the interpersonal conflict among the employees. Bullying was also considered as a workplace stressor. According to Colligan et al., (2006), bullying can lead to fatal results including damaging to an individual's official position, isolation, damaging his personal position, destabilization and work-load that is lack of credit for work and meaningless tasks. A team of researcher added that bullying can create aggressive working conditions affecting the employee's work ethic and their contribution to the organization. According to the Leunga et al (2009), occupational stress cannot only lead to health issues in individual but also affect the quality of the work, productivity of the work as well as amount of the work. According to the Muthukrishan et al (2011), one of the main factors of health issue of the employees is the occupational

stress that can affect work morale and usefulness of employees, which force them to run away from their workplace.

2.8 Guidelines to Prevent Occupational Stress

According to the NIOSH (2019), at organizational level following are the general guideline to prevent occupational stress:-

1. Regulate workload to employees capabilities
2. Outline role and duties clearly
3. Strategy works that are significant, inspiring and allow employees to use their abilities
4. Indorse collaboration among employees
5. Create good communication about workplace issues

2.9 Occupational Stress and Teacher

According to Fisher (2011), teacher stress can not only put teacher's health and effectiveness but also the achievements of the students and get the attentions as a widespread problem for many researchers. Occupational stress in teachers appears in the form of restlessness, irritating behavior, losing temperament, headache, confusion, feelings of tiredness and boredom, no confidence and unable to focus on his / her work (Sachdeva & Kaur, 2018). Among others, low social and economic status, no job security, long working hours, heavy duty, strict working environment, rude management and strict administration, professional incompetence, poor system of induction of staff, gastro-intestinal, attitude and discipline problems are some other symptoms, which employees express for occupational stress (Sachdeva & Kaur, 2018). Teacher's occupational stress can result into negative outcomes, which can be both internal and external (Makasa, 2013).

According to the Morrison (2005), teachers considered that teaching is stressful work as compared to the other profession and 33% teachers informed about experiencing maximum level of occupational stress. Researcher Chandola (2010) has discussed about the causes and the repercussions of occupational stress during recent decades. He talked about some European Union and Scandinavian countries in his book. To minimize the psychological hazards at work prevalent in our society, the Scandinavian countries adopted a policy and then in the late 1990s, the issue came on to the agenda of European Union. An agreement was signed in 2004 by the European Union Partners, to reduce the stress levels and improvement in the working conditions of the organizations. Negotiations to reduce stress started in a number of countries including, Denmark, Netherlands, Sweden, France except UK. Most of the researchers found the relaxation technique, as a good tool to minimize stress, besides improving mental and physical health. These techniques were applied without any status of stress.

According to the researchers Jeyaraj (2009), those teachers who have high occupational stress are less satisfied from the teaching and show greater number of absentees and they more likely to leave the job and less likely they take on teaching as a professional career (Jeyaraj, 2009). Relaxation technique may have more impact for an external and less confront-able stress as compared to an internal stress. Austin, Shah, and Muncer (2005), concluded that positive strategies are used by the teachers having low level of stress more frequently, whereas, the negative strategies are used by the teachers having high level of stress very rarely.

In a study on occupational stress of higher secondary school teachers, Reddy and Anuradha (2013) suggested some measures, which may be highly beneficial for teachers in overcoming their occupational stress. These are; improving self-respect,

building confidence and emotional intelligence, exercises and deliberation, creating a social circle in friends, involving in various hobbies and pastimes, communicating with friends and others, seeking guidance and counseling services, wherever and whenever required. A model of key constructs was presented by Montgomery and Rubb (2005), the model was based on teacher stress, coping and their interrelationship.

A detailed study on stressors and stress among management strategies adopted by university teachers in Pakistan was conducted by Quraishi, Aziz and Siddiquah (2018), which revealed both positive and negative factors experienced by these teachers and also different coping strategies adopted by teachers of different age groups. It was recommended that the career planning of teachers must be kept in mind, besides conducting training sessions and workshops on the stress management. The study also recommended carrying out more researches on a larger scale to probe into other work place stressors and coping strategies by taking into account the demographic variables.

According to the Shernoff et al (2011), due to occupational stress, teachers experience regular fatigue. The researcher Sorenson (2007), occupational stress cause serious health conditions in teachers while the researchers Yang et al (2009), stated that due to occupational stress teacher are expected to have shorter life belief. According to Ingersoll and Smith (2003), the outcomes of the stress related to physiological and emotional response is in shape of behavioral includes low productivity, absenteeism increases and also high attrition rates. Team of researchers Rentner et al (2016) and another two researchers Skaalvik and Skaalvik (2015), are also added the same points that stress has effect on physiological and emotional responses that behavioral outcomes.

According to the finding of the researchers Wadesango et al (2015), among the heads of the school occupational stress is the major and international issue. He further explained that due to occupational stress teachers are affected in terms of physiologically, behaviorally and psychologically. According to the finding of Hülya et al (2018), the that occupational stress and teachers self-efficacy has no significant relationship and teachers working at different institution different stress due to different factors including working conditions and working environment. According to Naghieh et al (2015), when there is persistent occupational stress then it can lead to disrupt the relationship and can cause occupational burnout.

A research conducted by Zamir (2011) on analytical study of occupational stress and personality type of academic managers at higher education level indicated a high level of occupational stress in female managers compared to male managers. The occupational role of managers was reported as the main cause/source of their stress. Significant gender differences regarding occupational stress were found in the study. The study also concluded a significant positive correlation between extrovert type managers and their occupational stress, whereas, a significant negative correlation was found between introvert type managers and their occupational stress. The researcher recommended taking appropriate steps to reduce the occupational stress in order to improve the physical and mental health of the academic managers (Zamir, 2011).

2.10 Sources of Occupational Stress

According to the Seward and Larsen (2007), the stressors for occupational stress at workplace are the six types that includes the organizational stress (i.e. lack of proper communication and conflicts in organization), concern about the career

development (eg. Lack of promotional opportunity among individuals or unemployments of individuals), character stressors (e.g. character conflict and character uncertainty), mission stressors (e.g. measurable and qualitative overwork or below capacity, and accountability for survives and security of others individuals), and work environment stressors (e.g. poor aesthetics, corporal experiences, noise, and odors). According to the Kivimäki et al., (2002), work stress can arise due to high demands and low control which lead to the state of emotional suffering which lead to the physical health problems for example increases in cholesterol level and increased body mass index. According to Chalmers (1998), the main reason that causes the occupational stress is dissatisfaction regarding workload in teachers.

According to Naghieh et al (2015), job guarantee and less support from society can lead to increased stress at workplace and the main causes of occupational stress are the diversity in superficial effort and supposed reward in jobs along with demand. Asmaa et al., (2018), cited the work of Roberts, Grubb, and Grosch (2012), and stated that major causes of the occupational stress as the psychological stressors. Certain studies greatly emphasize on working condition that it is the important source of occupational stress and reconstruction of the job is the primary coping strategy to prevent it (Colligan et al., 2006).

According to Ron and his colleagues (2001), occupational stress of the teachers is affected by the working conditions, professional experience and ability to work with externalizing children. Low work capacity, lone-lines, type of working hours, role conflict and role uncertainty, lack of self-sufficiency, difficulty within relationship with colleagues, administrative mistreatment, harassment and organizational environments (Colligan, Colligan & Higgins, 2006).

2.11 Occupational Stress and Administrative Actions

To cope with occupational stress following administrative involvements can be used:-

1. Fluctuating the working conditions.
2. Employees dealing and understanding the conditions.
3. Administrator and employees should aware of stress, customers and situation (Lazarus, 1999).

In a pilot study, Austin, Shah and Muncer (2005) highlighted some signs of stress and the ways to deal with them. They also measured the stress levels. For this purpose, they developed a questionnaire, comprising four individual standardized questionnaires. Their study found escape, avoidance; accepting responsibility and uncontrolled aggression as the negative strategies to deal with stress, whereas, exercise as a positive way of handling with the stress issues. According to Austin, Shah and Muncer (2005), the possible positive coping strategies include problem-solving, getting social and emotional support, exercise, relaxation and creating positive meaning. Although, no relationship was found between these strategies and the measured stress levels. It was found that painful problem-solving was the only technique, which was widely used even without knowing its effectiveness.

The positive factors expressed by the teachers are diversity, independence, conducive environment, rewards, importance, support, facility of availing rest time, collaboration, opportunity to know and express one's self, personal relations, whereas, the negative factors expressed by the teachers are over-burden, asking for innovative ideas and proving one's self, interference of management, pressures from surroundings, restlessness, bad experiences, heavy commitments, physical dangers, decision-making burden, and problems from colleagues, various demands from other

people, threats and negative consequences (Quraishi, Aziz & Siddiquah, 2018). The researchers Margaret et al (2018) indicated working conditions, lack of resources, living conditions and lack of professional counseling services as the main sources of occupational stress, whereas, physical exercise, religious commitments and use of intoxicants were the coping strategies adopted by the teachers. It was also highlighted that heavy work-load, long working hours, insufficient teaching materials, poorly trained teachers, poor living conditions of teachers, low-paid teaching faculty were the main stressors and exercises like jogging, talking with friends and family, searching for good accommodation, engaging teachers for dialogues and discussing their problems were the main coping strategies besides mentioned above.

Four major categories of stresses have been found among schools teachers by a researcher in his study, which included, poor service conditions (like shortage of accommodation, low salaries of teachers, non-conducive school environment and problem of getting entitlements) work-related situations including interference in school programs, heavy work-load and over-crowded classes etc. The teachers were found using engaging themselves in other activities to earn more money to pay for accommodation and getting support from their colleagues to overcome injustices done by their administrators. The provision of internet facilities for entertainment of teachers and extra-curricular activities were also recommended in the study. According to Eriksen et al (2002), different coping skills can be used to cope with stress and these includes training in building the confidence, skills in determination of conflict, making of decisions and solving the problems, setting up of goal and priority and skills in managing the time etc.

The researcher Chaplain (2008), explained that stress has even characteristic the considerable slow destruction rates among teachers and teachers have significant

level of stress related to job that they experience and they fail to cope with it. A study was conducted in India by Mathew (2005), whose finding revealed that the important sources of occupational stress among school teachers are school climate and structure, work/home interface, relationship with other people, job insecurity, work overload, intrinsic job factors, low salary and large class size while the effects of these occupational stress sources are ill health variables, physical and mental health issues and job satisfaction. Mathew further illustrates that to cope with all these occupational stress teachers use social support, task strategies and home and work relationship to cope with it.

Conceptual framework of Makasa (2013) study is based on a model of interactional or transactional theory of organizational stress. Three different models and theories have been developed by scholars, which explain occupational stress and strategies to deal with it. The first model explains stress and the responses of the individual. According to the second model, stress arises due to the accumulation of difficulties present in the environment of an individual, whereas, the third model explains stress as the result of interaction of an individual's factors and the environmental factors.

A team of researchers Field, McCabe and Schneiderman (2013) has talked about the latest researches conducted on stress and the strategies to deal with it on its aspects pertaining to developmental, physical and mental health. Psychophysiological procedures, the measurement of psycho-social and bio-behavioral responses are the important aspects of stress mentioned in this book. Further, biomedical and psycho-social approaches have been integrated to achieve a common objective. This book gives the concept of stress, behavioral stresses to immune response, and disorders due to sleep, depression and heart diseases. To deal with these

stresses, methods involving anger, depression, hardiness, self-consciousness and behavior of type A are also given in this volume. In short, the three sections of the book deal with three different aspects of stress and methods to cope with them. These three sections are psycho-physiological, developmental and psycho-social aspects. A relatively new research in the field of stress is the study of stress effects on the immune response. Two different kinds of models for immune responses have been presented and several ways have been mentioned in which, stress can affect our immune responses.

Researcher Robbins (2007) has made an effort to clearly explain the idea of stress, which is in fact a part of our life and a legacy of our biological inheritance. We all in one way or the other are familiar with stress, as we experience it. Stress is actually adaptive. It develops slowly and gradually with time. The nature of stress, its effects on our daily life, different ways to study stress, how our bodies react to stressful events, what do psychologists think about the coping behaviors, how they conceptualize and measure it, what are the specific techniques considered are the questions, that have been talked about by the Author in his book? The Author has also discussed the strategies, which are not effective besides exploring the effective strategies. These techniques include, improving inter-personal skills and conflict resolution. Polishing these skills can definitely lessen the stress,. The Author has also mentioned some defensive measures for the people, who have no awareness at all. He has also given some useful tips and information for those, who seek help from professionals, useful information about drugs, psychotherapy and also alternative medicine approaches in this book.

Researcher Chandola (2010) has discussed about the causes and the repercussions of occupational stress during recent decades. He has talked about some

European Union and Scandinavian countries in his book. To minimize the psychological hazards at work prevalent in our society, the Scandinavian countries adopted a policy and then in the late 1990s, the issue came on to the agenda of European Union. An agreement was signed in 2004 by the European Union Partners, to reduce the stress levels and improvement in the working conditions of the organizations. Negotiations to reduce stress started in a number of countries including, Denmark, Netherlands, Sweden, France except UK. The report submitted by Chandola (2010) clearly explains the implications of occupational stress on the health of employees. The problems like, restlessness, depression and cardiac arrests are increased besides its economic problems, partly due to the absence of workers and partly because of their poor health. The ill-effects could even be more owing to job insecurity and work pressure. The research indicated that employees control and congenial work environment can reduce the effects of pressure. It also indicates the importance of rewards given to employees. Fairness in decision-making and employees feedback are other useful techniques for reduction in stress, besides bringing change in job designs, seeking support from workers and ensuring their involvement.

The study conducted by Leduc (2012) shows the prevalence of workplace stress in present organizations. Stress is in fact a response to the source causing it and it may be the result of something happening with an individual in an environment. The researchers developed new methods to observe such specific resources and their role in occupational stress. The study aimed to identify the resources relevant to the specific stressors. The results of the study are mostly inconclusive. Specific strategies are used for the specific stressors. It was also observed that the conflicts during work with colleagues were reported more and were causing strain among workers.

The research study conducted by Kimanzi (2014) investigated the workplace stresses and measures adopted by them to deal with them by the principals of secondary schools at the management posts. The causes of these stresses were noted as, the students' indiscipline, burden of responsibilities and expecting good performance from them, financial constraints, monitoring and ensuring the execution of curriculum plan, interference by the politicians, mandatory and complaint work, insufficient and untrained staff looking after the administration and complex learner needs. The practices adopted by the principals include like, time management, prioritizing tasks, having chit chat with others, joining social gatherings, setting aside some time to relax, sharing workload, seeking guidance from friends using intoxicants or medicines for good feelings, worshiping and reciting Holly Quran / Bible as good strategies to manage their stresses. The findings suggested for the principals to be fully equipped with the updated information about the administrative-related stress issues and the dealing tactics, so as to minimize the bad effects of these stressors in their day to day life. Recommendation for the policy-makers as well as for the executers was also made to discover and devise such strategies, which might be helpful for lowering and avoiding the people from workplace stressors working in educational environment.

A study was conducted on extend and sources of occupational stress among teachers by Biron and his team (2008), found that difficulty in demands, poor physical conditions and family demands are the major stressors of occupational stress for teaching faculty. Learning atmosphere of an institution, discipline of students, work overload, shortage of resources, lower paid teaching staff and poor qualification with less professional approach are the main occupational stress among the teacher (Okeke

et al., 2014). A study was conducted in Kenya where found high stress level and workload, inadequate teaching materials, long hours of working, low salaries; inadequate training among teachers and low salaries are the sources of occupational stress (Margaret, Ngigi and Mutisya, 2018). Some variables of the finding of Betoret and Artiga (2010), is similar to above finding that teachers in Spain face stressors due to their over commitments, over-work demands with low salary packages, which are very common.

Many research work of the researchers' state that there are different occupational stress sources and a similar study was conducted in Australia and were found that the key factors that are the main reasons to derive high level of stress and cause occupational stress are the diminishing resources, pressure to attract external funds, increased teaching loads and ratios of students/staff, job insecurity, lack of recognition and reward and poor management are among the teachers (Winefield et al., 2002). A study was conducted on the occupational stress or work related stress for woman and were found different factors of stress but other than family responsibilities, there are some other stress sources that includes that majority of the teachers occupies less seniors jobs than men that cause lower levels of control in their jobs, second was the quantity of women who do work in hazardous forms of service, the third was the recruitment of woman in the professions of high stress like nursing, teaching and working with visual units and the last one was the bias and discrimination mostly woman faces at more senior positions both as a result of organizational and corporate policy as well as from the coworker at their work (Hallman, 2003).

According to Davis-Roberts (2006), occupational stressors are linked with lower levels of job satisfaction and higher turnover which focusing on the impact of

stress on the physiological, psychological and mental health, stressors, job performance, economic significance, job satisfaction and the partners perception. According to Katz and Kahn (1966), another stressful factor at occupational setting is workload and causes stress on workers namely, quantitative workload, qualitative workload and underload work.

According to Wei, Hui and Lie (2011), the most prominent risk factors that cause occupational stress in teachers are teaching-related matters, support from society, and cognitive health and they further stated that the important factors that is considered useful for lessening stress of teaching faculty is the caring of psychological health to improve the working environment of an organization. Other researchers' team, Gillespie and his team (2001) stated the major causes of occupational stress among the teachers due to non-cooperational attitude, work overload, no guarantee of job, lack of research finance and job insecurity.

According to the findings of Gebrekirtos (2015), the teachers working in secondary schools are more exposed to work stress, which is of greater level and most dominant source of this workplace stress at secondary school of teachers are their group activities, issues pertaining to administration, issues related to learners and their parents as well as their own and homework inference. Another source of the occupational stress was extended working hours. According to the Jerry and Kathleen (2006), both in employed women and men working hours is increasing in their workplace and as a result increases stress in working couples and particularly those couples who has children. The possible sources of stress for the teachers at their work place and also have impact on the health of teachers include pathetic response from society, non-cooperation of principals as well as co-workers, heavy work-load, duties other than teaching, poor working environment, delayed and non-payment salaries,

students-parents insults and assaults, time pressures, students misbehavior and political inference (Holeyannavar, 2009). The study conducted on emotional intelligence, gender and occupational stress found the similar results among secondary schools teachers (Jude, 2011). School environment, students' discipline, over commitment and shortage of resources are the main occupational stress among the teacher (Okeke et al., 2014).

Another factors related to occupational stress at workplace is the financial factors that are linked with increased in stress levels. According to Primm (2005), financial factors that lead to stress at among the employees at workplace includes pressure from the inverstors, readiness of organizations to suddenly lay off employees to cope with changing business environment, and intercompany competitions of compaines.

According to American Institute of Stress (2019), one of the major regions of occupational stress is sexual harassment which are more common in woman than men especially for those women who are working in men occupations and the result has negative effects on workers' psychology and further stated that those facing high level of harassment leads to worst outcomes/least negative outcomes and also found that higher level of harassment were poorly performing at work place (Gyllensten, 2005).

2.12 Coping Strategies

Different coping strategies are used by teachers and individual to cope with not only occupational stress but also other stressors as well. According to Naghieh et al (2015), both organization as well as employees can find different strategies to cope with occupational stress. According to Semra (2000), teachers show little physical and psychological stress indicators and are not shown continously and it was further

determined that teachers are not using coping strategies continuously but they use their own coping strategies that they developed themselves. To level of stress and the negative effect of the stress, stress can be decreased through coping with stressors (Lazarus & Folkman, 1984). Researchers Montgomery and Rupp (2005) divided coping into two mechanisms either good one or poor coping mechanism and identified that poor coping mechanism is the primary sources of causing stress. According to the Gulwadi (2006), to cope with stress at schools, following coping skills can be used that includes modifying thought processes, learning problem focused strategies, emotional focused strategies such as emotional release, talking or meditation, physical strategies and the most common strategies among the teachers to cope with the stress is exercise, avoidance, movement, social resources, mediation, hobbies and reading. Researcher Makasa (2013) devised intervention strategies to eliminate the stress levels of school teachers in his study. According to Makasa (2013), the coping strategies are the efforts made to protect biological demands of an individual from the environmental conflicts.

According to the LaDou (2003), most of the techniques of stress management is focusing on the individual to teach coping skills for managing stress or to reduce the stress. Many researchers believe that when a person face stressful situation then helpful strategy may be triggered. According to Lazarus and Folkman (1984), four strategies can be used to cope with the stress that includes searching for information, direct action, refraining from action and intra-psyhic processes. According to the Andre-Petersson et al (2006), to prevent the development of health problems and psychological distress one of the important way to cope effectively with the stress and some of the important copies strategies at work are talking with friends and families, praying, actively addressing the cause of stress and exercising.

The most common strategies used by teachers to cope with the stress includes, effort to keep problems in perception, avoid conflicts, try to ease after work, take action to deal with problems, keep feelings under control, assign more time to specific tasks, discuss problems and express feelings to others, have a healthy home life, plan ahead and prioritize and recognize one's own limitations (Davis-Roberts, 2006). According to Margaret, Ngigi and Mutisya (2018), the coping strategies that can be used to cope with the occupational stress is the physical activities such as jogging, seeking alternative accommodation outside the organizations and talking with friends. They further found that some coping strategies were positive and some were negative but significantly the absence of counselling services in the institutions for the teachers emerged as a major contributor to help the teachers to cope with the occupational stress. They further explained that for the institutions it is important to provide the good working conditions and living conditions to build better houses, provide a place where teachers can discuss their problems and as well as provide professional counselling services that can help the teachers to cope with personal as well occupational stress.

Based on the perceptions of the demands as a threat, challenge or task focused versus emotion focused, employees used different coping strategies (McGowan, Gardner, and Fletcher, 2006). Certain other measures (coping strategies) may be followed to minimize teacher's stress and strain to enhance their role and commitment. These may be, giving them the freedom to work, training of the teachers, keeping their routine easy and simple, flexibility, advance planning, entertainment, a relaxed environment, criticism in isolation, un-biased attitude towards all employees, equal and fair treatment (Sachdeva & Kaur, 2018). A stress management training for employees and leadership training for supervisors was

introduced which bases to provide the esteem and recognition to employees to reduced occupational stress (Siegrist, 2008).

Researcher Hartney (2008), has discussed the basic concept and phenomenon of stress for teachers and its effects on personal and professional life of a teacher. Many strategies have also been suggested to manage the stresses, from their career planning to dealing with different kinds of people. Over a period of time, various changes have occurred in teaching profession, which have made it a highly stressful profession. Chapters of the book explain the concept, rationale, and understanding of occupational stress, its relationship with performance, specifically in the field of teaching, different sources of stress, dealing with difficult people, and challenges of balancing professional and personal life. Some of the chapters deal with understanding and managing emotions and feelings, like, anger, fear, and sadness etc. Strategies like, counseling, psychotherapy, coaching, mentoring, self-help groups, helplines and self-help books and the tips to the teachers have also been given to manage their health and to differentiate between chronic and acute health problems, how to recognize warning indicators and adopt counter measures to avoid such problems. In the end, the information on how to project the professional image and the integrated coping strategies has been summarized.

According to the Richards (2012), the coping strategies that teachers are using to cope with stress are problem focused forms such as positive peer support. Another researchers Watts and Shorts, (1990), added that based on emotion-focused forms teachers cope with stress include consumption of alcohol, amphetamines, tranquillizers while Kyriacou, (2001), find that to cope with stress teachers do exercise and Austin, Shah and Muncer, (2005), find that to cope with stress teacher's shows uncontrolled aggression. According to NIOSH (2019), combination of stress

management and organizational change can be a useful approach for preventing the stress at work place.

According to the finding of the study social support is effective way to cope with stress based on accessing friends and family and talking with others (Richards, 2012). According to Viswesvaran et al (1999), social support was defined as the excellence and level of interactions at work. The study of Lopez et al, (2010) also revealed that social support is an effective way to reduce stress and researchers Easthope et el (2007), also argue the same mention point. According to Howard and Johnson (2004), exercise is the effective way to cope with the stress among the teachers and exercise has been identified as a source of reduction in the stress and also to promote health (Van Dick & Wagner, 2001). Another study was conducted at secondary school teachers and revealed that exercise was the most common strategy used by teachers and was followed by drinking alcohol and talking with others but the most common strategy used by teachers are talking to friends and family and further reported that lack of time and paperwork are the key sources of stress (Gerard, Wendi and Mike, 2016).

To cope with stressful situations, according to Admiraal, and Wubbles, (2000), teachers use many coping strategies including cognitive, emotional and behavioral in order to comfort and adapt to the stressful events. Good time management, in search of counseling facilities, setting priorities, captivating out time for relaxation and rest, taking drugs, physical exercise and praying are the most common coping strategies used by the teachers to cope with the occupational stress (Okeke et al., 2014). According to Curtis (2000), individual takes different kinds of measures to tackle with the stress-related issues like relaxation, bio feedbacks, and deliberations. According to

NIOSH (1999), the most useful way to prevent the occupational stress at work is the combination of organizational change and stress management approach.

2.13 Coping Strategies and Teachers

According to Leunga et al (2009), health promoting behaviors and such other physical exercises help perform better at workplace. A study was conducted by Gebrekirstos (2015), on occupational stress and their coping strategies among secondary schools teachers and were found that the most of the strategies that teachers uses are religious related coping, giving up coping, emotional self-control related coping, social related coping and plan full coping strategies.

The coping strategies were found among the secondary school and were taking out time for leisure and rest, physical exercises, praying, bible reading, drinking water, seeking counseling services and taking sleeping pills and mood altering drugs (Kimanzi, 2014). A study was carried out among teachers at Africa and was found that working condition is difficult and create occupational stress and diminish the work satisfaction and motivation of these teachers and the work environment that create stress and unfavorable and make the teachers frustrated and powerless are lack of instructional materials, less resources with the teachers to develop professionally and lack of administrative support (Asimeng-Boahene, 2012).

A study was conducted on the strategies to cope with stress and professional level stress of teachers and was found that mostly teachers manipulated emotional strategies rather than the physical strategies and there is no strategy at organizational level for the teachers to decrease the stress situation (Saylan and Yurdakul, 1998). According to the finding of Balel (1994), that there is no significant difference between coping and stress but shows variations according to the gender, age, faculty

and title as well as stress level is under medium. According to Peirce et al (1996), one of the important factors that play role between stress and coping is social relationships. Researchers further explained that when the social support is stronger, then it will help the employees to cope stress in personal as well as work life. According to Gates (2001), one of the important and useful strategies to cope with stress is social support. Those persons whose active and positive experience along with social support effectively cope with stress, but those employees who are less likely to perceive social support or have negative experience, then they unlikely use coping strategies.

2.14 Measuring Occupational Stress and Coping Strategies

Different research instrument can be used to measure the occupational stress and coping strategies of teachers. The researchers Hurrell, Nelson and Simmons, (1998), described different nine occupational stress instruments and each instrument has different characteristics. But among all these instruments, the most common stress indicators that they can measure in most is workplace (work role overload, role ambiguity and decision freedom). Different researchers can uses these instrument based on the factors that researcher is going to measure and further suggested that researcher can do interviews at workplace or interviews with focus groups with managers and workers.

Another research tool was developed to measure the occupational stress indicators by Cooper and his co-authors (1988). This research instrument was based on four key elements that includes what's the sources of stress, second element is the individual who may be suffering from stress, third one is coping strategies and fourth one is the effects of stress on both individual as well as organization.

1. Source of stress. It does not include only one or two sources of stress but cover all sources related to job, home life, relationship and careers
2. Individual. Occupational stress indicators specify that stress is a subjective value influenced by the personality of the individual.
3. Coping strategies. It depends on the sources and strength of the individual. Coping strategies can be varied and depend on persons
4. Effect of stress. Based on individual it can effects the individual physical, behavior or mental while on the organizational bases it can affect the staff turnover, job satisfactions and absenteeism.

Following are different questionnaires that can be used to measure the occupational stress at different levels:-

1. Generic job stress questionnaire
2. Job Diagnostic Survey (Hackman, & Oldman, 1975)
3. Job Characteristics Index (Sims, Szilagyi & Keller, 1976)
4. Work Environment Scale (Moos, 1981)
5. Job Content Questionnaire (Karasak, 1985)
6. Occupational Stress Indicator (Wiliams, & Cooper, 1997)
7. Occupational Stress Inventory (Osipow, 1998)
8. Job Stress Survey (Spielberger, & Vagg, 1999)

To measure the coping strategies used by different individual at different organizational following research instrument can be used:-

1. COPE Scale (Carver, Scheier, & Weintraub, 1989)
2. Ways of Coping Checklist (Folkman & Lazarus, 1988)
3. Coping Strategy Indicator (Khan, 1990)

4. Coping Response Inventory (Moos, 1993)
5. Coping Inventory for Stressful Situations (Endler, & Parker, 1999)

2.15 Summary of Chapter Two

The above literature was based on different books, research papers and documents from the websites of different researchers. According to Davis-Roberts (2006), many occupational and organizational psychologists suggest that occupational stress is mostly considered to be the product of disparity between environmental strains and individual abilities. According to the Dollard et al (2003), the nature of the occupational stress can be physical or psychological that can lead to the health issues, both physical and psychological in the individuals. Researchers Tytherleigh, Weeb, Cooper, Ricketts (2005), added that the highly related factor that cause occupational stress is the job insecurity.

According to the Morrison (2005), teachers considered that teaching is the most stressful work compared to the other professions and 33% teachers reported that they experience high level of occupational stress at their work. In a study on occupational stress of higher secondary school teachers, Reddy and Anuradha (2013) suggested some measures, which may be highly beneficial for teachers in overcoming their occupational stress. A model of key constructs was presented by Montgomery and Rubb (2005), which was based on teachers' stress, coping strategies and also an inter-relationship between the two. According to Ingersoll and Smith (2003), the outcomes of the stress related to physiological and emotional response is in the shape of behavioral stress, which includes low productivity, absenteeism increase and also high attrition rates. Team of researchers, Rentner et al (2016) and another two

researchers, Skaalvik and Skaalvik (2015), also added the same points that stress has effects on physiological and emotional responses that lead to behavioral outcomes.

According to the Seward and Larsen (2007), the stressors for occupational stress at workplace are the five types that include; the organizational stress (i.e. lack of proper communication and conflicts in organization), concern about the career development (e.g; Lack of promotional opportunity among individuals or unemployments of individuals), character stressors (e.g. character conflict and character uncertainty), mission stressors (e.g. measureable and qualitative overwork or below capacity, and accountability for survival and security of other individuals), and work environment stressors (e.g. poor aesthetics, corporal experiences, noise, and odors). Various theories and models of stress were introduced and discussed by various researchers in early researches on stress conducted during late nineties and early twenties.

Based on the findings of Gebrekirstos (2015), coping strategies used by secondary school teachers include; related to religion, giving-up, emotional self-control, social and planned. Some other coping strategies based on physical stress indicators include; the jogging, seeking alternative accommodation outside the organization and talking with friends (Margaret et al, 2018).

The above researches show that teachers face occupational stress based on different stress indicators (Seward & Larsen, 2007), and these indicators may be psychological or physical (Dollard et al., 2003). A study reported that teaching occupation is stressful (Morrison, 2005). The above studies also reported that different coping strategies are used to cope with occupational stress (Gebrekirstos, 2015; Margaret et al, 2018). The current study also highlighted some coping strategies

used by teachers at secondary school level. The present research study finds the gap that different stress indicators can lead to occupational stress and finding a relationship of occupational stress and coping strategies.

The present research was based on investigating that what are physical, behavioral and emotional stress indicators and what is the relationship of these stress indicators with the coping strategies used by teachers. Next chapter three will provide detailed information about the methodology of research to be conducted.

CHAPTER 3

RESEARCH METHODOLOGY

The present study was based on the occupational stress and coping strategies for teachers at secondary school level. Based on the objective first occupational stress indicators will be found, second will be the coping strategies teachers adopted for the occupational stress indicators and third will be the relationship between occupational stress and coping strategies for teachers at Secondary level. To achieve the mention objectives, the present chapter three research methodology will explain the method to achieve the objectives and it will discuss the research design for the study, research population, sample of the study to be extracted from the population, technique to be used for the selecting sample, research tool to be used to achieve objectives and for checking reliability of the research instrument and for preparing for final administration, it will discuss pilot study to be conducted on the sample selected for it. To get the finding of the objectives of the study, this chapter will explain the data analysis techniques to be used, so that conclusion can be drawn.

3.1 Research Design

The research design was descriptive in nature based on quantitative research approach with survey method. This design was used to measure teachers' occupational stress indicators and their coping strategies. For quantitative research, a closed-ended questionnaire has been used. According to the Creswell (2014),

quantitative research is the type of research in which theories are to be tested on the basis of research tool and relationship between the variables is found by the application of statistical tools.

Two variables were studied in this research study. One was the occupational stress of the teachers and the other was coping strategies used by teachers to cope with the occupational stress. To measure these two variables, a closed-ended research instrument was used. The research instrument was distributed among the secondary school teachers located at Rawalpindi garrison for collecting the data.

3.2 Population

Teachers serving in secondary schools during the academic session 2019-20 in federal government public schools of Rawalpindi garrison were the population of this study. The total population of the study was 961 teachers, as shown below:-

Table 3.1

Research population

Region/Garrison	Type of Schools	Total Schools	Total Population
Rawalpindi	Secondary Schools	39	961

(FGEI (C/G) Regional Offices Record, 2019)

3.3 Sampling Technique

For the present study, a convenient sampling technique was used to collect the data. It is worth mentioning here that the data collection was made during COVID – 19 Pandemic, when all the educational institutions of the country were closed by the government at national level. Since the teachers’ strength in the schools was just nominal, hence the researcher collected the data from all the available teachers in the

schools. The researcher also visited some of the respondents at their homes, who were available at station to get the data from them to complete the sample of the study.

3.4 Sample Size

The total population of the study was 961 from the federal government public secondary schools of Rawalpindi garrison. To extract the sample, the standardize table of Krejcie and Morgan (1970) was referred and the sample for 961 teachers was selected, which was 233.

Table 3.2

Sample size

Region/Garrisons	Type of Schools	Total Schools	Population	Sample Taken
Rawalpindi	Secondary Schools	39	961	233

3.5 Research Instrument

An adapted research instrument developed by The Counseling Team International (2019) was used for this study to collect the data from respondents and the approval letter was attached at annexures D and research instrument at Annexure E. First of all the research instrument was well validated. The research topic was clearly mentioned of the topic of research instrument. Research instrument was based on five-point likert scale.

First little brief introduction of research and its purpose was written. The research instrument was based on two parts. Part-I of the research instrument represents the demographic variables of the respondent. The demographic information was consisted of teacher's genders, age, academic qualification, professional qualification and experience of the teachers.

Second part of the research instrument consists of occupational stress indicators and its sub-variables and also the coping strategies and also its sub-variables. Occupational stress indicators were consisted of three sub-variables i.e. physical, behavioral and emotional stress indicators. Total number of statement for occupational stress was 33, in which 11 statements were made for physical stress indicators, nine statements were for behavioral stress indicators and 13 statements were made for emotional stress indicators while the coping strategies were consist of six sub-variables that is physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support. Total number of statements for coping strategies was 24 and for each sub-variable of coping strategies consists of four statements. Research instrument were attached at appendix.

3.5.1 Coding of research instrument

For part two, both the occupational stress indicators and coping strategies on five-point likert scale were used that was never, almost never, some of the time, most of the time and almost always. Coding of the likert scale was ranging from never = 1, almost never = 2, some of the time = 3, most of the time = 4 and almost always =5.

Both the variables occupational stress and coping strategies were measured by using 'mean' based on five-point likert scale. The mean values description was based on, never, almost never, some of the time, most of the time and almost always and was:-

Table 3.3*Description of mean values*

Five-Point Likert Scale	Value	Mean Description Range
Never	1	0.1 - 1
Almost never	2	1.1 - 2
Some of the time	3	2.1 - 3
Most of the time	4	3.1 - 4
Almost always	5	4.1 - 5

Table 3.4*Description of statements of occupational stress indicators with its numbers*

Occupational stress indicators	Total number of statements for each sub-variables	Questions numbers	Coding range of statements in SPSS
Physical Stress Indicators	11	1,2,3,4,5,6,7,8,9,10,11	PSI1-PSI11
Behavioral Stress Indicators	9	1,2,3,4,5,6,7,8,9	BSI1-BSI9
Emotional Stress Indicators	13	1,2,3,4,5,6,7,8,9,10,11 12,13	ESI1-ESI13

Table 3.5*Description of statements of coping strategies with its numbers*

Coping strategies	Total numbers of statements for each sub-variables	Questions numbers	Coding range of statements in SPSS
Physical Stress Management	4	a, b, c, d	CPS1a- CPS1d
Relaxation	4	a, b, c, d	CR2a- CR2d
Physical Exercise	4	a, b, c, d	CPE3a-CPE3d
Medical Therapy	4	a, b, c, d	CMe4a-CMe4d
Mental Therapy	4	a, b, c, d	CMn5a-CMn5d
Social Support	4	a, b, c, d	CSS6a-CSS6d

3.5.2 Research Instrument Validity

For the present research instrument closed ended questionnaire will be used based on five-point scale. For checking the validation and grammatical mistakes in research instrument, researcher refers to the field of expert of the study. For checking the language and grammatical mistakes in the research instrument, proof reading was made by the experts. The suggestions and identifications of the loose language identified by the experts were made corrected by the researcher (Letter attached at Annexures C).

Validation was made from the expert. Based on the comments of the experts and suggestion, researcher made correction in the research instrument and was also reset and was made ready for the final distribution among the respondents. Validation letters, proof reading certificate and research instrument is attached at appendix.

3.5.3 Pilot Study

Pilot study was conducted for checking the reliability. Reliability of the pilot study was checked by applying the Cronbach Alpha by using SPSS. Proper rules and procedures were adopted for the pilot study. First permission was taken from the institutions and the entire concerned department to allow the researchers for conducting the pilot study. The results obtained through pilot testing were also discussed with the supervisor. Following were the other reasons, which helped the researcher to improve the quality of research instrument through pilot study:-

1. To improve grammatical mistakes
2. To improve appropriate language

3. Whether translation is necessary for the research instrument

For the final conduct of the pilot study, 54 respondents were conveniently selected from the secondary schools located in Rawalpindi Garrison. These respondents were not the part of actual research study.

3.5.4 Reliability of the Research Instrument

According to Marguerite et al (2010), reliability of the research instrument or tool refers to the process/procedure when administered to different respondents at different times, but it produces consistent results. A Cronbach alpha scale was administered by Joseph and Gliem (2003), whose scale values show that when the value of Cronbach alpha is in between 0.4 and 0.9, the research instrument is going to be accepted and available for further application. Following are the values of Cronbach alpha for the variables in case of present research instrument.

Table 3.6

Values of Cronbach alpha for reliability of research instrument based on occupational stress indicators

Reliability Statistics	Number of Items	Cronbach Alpha Value
Physical Stress Indicators	11	.80
Behavioral Stress Indicators	9	.73
Emotional Stress Indicators	13	.82
Overall Occupational Stress indicators	33	.89

The above table 3.6 represents the reliability statistics based on the value of Cronbach alpha for the occupational stress indicators separately as well as the overall value of Cronbach alpha of occupational stress indicators. The value of Cronbach alpha for physical stress indicators is (.80), which interprets that the statements

(items) constructed for physical stress indicators are reliable. The Cronbach alpha value for behavioral stress indicators is (.73), which shows that items constructed for behavioral stress indicators were reliable. While the value of Cronbach alpha for emotional stress indicators is (.82), which also shows that these items included in the questionnaire were also reliable. The value of Cronbach alpha for all the items included in the questionnaire for occupational stress indicators is (0.89), which indicates that the questionnaire is reliable and will show consistent results and acceptance for measuring the occupational stress indicators.

Table 3.7

Values of Cronbach alpha for reliability of research instrument based on coping strategies

Reliability Statistics	Number of Items	Cronbach Alpha Value
Physical stress management	4	.53
Relaxation	4	.76
Physical exercise	4	.68
Medical therapy	4	.68
Mental therapy	4	.70
Social support	4	.68
Overall Coping strategies	24	.77

The above table 3.7 shows the values of Cronbach alpha for the variables of coping strategies. The values for all the variables of the coping strategies that were physical stress indicators (.53), relaxation (.76), physical exercise (.68), medical therapy (.68), mental therapy (.70), and social support (.68) lies in the area of acceptance and shows internal consistent results (Joseph and Gliem, 2003). While the

overall value of Cronbach alpha for all the items constructed for the coping strategies is (0.77), which shows that the statements would give us consistent results, which would be accepted for final distribution.

Table 3.8

Values of Cronbach alpha for reliability of overall research instrument

Reliability Statistics	Number of Items	Cronbach Alpha Value
Research instrument	57	.88

The above table 3.8 shows the values of Cronbach alpha for the whole research instrument based on total number of 57 items and the value of Cronbach alpha was 0.88, which lies in between the values 0.4 and 0.9, which means the research instrument is accepted and ready for final distribution (Joseph and Gliem, 2003).

3.6 Data Collection

Following were the important steps taken by the researcher for the collection of data:-

3.6.1 Permission for data collection

A written application was submitted to education department to allow the researcher for the collection of data from the sample of the study. After the researcher received letter of permission from the department, researcher started data collection from the respondents of the study.

3.6.2 Research instrument distribution

Data was collected by the researcher from the responded through the closed-ended adapted questionnaire. Primary data was collected in which researcher himself distributed research instrument and data was collected.

Many respondent was busy in their schedule of their own work, then researcher allow them to fill the research instrument when they have time of the relaxation and researcher was still in contact with them in-case of any queries to the respondents.

3.7 Data Analysis

Once the data was collected, the next step was to analysis the responses of the teachers so collected. For the purpose of analysis, first of all the data were put into Microsoft Excel sheet and then it was transferred to the statistical application, known as SPSS. The data that was coded with numbers was processed by applying statistical techniques on it through SPSS to analyze it. For the present study, the data that was collected for achieving objectives based on research questions were analyzed through descriptive statistic in which mean, standard deviation, percentage and frequency tables were used. Also Pearson correlation was used for data analysis to find the correlation between variables based on objective two.

3.8 Ethical Considerations

Different ethical considerations were taken in account to conduct this study properly and to avoid copy right; everybody related to the study directly or indirectly was acknowledged. Following was ensured:-

1. As the teachers were the respondents, their privacy was ensured in the research.
2. Researchers take all the measure regarding rules, regulations and policy of organization as well as Higher education commission (HEC), Pakistan.

3. Research instrument was used in study to collect data, so researcher writes in application to the Head of department of Education (Faculty of Social Sciences, NUML) to grant him a permission letter to collect data.
4. While distributing research instrument in desired school of sample, proper permission was also taken from the head of their schools.
5. The purpose of the research instrument was properly explained to the teachers, whom were willing to fill it and there were no forceful selection of the respondent.
6. It was clearly mentioned in the research question that without desired permission of the respondent, the present research instrument will not be used for any other means and responses will be kept confidential.
7. Research instrument was so adjusted that any factors that was uncomfortable for the respondents was avoided and were adjusted that personal impression was acceptable.

3.9 Summary of Chapter Three

Chapter three has provided a detailed account of the research methodology of the study. This chapter has given detailed information regarding the population of study, which was 961 and also describes the sample size of 233 teachers. It describes the sampling technique, which was convenient sampling technique for this study. This chapter also described the statistical analysis that was mean, percentage, standard deviation and also Pearson correlation used for measuring the objectives and research questions for deriving the finding and conclusions of the study. Next chapter of the thesis will deal with detailed analysis of the data and interpretation of results.

Table 3.9*Research objectives, research questions/hypothesis and statistical procedures*

S/No.	Research Objectives	Research Questions/Hypothesis	Statistical Procedures Used
1.	To identify occupational stress among teachers at secondary school level;	What is occupational stress among teachers at secondary school level?	
1a.	To identify physical stress indicators among teachers at secondary school level	What are physical indicators of stress among teachers at secondary school level?	
1b.	To explore behavioral stress indicators among teachers at secondary school level	What are behavioral indicators of stress among teachers at secondary school level?	Percentage, Frequency, Mean, Standard Deviation
1c.	To identify emotional stress indicators among teachers at secondary school level	What are emotional indicators of stress among teachers at secondary school level?	
2.	To explore coping strategies used by teachers to cope with occupational stress at secondary school level	What are the coping strategies used by teachers to cope with occupational stress at secondary school level?	Percentage, Frequency, Mean, Standard Deviation
3.	To find out a relationship between occupational stress and coping strategies among teachers at secondary school level	H ₀ 1: There is no significant relationship between occupational stress and coping strategies among teachers at secondary school level.	Pearson Correlation

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter on research methodology discussed the process on the basis of which research was conducted and described the population, the technique on the basis of which sample was extracted and also described the research instrument through which objectives could be achieved. The technique through which data were collected and analyzed has been briefly discussed in this chapter. To analyze the data, descriptive statistic was used and the data were analyzed through mean, frequency, percentage and standard deviation. Pearson correlation was also used to analyze the data to find the relationship between the variables of the study. For the data analysis and its interpretation, different tables were formed.

The research instrument consisted of two parts, which were; Part-I, which represented the demographic variables, whereas, the Part-II represented the statements for achieving the objectives. For the achievement of each objectives, specific tables were formed.

4.2 Statistical Method

Statistical Package for Social Sciences (SPSS) was used for the analysis of collected data. Before entering data into SPSS, the data were entered in the Microsoft Excel to avoid any kind of error and then it was transferred into SPSS. For the achievement of objective one and its three sub-objectives, and objective two, two

major research questions and three sub-questions were formulated. For achieving objective three, a research hypothesis was developed and tested. The statistical methods of percentage, frequency, mean, standard deviation were applied for the analysis of data through SPSS. Pearson's correlation was applied for finding the relationship between the variables of the study. The analyzed data were tabulated and interpreted.

4.3 Data Analysis and Interpretation

The research instrument was administered among 233 respondents (which was the required sample size of the study). Following tables show the analyzed data, whose interpretation is given below the table.

Section 1: Objective 1 and Its Sub-objectives

Section one was about the first objective that was, to identify occupational stress among teachers at secondary school level and sub-objectives were, to identify physical stress indicators, behavioral stress indicators and emotional stress indicators among teachers at secondary school level. It was achieved through percentage, frequency and mean.

Section 2: Objective 2

Section two was about the second objective that was, to explore the coping strategies used by teachers to cope with occupational stress at secondary school level. It was achieved through percentage, frequency and mean.

Section 3: Objective 3

Section three was about the third objective that was, to find out a relationship between occupational stress and coping strategies among teachers at secondary school level. It was achieved through Pearson correlation.

Section 1

Table 4.1

Frequencies and percentage for occupational stress based on physical stress indicators (N=233)

Statement	Never	Almost Never	Some of the time	Most of the time	Almost always
My body gets stiff all over after continuous teaching	35 (15%)	40 (17%)	130 (56%)	23 (10%)	5 (2%)
I feel chronic lower back pain	83 (35%)	48 (21%)	72 (31%)	25 (11%)	5 (2%)
I get severe headache	68 (29%)	59 (25%)	88 (38%)	17 (7%)	1 (.4%)
I feel my muscles pulled in my face, jaws, neck or shoulders	82 (34.6%)	69 (30%)	69 (30%)	12 (5%)	1 (.4%)
I smoke tobacco	184 (79%)	17 (7.6%)	28 (12%)	3 (1%)	1 (.4%)
I feel severe pains in my chest during a physical activity	156 (67%)	45 (19%)	21 (9%)	10 (4%)	1 (.4%)
I lack physical energy after hard work	46 (20%)	41 (17%)	109 (47%)	33 (14%)	4 (2%)
I miss two meals in a week because of my busy routine	67 (29%)	57 (24%)	67 (29%)	33 (14%)	9 (4%)
Every week, I spend some time in doing tough physical exercise (playing basketball, tennis, swimming and running)	61 (26%)	46 (20%)	86 (37%)	25 (11%)	15 (6%)
My palms start sweating, when I feel nervous	95 (41%)	64 (27%)	58 (25%)	15 (6%)	1 (.4%)
I have never felt relaxed in real sense	41 (18%)	64 (27%)	97 (41%)	27 (12%)	4 (%)

The above table 4.1 represents the data on the basis of frequency and percentage for the sub-variables physical stress indicators of the variable occupational stress. In physical stress indicators, total 11 questions were asked based on five-point likert scale (Never, almost never, some of the time, most of the time and almost always) by secondary school teachers. The above data was run through the SPSS and results were obtained.

The above represented data shows that the frequency and percentage value for 'some of the time' for the teachers is "My body gets stiff all over after continuous teaching" is 130 (56%), 'I get severe headache' is 88 (38%), 'I lack physical energy after hard work' 109 (47%), 'Every week, I spend some time in doing tough physical exercise (playing basketball, tennis, swimming and running)' is 86 (37%), 'I have never felt relaxed in real sense ' is 97 (41%). While the other values that are high among the "Never" and are 'I feel chronic lower back pain' is 83 (35%)', 'I feel my muscles pulled in my face, jaws, neck or shoulders' is 82 (34.6%), 'I smoke tobacco' is 184 (79%), 'I feel severe pains in my chest during a physical activity' is 156 (67%), 'My palms start sweating, when I feel nervous' is 95 (41%). The above tables also show that the percentage and frequency value for almost never, most of the time and almost always is low among the teachers.

Table 4.2*Descriptive analysis for occupational stress based on physical stress indicators*

Statement	N	Mean	SD
My body gets stiff all over after continuous teaching	233	2.67	.92
I feel chronic lower back pain	233	2.23	1.1
I get severe headache	233	2.24	.97
I feel my muscles pulled in my face, jaws, neck or shoulders	233	2.06	.94
I smoke tobacco	233	1.37	.77
I feel severe pains in my chest during a physical activity	233	1.52	.86
I lack physical energy after hard work	233	2.61	1.0
I miss two meals in a week because of my busy routine	233	2.40	1.1
Every week, I spend some time in doing tough physical exercise (playing basketball, tennis, swimming and running)	233	2.52	1.1
My palms start sweating, when I feel nervous	233	1.98	.97
I have never felt relaxed in real sense	233	2.52	.97

The table 4.2 shows the value of mean and standard deviation for the sub-variables physical stress indicators of occupational stress of teachers at secondary schools level. For measuring the physical stress indicators among teachers, five-point likert scale was used, ranging from Never = 1, almost never = 2, some of the time = 3, most of the time = 4 and almost always = 5. For measuring the physical stress indicators of occupational stress, 11 statements were made in the research questionnaire and also table 3.3 was made in chapter 3 for the description of mean values. The above mean values shows that ‘some of the time’ teachers get stress about “My body gets stiff all over after continuous teaching (2.67)” and is high among the secondary school teachers, and the mean value for “I smoke tobacco (1.37)” and is low for ‘almost never’ among the secondary schools teachers. The value of standard deviation (*SD*) is notable, but it is very less for ‘I smoke tobacco (0.77)’ and the values of standard deviation does not show too much difference among other statements.

Table 4.3

Frequencies and percentage for occupational stress based on behavioral stress indicators (N=233)

Statement	Never	Almost Never	Some of the time	Most of the time	Almost Always
My tongue gets stuck while talking to other people	81 (35%)	63 (27%)	76 (32%)	9 (4%)	4 (%)
I try to do teaching-related activity (i.e., paper-marking etc) besides consuming my lunch	116 (50%)	47 (20.6%)	48 (21%)	21 (9%)	1 (.4%)
To finish an assigned task, I have to make late sittings (like my paper-marking activity)	42 (18%)	36 (15%)	88 (38%)	46 (20%)	21 (9%)
I attend my office even during my sickness	26 (11%)	25 (11%)	98 (42%)	62 (27%)	22 (9%)
To complete the assigned task, even I have to work at homes	20 (9%)	37 (16%)	115 (49%)	46 (20%)	15 (6%)
After tough teaching of seven long periods, I take drugs to relax myself	165 (70.6%)	38 (16%)	20 (9%)	9 (4%)	1 (.4%)
I use pain-killers during behavioral stress	113 (48.6%)	48 (21%)	56 (24%)	15 (6%)	1 (.4%)
I prefer to watch TV after dinner	51 (22%)	36 (15%)	87 (37%)	50 (22%)	9 (4%)
I get harsh with my co-workers	120 (51%)	65 (28%)	37 (16%)	10 (4.6%)	1 (.4%)

The above table 4.3 represents the data on the basis of frequency and percentage for the sub-variable behavioral stress indicators of the variable occupational stress. In behavioral stress indicators, total nine questions were asked based on the five-point likert scale (never, almost never, some of the time, most of the

time and almost always) in secondary school teachers. The above data was run through SPSS and results were obtained.

The above represented data shows that the frequency and percentage value for “Never” is ‘My tongue gets stuck while talking to other people’ is 81 (35%), ‘I try to do teaching-related activity (i.e., paper-marking etc) besides consuming my lunch’ is 116 (50%), ‘After tough teaching of seven long periods, I take drugs to relax myself’ is 165 (70.6%), ‘I use pain-killers during behavioral stress’ is 113 (48.6%), ‘I get harsh with my co-workers’ is 120 (51%). The percentage and frequency value is high for “Some of the time” and is ‘I have to work late to end up the task assigned to me (like, my paper-marking activity)’ is 88 (38%), ‘I attend my office even during my sickness’ is 98 (42%), ‘To complete the assigned task, even I have to work at home’ is 115 (49%), ‘I prefer to watch TV after dinner’ is 87 (37%). While the values of percentage and frequency is low among the teachers for “almost never”, “some of the time” and “almost always”.

Table 4.4*Descriptive analysis for occupational stress based on behavioral stress indicators*

Statement	N	Mean	SD
My tongue gets stuck while talking to other people	233	2.11	.98
I try to do teaching-related activity (i.e., paper-marking etc) besides consuming my lunch	233	1.90	1.04
To finish an assigned task, I have to make late sittings (like my paper-marking activity)	233	2.86	1.19
I attend my office even during my sickness	233	3.12	1.09
To complete the assigned task, even I have to work at homes	233	3.00	.98
After tough teaching of seven long periods, I take drugs to relax myself	233	1.47	.84
I use pain-killers during behavioral stress	233	1.90	1.00
I prefer to watch TV after dinner	233	2.70	1.14
I get harsh with my co-workers	233	1.74	.90

The table 4.4 shows the value of mean and standard deviation for the occupational stress sub-variable behavioral stress indicators of teachers at secondary schools level. For measuring the behavioral stress indicators among teachers, five-point likert scale was used. The five-point likert scale was ranging from never = 1, almost never = 2, some of the time = 3, most of the time = 4 and almost always = 5. For measuring the behavioral stress indicators of occupational stress, nine statements were made in the research questionnaire and also table 3.3 was made in chapter three for description of the mean value. The above mean values show that the value for “I attend my office even during my sickness (3.12)” is high for “most of the time” among the secondary school teachers and the mean value for “After tough teaching of seven long periods, I take drugs to relax myself (1.47)” is low for the ‘almost never’

among the secondary schools teachers. The value of standard deviation (*SD*) does not show too much difference among other statements.

Table 4.5

Frequencies and percentage for occupational stress based on emotional stress indicators (N=233)

Statement	Never	Almost Never	Some of the time	Most of the time	Almost Always
I feel problem in remembering things	55 (24%)	73 (31%)	92 (40%)	11 (4%)	2 (.9%)
I feel scared about the problems that I cannot actually explain to others	67 (28%)	76 (33%)	78 (34%)	11 (4%)	1 (.4%)
It is difficult for me to get relaxed, while being at home due to family commitments	53 (22%)	65 (28%)	72 (31%)	34 (15%)	9 (4%)
I feel very angry inside and lose my temper	86 (37%)	73 (31%)	60 (26%)	12 (5%)	2 (.9%)
I get ready to fight, when people dispraise me, even in friendly	67 (28%)	86 (37%)	65 (28%)	12 (5%)	3 (1%)
I get ready to fight, even when people criticize for correcting me for my betterment	94 (40%)	68 (30%)	61 (26%)	9 (4%)	1 (.4%)
I feel myself highly touchy and short-tempered	58 (25%)	63 (27%)	84 (36%)	27 (11%)	1 (.4%)
I think that other people do not know me thoroughly	53 (22%)	65 (28%)	92 (49%)	20 (9%)	3 (1%)
My own opinion is not good about myself	114 (49%)	69 (29%)	37 (16%)	12 (5%)	1 (.4%)
I do not see my future bright	95 (41%)	62 (27%)	50 (22%)	18 (7%)	8 (3%)
I get disinterested in life during stress	75 (32%)	68 (30%)	71 (30%)	11 (5%)	8 (3%)
Students impulsive behavior has caused me problems	63 (27%)	67 (28%)	81 (35%)	18 (7%)	4 (2%)
I cannot solve my important personal problems during stress	74 (31%)	67 (28%)	76 (33%)	14 (6%)	2 (.9%)

The above table 4.5 represents the data on the basis of frequency and percentage for the sub-variable emotional stress indicators of the variable

occupational stress. In emotional stress indicators, total 13 questions were asked based on five-point likert scale (never, almost never, some of the time, most of the time and almost always) from secondary school teachers. The above data was run through the SPSS and results were obtained.

The above represented data shows that the frequency and percentage value for “Never” was ‘I feel very angry inside and lose my temper’ is 86 (37%), ‘When people criticize me, even in constructive way, I feel offended’ was 94 (40%), ‘My own opinion is not good about myself’ 114 (49%), ‘I do not see my future was bright’ was 95 (41%), ‘I get disinterested in life during stress’ was 75 (32%) and for “Some to the time” was ‘I feel problem in remembering things’ was 92 (40%), ‘I feel scared about the problems that I cannot actually explain to others’ was 78 (34%), ‘It is difficult for me to get relaxed, while being at home due to family commitments’ was 72 (31%), ‘I feel myself highly touchy and short-tempered’ was 84 (36%), ‘I think that other people do not know me thoroughly’ was 92 (49%), ‘Student’s impulsive behavior has caused me problems’ was 81 (35%), ‘I cannot solve my important personal problems during stress’ was 76 (33%) while for “Almost Never” was ‘I get ready to fight, when people dispraise me, even in friendly’ was 86 (37%). While the values of percentage and frequency was low among the teachers for “most of the time” and “almost always”.

Table 4.6

Descriptive analysis for occupational stress based on emotional stress indicators

Statement	N	Mean	SD
I feel problem in remembering things	233	2.28	.90
I feel scared about the problems that I cannot actually explain to others	233	2.15	.91
It is difficult for me to get relaxed, while being at home due to family commitments	233	2.49	1.1
I feel very angry inside and lose my temper	233	2.02	.95
I get ready to fight, when people dispraise me, even in friendly	233	2.13	.93
I get ready to fight, even when people criticize for correcting me for my betterment	233	1.95	.92
I feel myself highly touchy and short-tempered	233	2.36	.99
I think that other people do not know me thoroughly	233	2.38	.97
My own opinion is not good about myself	233	1.79	.92
I do not see my future bright	233	2.06	1.1
I get disinterested in life during stress	233	2.04	.92
Students impulsive behavior has caused me problems	233	2.28	1.0
I cannot solve my important personal problems during stress	233	2.15	.97

The table 4.6 shows the value of mean and standard deviation for the occupational stress sub-variable emotional stress indicators of teachers at secondary schools level. For measuring the emotional stress indicators among teachers, five-point likert scale was used. The five-point likert scale was ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. For measuring the emotional indicators of occupational stress, 13 statements were made in the research questionnaire and also table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for “It is difficult for me to get relaxed, while being at home due to family commitments (2.49)” is high for the

“some of the time” among the secondary school teachers and the mean value for “My own opinion is not good about myself (1.79)” is low for ‘almost never’ among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.7

Descriptive analysis of overall occupational stress indicators

Occupational Stress Indicators	<i>N</i>	Mean	<i>SD</i>
Physical Stress Indicators	233	24.12	5.92
Behavioral Stress Indicators	233	20.80	5.06
Emotional Stress Indicators	233	28.09	7.89
Mean of Mean Scores		24.34	

The table 4.7 shows the value of mean and standard deviation for the occupational stress sub-variables physical stress, behavioral and emotional stress indicators of teachers at secondary schools level. For measuring the overall occupational stress indicators among teachers, five-point likert scale was used ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. For measuring the overall occupational stress based on sub-variables physical, behavioral and emotional stress indicators, total 33 statements were made in the research questionnaire. The above mean values show that the value for emotional stress indicators (28.90) is high among the secondary school teachers, while the mean value for behavioral stress indicators (20.80) is low among the secondary schools teachers. The value of standard deviation (*SD*) also shows that value of emotional stress indicators (7.89) is high among teachers compared to physical stress indicators (5.92) and behavioral stress indicators (5.06).

Table 4.8*Percentage of occupational stress indicators based on five-point likert scale*

Stress Indicators	Never	Almost Never	Some of the time	Most of the time	Almost always
Physical Stress Indicators	36%	21%	32%	9%	2%
Behavioral stress Indicators	35%	19%	29%	13%	5%
Emotional Stress Indicators	32%	29%	30%	8%	1%

The above table 4.8 represents the overall result of the occupational stress indicators based on the five-point likert scale. The table shows that the value for physical stress indicators (36%) is high for “Never” among the other values, while the value for behavioral stress indicators (35%) is second high for “Never” among the other values. The table also shows that among the teachers the value for emotional stress indicators (32%) is third high for “Never” compared with other values.

Section 2

Table 4.9

Frequencies and percentage of coping strategies based on physical stress management (N=233)

Statement	Never	Almost Never	Some of the time	Most of the time	Almost Always
Set priorities	14 (6%)	15 (6%)	70 (30%)	99 (43%)	35 (15%)
Alternating of heavy work with light work	12 (5%)	35 (15%)	105 (45%)	72 (31%)	95 (40%)
Practice good time management	2 (.9%)	16 (7%)	58 (25%)	115 (49%)	42 (18%)
Take hired help	46 (20%)	64 (28%)	96 (41%)	24 (10%)	3 (1%)

The above table 4.9 represents the data for coping strategies based on the sub-variable physical stress management. Physical stress management was consisting of total four closed-ended statements. To measure this variables five-point likert scale was used ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. The above data was analyzed through SPSS and results were obtained through frequency and percentage. The above value shows that the values for “most of the time” was high that is for set priorities ‘99 (43%)’, practice good time management was ‘115 (49%)’ and also the values for “some of the time” was also high and were ‘Alternating of heavy work with light work’ was 105 (45%) and ‘take hired help’ was 96 (41%) while the values for never, almost never and almost always were low among the secondary schools teachers.

Table 4.10*Descriptive analysis of coping strategies based on physical stress management*

Statement	N	Mean	SD
Set priorities	233	3.54	1.02
Alternating of heavy work with light work	233	3.13	.89
Practice good time management	233	3.77	.85
Take hired help	233	2.46	.96

The table 4.10 shows the value of mean and standard deviation for the coping strategies based on sub-variable physical stress management of teachers at secondary schools level. For measuring the physical stress management among teachers the above mentioned five-point likert scale was used. For measuring the physical stress management of coping strategies, four statements were made in the research questionnaire and also table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for practice good time management (3.77) is high for “most of the time” among the secondary school teachers and the mean value for “take hired help (2.46) is low for ‘some of the time’ among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.11

Frequencies and percentage of coping strategies based on relaxation (N=233)

Statement	Never	Almost Never	Some of the time	Most of the time	Almost Always
Deep breathing	26 (11%)	39 (17%)	92 (39%)	49 (21%)	27 (12%)
Drinking water	11(5%)	24 (10%)	67 (29%)	86 (37%)	45 (19%)
Take out time for leisure	20 (9%)	15 (6%)	123 (59%)	56 (24%)	19 (8%)
Take rest	10 (4%)	27 (12%)	108 (46%)	67 (27%)	25 (11%)

The above table 4.11 represents the data for coping strategies based on the sub-variable relaxation. Relaxation was consisting of total four closed-ended statements. Five-point likert scale was used ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. The data were analyzed by using SPSS and the results were obtained in the shape of frequency and percentage. The above value shows that the value for “most of the time” was ranked high for ‘drinking water’ 86 (37%) and the value for “some of the time” was also high. The values for ‘Deep breathing’ were 92 (39%), ‘take out time for leisure’ was 123 (59%) and ‘take rest’ was 108 (46%), while the values for never, almost never and almost always were ranked low among the secondary schools teachers.

Table 4.12*Descriptive analysis of coping strategies based on relaxation*

Statement	<i>N</i>	Mean	<i>SD</i>
Deep breathing	233	3.05	1.13
Drinking water	233	3.56	1.06
Take out time for leisure	233	3.17	.97
Take rest	233	3.28	.95

The table 4.12 shows the value of mean and standard deviation for the coping strategies based on sub-variable relaxation of teachers at secondary schools level. For measuring the relaxation among teachers five-point likert scale was used. For measuring the relaxation of coping strategies four statements were made in the research questionnaire and also table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for ‘drinking water (3.56)’ is ranked high for the “most of the time” among the secondary school teachers and the mean value for ‘deep breathing (3.05)’ is ranked low among the secondary schools teachers from the other variables. The value of standard deviation does not show too much difference among other statements.

Table 4.13

Frequencies and percentage of coping strategies based on physical exercise (N=233)

Statement	Never	Almost never	Some of the time	Most of the time	Almost always
Swimming	161 (69%)	42(18%)	23 (10%)	4 (2%)	3 (1%)
Walking	25 (11%)	15 (6%)	75 (32%)	74 (32%)	44 (19%)
Playing	61 (26%)	38 (16%)	83 (36%)	35 (15%)	16 (7%)
Running	104 (45%)	39 (17%)	59 (25%)	21 (9%)	10 (4%)

The above table 4.13 represents the data for coping strategies based on the sub-variable physical exercise of the variable coping strategies. Physical exercise was consisting of total four closed-ended statements. Five-point likert scale was used for this purpose ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. SPSS was used to analyze the data and results were presented in the shape of frequency and percentage. The above value shows that the values for “Never” were high for ‘swimming’ 161 (69%) and running 104 (45%). The values for “some of the time” were high after that for ‘walking’ 75 (32%), ‘Playing’ 83 (36%) and ‘take rest’ 108 (46%), while the values for almost never, most of the time and almost always were low among the secondary schools teachers.

Table 4.14*Descriptive analysis of coping strategies based on physical exercise*

Statement	N	Mean	SD
Swimming	233	1.48	.84
Walking	233	3.42	1.18
Playing	233	2.60	1.21
Running	233	2.12	1.20

The table 4.14 shows the value of mean and standard deviation for the coping strategies based on sub-variable physical exercise for teachers at secondary schools level. For measuring the physical exercise among teachers five-point likert scale was used. For measuring the physical exercise, four statements were made in the research questionnaire and also table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for walking (3.42) is high for the “most of the time” among the secondary school teachers and the mean value for swimming (1.48) is ranked low for ‘almost never’ among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.15*Frequencies and percentage of coping strategies based on medical therapy (N=233)*

Statement	Never	Almost never	Some of the time	Most of the time	Almost always
Sleeping pills	189 (81%)	17 (7%)	22 (9%)	3 (1.3%)	2 (.9%)
Mood altering drugs	181 (77.6%)	31 (13%)	13 (6%)	5 (2%)	3 (1.3%)
Smoking	182 (78%)	28 (12%)	17 (7%)	3 (1.3%)	3 (1.3%)
Use of Pain-Killers	104 (45%)	36 (15%)	74 (31%)	13 (6%)	6 (3%)

The above table 4.15 represents the data for coping strategies based on the sub-variable medical therapy. Medical therapy was consisting of total four closed-ended statements. Five-point likert scale was used, ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. SPSS was used to analyze the data and results were presented in the shape of frequency and percentage. The above table shows that the values for “Never” was high from all other values for ‘sleeping pills 189 (81%)’, ‘mood altering drugs 181 (77.6%)’, ‘smoking 182 (78%)’, ‘use of pain-killers 104 (45%)’, while the values for almost never, some of the time, most of the time and almost always were very low among other values among the secondary schools teachers.

Table 4.16*Descriptive analysis of coping strategies based on medical therapy*

Statement	N	Mean	SD
Sleeping pills	233	1.33	.77
Mood altering drugs	233	1.36	.79
Smoking	233	1.36	.78
Use of Pain-Killers	233	2.06	1.10

The table 4.16 shows the value of mean and standard deviation for the coping strategies based on sub-variable medical therapy of teachers at secondary schools level. For measuring the medical therapy among teachers, five point likert scale was used, ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. For measuring the medical therapy of coping strategies, four statements were made in the research questionnaire and also the table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for ‘use of pain-killers’ (2.06)” is high for “some of the time’ among the secondary schools teachers and the mean value for ‘sleeping pills (1.33)’ is low for ‘almost never’ among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.17

Frequencies and percentage of coping strategies based on mental therapy (N=233)

Statement	Never	Almost never	Some of the time	Most of the time	Almost always
Meditation	73 (31%)	48 (21%)	74 (32%)	28 (12%)	10 (4%)
Offer prayers	4 (2%)	7 (3%)	16 (7%)	81 (35%)	125 (53%)
Quran reading	8 (3%)	6 (3%)	40 (17%)	82 (35%)	97 (42%)
Religious reading / Practices	6 (3%)	12 (5%)	85 (37%)	80 (34%)	50 (22%)

The above table 4.17 represents the data for coping strategies based on the sub-variable mental therapy. Mental therapy was consisting of total four closed-ended statements. Five-point likert scale ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5 was used. SPSS was used to analyze the data and the results were presented in the shape of frequency and percentage. The above table shows that the values for “some of the time” was high for ‘religious reading/practices’ and ‘meditation’ 74 (32%). The values were very high for “almost always” for ‘offer prayers’ 125 (53%) and Quran reading 97 (42%)’, while the values for “some of the time” was high for ‘religious reading/practices 85 (37%)’. The values were low among the secondary schools teachers for ‘some of the time’ and ‘most of the time’.

Table 4.18*Descriptive analysis of coping strategies based on mental therapy*

Statement	N	Mean	SD
Meditation	233	2.37	1.16
Offer prayers	233	4.36	.87
Quran reading	233	4.09	.99
Religious reading / Practices	233	3.67	.95

The table 4.18 shows the value of mean and standard deviation for the coping strategies based on sub-variable mental therapy of teachers at secondary schools level. For measuring the mental therapy among teachers, a five-point likert scale was used ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5. For measuring the mental therapy of coping strategies, four statements were made in the research questionnaire and also the table 3.3 was made in chapter three for description of the mean value. The above mean values show that the value for ‘offer prayers (4.36)’ is ranked high for “almost always” among the secondary schools teachers and the mean value for ‘meditation (2.37)’ is low for the “some of the time” among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.19*Frequencies and percentage of coping strategies based on social support (N=233)*

Statement	Never	Almost never	Some of the time	Most of the time	Almost always
Work in group	8 (3%)	17 (7%)	113 (49%)	77 (33%)	18 (8%)
Talk to someone	3 (1%)	14 (6%)	101 (43%)	85 (37%)	30 (13%)
Attend social gathering	7 (3%)	31 (13%)	100 (43%)	70 (30%)	25 (10%)
Take counseling	33 (14%)	30 (13%)	106 (45%)	49 (21%)	15 (6%)

The above table 4.19 represents the data for coping strategies based on the sub-variable social support. Social support was consisting of total four closed-ended statements. The five-point likert scale ranging from “never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5” was used for this purpose. SPSS was used to analyze the data and the results were presented in the form of frequency and percentage. The above table shows that the values for “some of the time” were high from all other for all the four options. The values were for ‘work in group’ 113 (49%), ‘talk to someone’ 101 (43%), ‘attend social gathering’ 100 (43%), and ‘take counseling’ 106 (45%)’, while the values were low among the secondary schools teachers for never, almost never, most of the time and almost always.

Table 4.20*Descriptive analysis of coping strategies based on social support*

Statement	N	Mean	SD
Work in group	233	3.34	.85
Talk to someone	233	3.54	.84
Attend social gathering	233	3.32	.94
Take counseling	233	2.93	1.07

The table 4.20 shows the value of “mean” and “standard deviation” for the coping strategies based on sub-variable social support for teachers at secondary schools level. For measuring the social support among teachers “five-point likert scale” was used ranging from “never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5”. For measuring the social support of coping strategies, four statements were made in the research questionnaire and also the table 3.3 was made in chapter three for description of mean value. The above mean values show that the value for ‘Talk to someone (3.54)’ is high for the “most of the time” among the secondary school teachers and the mean value for ‘Take counseling’ (2.93) is low is for the ‘some of the time’ among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.21*Descriptive analysis of overall coping strategies*

Occupational Stress Indicators	N	Mean	SD
Physical Stress Management	233	12.90	2.39
Relaxation	233	13.06	2.96
Physical exercise	233	9.61	3.31
Medical Therapy	233	6.11	2.51
Mental Therapy	233	14.49	2.88
Social Support	233	13.13	2.59
Mean of Mean Scores		11.55	

The table 4.21 shows the value of “mean and standard deviation” for the overall coping strategies based on its six sub-variables, which were “physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support” of teachers at secondary schools level. For measuring the overall coping strategies among teachers “five-point likert scale was used, ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5”. For measuring the overall of coping strategies, a total of 24 statements were made, four for each sub-variable in the research questionnaire. The above mean values show that the value for “mental therapy” (14.49) is high among the secondary school teachers and the mean value for ‘medical therapy’ (6.11) is low among the secondary schools teachers. The value of standard deviation does not show too much difference among other statements.

Table 4.22*Percentage of overall coping strategies*

Coping strategies	Never	Almost Never	Some of the time	Most of the time	Almost always
Physical Stress Management	7%	13%	32%	30%	18%
Relaxation	7%	11%	42%	27%	13%
Physical Exercise	38%	14%	26%	14%	8%
Medical Therapy	70%	12%	13%	3%	2%
Mental Therapy	10%	8%	23%	29%	30%
Social Support	5%	10%	46%	30%	9%

The above table 4.22 represents the value for overall coping strategies used by the teachers and the response was based on five-point likert scale. The value for the ‘physical stress management’ that teachers use was high for “some of the time” which is 32%. The value of ‘relaxation’ that teachers use was high for “some of the time”, which is 42% and it is higher than the other responses. To cope with the stress, the value for ‘physical exercise’, 38% responses were “Never”, while the responses for the ‘medical therapy’ were also high for “Never” that is 70%. The response for the ‘mental therapy’ is high among the teachers as 30% teachers use ‘mental therapy’ “almost always”. To cope with stress, the strategies of ‘social support’ results show that 46% teachers use this strategy for “some of the time”.

Section 3

The table 4.23 given below represents the data for relationship between “occupational stress and coping strategies for teachers at secondary school level”. For the analysis of the data, the Pearson’s correlation was used based on “five-point likert scale” ranging from “never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5”.

Table 4.23

Correlational analysis of occupational stress indicators and coping strategies (PSI= Physical stress indicators, BSI=Behavioral stress indicators, ESI= Emotional stress indicators, PSM=Physical stress management, Rel=Relaxation, PE=Physical exercise, MeT=Medical therapy, MnT= Mental therapy and SS=Social support) (Pearson’s correlation value (N=233))

Stress Indicators	PSM	Rel	PE	MeT	MnT	SS
PSI	-.025	.036	.370**	-.074	-.100	.651**
BSI	.069	.079	.130*	.407**	.025	-.029
ESI	.071	.082	.001	.324**	-.013	-.081

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

The above table 4.23 shows that all the occupational stress indicators were statistically significantly correlated with coping strategies at the 0.05 level of significance. The Pearson’s correlation values show that physical stress indicators (PSI) are statistically significantly correlated with “relaxation (.036), physical exercise (.370**) and social support (.651**) and show the highest correlation with social support (.651**), but show negative correlation with physical stress management (-.025), medical therapy (-.074) and mental therapy (-.100)”. The

Pearson's correlation values show that behavioral stress management (BSI) has also statistically significant correlation with "physical stress management (.069), relaxation (.079), physical exercise (.130^{*}), medical therapy (.407^{**}), mental therapy (.025)", and show the highest correlation with medical therapy (.407^{**}), but show negative correlation with "social support (-.029)". The Pearson's correlation values show that 'emotional stress indicators' have statistically significant correlation with "physical stress management (.071), relaxation (.082), physical exercise (.001) and medical therapy (.324^{**}) and shows the highest correlation with medical therapy (.324^{**}), whereas, it shows negative correlation with "mental therapy (-.013)" and "social support (-.081)". The same may also be put briefly in the form as under.

Physical stress indicators (PSI) show significant positive correlation with PE (.370) and SS (.651), whereas, it shows negative correlation with PSM (-.025), MeT (-.074) and MnT (-.100).

Behavioral stress indicators (BSI) show significant positive correlation with MeT (.407) and negative correlation with SS (-.029).

Emotional stress indicators (ESI) show significant positive correlation with MeT (.324), whereas, it shows negative correlation with MnT (-.013) and SS (-.081).

Table 4.24

Pearson's correlation between occupational stress and coping strategies (N=233)

Pearson's Correlation b/w	Coping Strategies
Occupational Stress	.130*

* Correlation is significant at the 0.05 level (2-tailed)

The above table 4.24 shows that “occupational stress and coping strategies” has significant correlation (.130*) with each other, which shows that the Null hypothesis is rejected.

4.4 Summary of Chapter Four

This chapter dealt with the data analysis, collected from the sample of the study. Total 233 research instruments were distributed among the secondary school teachers to get their responses. Closed-ended research instrument was used to collect the responses of the respondents based on “five-point likert scale ranging from never=1, almost never=2, some of the time=3, most of the time=4 and almost always=5”. Data were analyzed through descriptive statistic in which percentage, frequency, mean and standard deviation were used. Pearson correlation was also used in data analysis for the purpose of finding the relationship between the variables of the study. SPSS was used for this purpose.

This chapter gives details about the data analysis and the tables were made to explain them, whether the objectives were achieved or otherwise. For sub-objective 1(a) and research question about physical stress indicators, two tables (4.1, 4.2) were made based on descriptive statistic. For sub-objective 1(b) and research question, again two tables (4.3, 4.4) were formed through descriptive statistics. For sub-

objective 1(c) and research question, two tables (4.5, 4.6) were also formed. Mean table 4.7 was formed for comparison of sub-variables of occupational stress indicators. Different tables were also formed for the sub-variables of the coping strategies based on descriptive statistics (table 4.10 to table 4.22). For objective two and its research question, tables from (4.8 to 4.22) were formed. For the third objective and its research hypothesis, two tables were formed, in which correlation between occupational stress and coping strategies were found through Pearson correlation in tables (4.23 and 4.24). This data analysis would help us in findings, discussion, conclusions and recommendations in our next chapter five.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was conducted to find the occupational stress and coping strategies for secondary school teachers. Two main variables were present in the study, which were occupational stress and coping strategies. Occupational stress would be measured by measuring the three sub-variables, which were physical stress indicators, behavioral stress indicators and emotional stress indicators. For coping strategies that teachers used to cope with occupational stress, six sub-variables were made, which were “physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support”.

The nature of the present study was descriptive with survey method based on quantitative research approach. The descriptive study explains and describes the variables, measures the relationship between the variables and also explains these variables based on statistical tools, while quantitative research approach was used for data collection through a closed-ended research instrument.

For the present study, three main objectives were made. The first one was, “to identify occupational stress among teachers at secondary school level” and three sub-objectives were formulated to achieve this objective, which were; to identify physical

stress indicators, to explore behavioral stress indicators and to identify emotional stress indicators among teachers at secondary school level, while the second main objective was “to explore the coping strategies used by the secondary school teachers to cope with the occupational stress” and the third main objective of the study was “to find out a relationship between occupational stress and coping strategies of teachers at secondary school level”.

To achieve the above mentioned objectives of the study, research questions and research hypothesis were made. To achieve objective one, the research question was, “what is occupational stress among teachers at secondary school level” and for the sub-objectives of objective one, the questions were, “what are physical indicators of stress among teachers at secondary school level? What are behavioral indicators of stress among teachers at secondary school level? And what are emotional indicators of stress among teachers at secondary school level?” The research question for second objective of the study was, “What are the coping strategies adopted by secondary school teachers to cope with the occupational stress?” For the third main objective of the study, the research hypothesis was, “There is no statistically significant relationship between occupational stress and coping strategies of teachers at secondary school level?”

The study was delimited to the secondary schools located at Rawalpindi Garrison due to time and resource constraints. This study was further delimited to the teachers serving in these secondary schools during the academic session 2019-20. To conduct the study, population of the study consisted of secondary school teachers serving during the academic session 2019-20, which were 961. To obtain the sample from the population of the study, convenient sampling technique was used and the

sample of the study was extracted as 233 respondents, based on the standardized table of Krejcie and Morgan (1970).

A closed-ended questionnaire was used for achieving the objectives based on “five-point likert scale, ranging from never=1 to almost always=5”. Research instrument consisted of two parts. First part represented the demographic variables of the respondents, while part two was made for measuring “occupational stress indicators and coping strategies”. Total statements for occupational stress indicators were 33. For sub-variable, physical stress indicators of occupational stress, total 11 statements were made. For the sub-variable, behavioral stress indicators of occupational stress, nine statements were made, whereas, for the sub-variable, emotional stress indicators, 13 statements were made. For measuring the coping strategies, a total of 24 statements were made. For each sub-variable of the coping strategies, which were, “physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support”, four statements for each sub-variable were made.

To achieve these objectives, the data collected through research instrument were analyzed through descriptive and inferential statistics, which were frequency, percentage, mean, standard deviation and Pearson’s correlation. Pearson’s correlation helped in establishing a relationship between the two variables of the study or otherwise. The results obtained were tabulated, interpreted and discussed in detail. Findings were given and conclusions of the study were drawn. In the end, recommendations for the present study as well as for the future researchers were made besides mentioning few of the limitations of the study. Statistical package for social sciences (SPSS) was used to analyze the data.

5.2 Findings of the Study

5.2.1 Findings regarding occupational stress

5.2.2 Findings regarding Objective 1: To find out occupational stress among teachers at secondary school level.

For measuring the occupational stress based on sub-variables physical, behavioral and emotional stress indicators, total 33 statements were made in the research questionnaire. The mean value in the table 4.7, represents that the mean values for the teachers at secondary level is high for emotional stress indicators (28.90), while the value for the behavioral stress indicators (20.80) is low for secondary school teachers. The physical stress indicators mean value lies in between the emotional and behavioral stress indicators. This value shows that the emotional stress indicators has more impact on teachers occupational stress compared with physical and behavioral stress indicators.

5.2.3 Finding regarding occupational stress

The table 4.8 represents the finding of the overall occupational stress indicators based on the five-point likert scale and shows the values that most of the teachers (36%) resulted that they never faced the physical stress as indicators regarding occupational stress.

5.2.4 Sub-objective 1a: To identify physical indicators of stress among teachers at secondary school level.

1. To achieve the above sub-objective 1(a), physical stress indicators of occupational stress, total 11 statements were made. Both frequencies, percentage, mean and standard deviation tables were made. The

frequency and percentage value from the table 4.1, shows that most of the teachers responses that the frequency and percentage value is high for teachers regarding the stress indicators is “My body gets stiff all over after continuous teaching” 130(56%), “I get severe headache” 88(38%), “I lack physical energy after hard work” 109(47%), “I spend some time every week getting vigorous physical exercise (running, playing basketball, tennis, swimming)” 86 (37%), “I have never felt relaxed in real sense” 97 (41%). The findings from the table 4.1, also show that mostly the teachers ‘never’ face stress indicators are “I feel chronic lower back pain” 83(35%), “I feel my muscles pulled in my face, jaws, neck or shoulders” 82 (34.6%), “I smoke tobacco” 184(79%), “I feel severe pains in my chest during a physical activity” 156 (67%) and “My palms start sweating, when I feel nervous” 95 (41%).

2. The table 4.2 made for objective 1(a) based on mean and standard deviation show that the value for “My body gets stiff all over after continuous teaching (2.67)” is high among the secondary school teachers and the mean value for “I smoke tobacco (1.37)” is low among the secondary schools teachers.
3. According to the findings based on frequency and percentage, the physical stress indicators that mostly teachers faced are “teacher body feels tense after continuous work, teacher get headache, teacher lack physical energy after hard work, teacher spend some time every week getting vigorous physical exercise (running, playing basketball, tennis, swimming) and teacher have a hard time feeling really relaxed” and

based on mean value shows that physical stress indicator for teachers are their “body feels tense all over after continuous teaching”.

5.2.5 Sub-objective 1b: To explore behavioral indicators of stress among teachers at secondary school level.

1. To achieve the sub-objective 1(b), behavioral stress indicators of occupational stress, total nine statements were made. Frequencies, percentage, mean and standard deviation were used in tables 4.3. The table 4.3 shows behavioral stress indicators that teachers face some of the time is “I have to work late to end-up the task assigned to me (like, my paper-marking activity)” 88 (38%), “I attend my office even during my sickness” 98 (42%), “To complete the assigned task, even I have to work at homes” 115 (49%), “I prefer to watch TV after dinner” 87 (37%). While the behavioral stress indicators that never indicates the behavioral stress of teachers are “My tongue gets stuck while talking to other people” 81 (35%), “I try to do teaching-related work (i.e. paper-marking) while I am eating lunch” 116 (50%), “After tough teaching of seven long periods, I take drugs to relax myself” 165 (70.6%), “I use pain-killers during behavioral stress” 113 (48.6%), and “I get harsh with my co-workers” 120 (51%).
2. The table 4.4 made for objective 1(b) based on mean and standard deviation show that the value for most of time that teachers face behavioral stress indicators is “I attend my office even during my sickness (3.12)” is high among the secondary school teachers and the mean value for almost never is “After tough teaching of seven long periods, I take drugs to relax myself (1.47)” is low among the secondary schools teachers.

3. The table 4.3 based on frequency and percentage shows that behavioral stress indicators teachers face some of the time at secondary schools are, “Teachers have to work late to end-up the task assigned to me (like, my paper-marking activity), teachers go to work even when they feel sick, teachers have to bring work home and teachers prefer to watch TV after dinner”, while the mean value shows that the behavioral indicators of the stress are “Teachers to work even when they feel sick”.

5.2.6 Sub-objective 1c: To identify emotional indicators of stress among teachers at secondary school level.

1. To achieve the sub-objective 1(c), emotional stress indicators of occupational stress, total 13 statements were made. Both frequencies, percentage, mean and standard deviation tables were made. Based on frequency and percentage table 4.5, most of the teachers responds based on emotional stress indicators that they never face are “I feel very angry inside and lose my temper” 86 (37%), “when people criticize me, even in constructive way, I feel offended” 94 (40%), “My own opinion is not good about myself” 114 (49%), “I do not see my future bright” 95 (41%), “I get disinterested in life during stress” 75 (32%). But the emotional stress indicators that teachers face some of the time were “I feel problem in remembering things” 92 (40%), “I feel scared about the problems that I cannot actually explain to others” 78 (34%), “It is hard for me to relax at home due to family commitment” 72 (31%), “I feel myself highly touchy and short-tempered” 84 (36%), “I think that other people do not know Me thoroughly” 92 (49%), “Student’s impulsive behavior has caused me

problems” 81 (35%), and “I cannot solve my important personal problems during stress” 76 (33%), while the emotional stress indicators that teachers almost never face was “I get ready to fight, when people dispraise me, even in friendly” 86 (37%)”.

2. The table 4.6 made for objective 1(c) based on mean and standard deviation show that the mean values show for some of the time is high for “It is difficult for me to get relaxed, while being at home due to family commitments (2.49)” among the secondary school teachers, while the mean value for almost never is low among teachers for “My own opinion is not good about myself (1.79)” among the secondary schools teachers.
3. Based on the frequency and percentage of the study, it was found that the emotional stress indicators for some of the time they face are “Teachers have trouble in remembering things” 92 (40%), “Teachers feel frightened about problems, they cannot really describe” 78 (34%), “It is hard for teachers to relax at home due to family commitments” 72 (31%), “Teacher feel extremely sensitive and irritable” 84 (36%), “Teachers feel like other people do not understand them” 92 (49%), “Students’ impulsive behavior has caused them problems” 81 (35%), and “Teachers cannot solve their important personal problems during stress” 76 (33%), while based on mean value it was found that “It is hard for teacher to relax due to family commitments” (2.49) and become emotional stress indicators at secondary school teachers.

5.2.7 Findings regarding coping strategies

5.2.8 Objective 2: To explore coping strategies used by teachers to cope with occupational stress at secondary school level.

1. The table 4.21 shows the results regarding overall coping strategies among secondary school teachers. The mean values show that the value for “mental therapy” (14.49) is high among the secondary school teachers and the mean value for “medical therapy” (6.11) is low among the secondary schools teachers. But the all other coping strategies were moderate among the secondary school teachers. while the table 4.22 shows that the coping strategies used by the teachers to cope with occupational stress, most of the time includes physical stress management (32%), relaxation (42%) and social support (46%), while the coping strategies that teachers never use are the physical exercise (38%) and medical therapy (70%).
2. The table 4.9 was made for “physical stress management” in which four statements were made. The finding from the table 4.9 obtained through frequency and percentage showed that teachers cope with stress most of the time was that “set priorities” 99 (43%), “practice good time management” 115 (49%). The finding also shows that to cope with stress teachers also show some of the time were “alternating of heavy work with light work” 105 (45%) and “take hired help” 96 (41%). While mean value shows from the table 4.10 shows that most of the time that teachers cope with stress is that they “practice good time management” (3.77) at secondary school teachers.

3. The table 4.11 was made for “relaxation” in which four statement were made based on “five-point likert scale ranging from never, almost never, some of the time, most of the time and almost always”. The percentage and frequency values showed that most of the time that teacher cope with stress is that, “Drink water” 86 (37%) and some of the time through “Deep breathing” 92 (39%), “Take out time for leisure” 123 (59%) and “Take rest” 108 (46%). While the mean value from table 4.12, shows that most of the teacher use coping strategies to cope with stress is through “Drinking water (3.56)” at the secondary schools teachers.
4. The table 4.13, was made for “physical exercise”, in which four statement were made. Physical exercise was consisting of total four closed-ended statements. Findings obtained from the result of table 4.12, based on frequency and percentage showed that to cope with stress some of the time teachers use coping strategies are through “walking” 75 (32%), “playing” 83 (36%) and “taking rest” 108 (46%) and they never 161 (69%) do “swimming” to cope with stress. The tables 4.14 made for mean value shows that most of the time teachers cope with stress through “walking” (3.42) by secondary school teachers.
5. The table 4.15 shows the frequency and percentage values for the coping strategy based on “medical therapy”. The frequency and percentage values shows that secondary school teachers never uses “sleeping pills” 189 (81%), “mood altering drugs” 181 (77.6%), “smoking” 182 (78%) and “use of pain-killers” was 104 (45%) to cope

with stress whole the mean values from the table 4.16 shows that almost never use “sleeping pills” (1.33), “mood alternative drugs” (1.36), “smoking” (1.36) and “use some of the time “pain-killer” (2.06) to cope with stress.

6. The table 4.17 was made for the “mental therapy” based on frequency and percentage and shows that to cope with strategies some of the time teachers do “meditation” 74 (32%) and “religious reading/practices” 85 (37%).but almost always they offer prayers 125 (53%) and “Quranic reading 97 (42%) to cope with the stress. While the mean value from the table 4.18 that mostly teachers almost always “offer pray” (4.36).
7. The table 4.19 shows the frequency and percentage values for “social support” and shows that some of the time” was high from all other and shows that “work in group” 113 (49%), “talk to someone” 101 (43%), “attend social gathering” 100 (43%), and “take counseling”, was 106 (45%). The table 4.20 shows the mean value that to cope with the strategies most of the time teachers “talk to someone” (3.54).

5.2.9 Findings regarding relationship between occupational stress and coping strategies

5.2.10 Objective 3: To find out a relationship between occupational stress and coping strategies among teachers at secondary school level.

1. The table 4.24 represents the Pearson’s correlation and shows that occupational stress and coping strategies has statistically significant correlation (.130^{*}) with each other and the Null hypothesis was rejected at the 0.05 level of significance.

2. To achieve the third objective of the study that is the “relationship between occupational stress and coping strategies of teachers at secondary school level”, both the sub-variables of “occupational stress and coping strategies” were correlated by using Pearson correlation. The result from the table 4.23 was found that “physical stress indicators (PSI) has statistically significant relationship with relaxation (.036), physical exercise (.370) and social support” (.651**), but “show statistically negative relationship with physical stress management (-.025), medical therapy (-.074) and mental therapy” (-.100). The Pearson’s correlation values show that behavioral stress management (BSI) has statistically significant relationship with “physical stress management” (.069), “relaxation (.079), physical exercise (.130*), medical therapy (.407**) and mental therapy” (.025), but show statistically negative relationship with “social support” (-.029). The Pearson’s correlation values show that emotional stress indicators has statistically significant relationship with “physical stress management (.071), relaxation (.082) and medical therapy (.324**), but show statistically negative relationship with mental therapy (-.013) and social support” (-.081), while emotional stress indicators show almost negligible relationship with “physical exercise strategy” (.001).

5.3 Discussion

The current study was the investigation of occupational stress and coping strategies of secondary school teachers. The study answers the three major objectives, which were; to identify occupational stress of secondary school teachers through three

sub-objectives, which were, physical stress indicators, behavioral stress indicators, and emotional stress indicators, exploring coping strategies used by teachers to cope with occupational stress at secondary school level and also finding out a relationship between the variables of the study, i.e., occupational stress and coping strategies among secondary school teachers. The nature of the study was descriptive and data was collected through survey method from a sample of 233 respondents through convenient sampling technique using a closed-ended questionnaire based on five-point likert scale. The study found that physical stress indicators that mostly teachers faced were “teacher body feels tense after continuous work, teacher gets headache, teacher lacks physical energy after hard work, teacher spends some time every week getting vigorous physical exercise (running, playing basketball, tennis, swimming) and teacher have a hard time feeling really relaxed” and based on mean value shows that physical stress indicator for teachers are “Their body feels tense all over after continuous teaching”. According to Sachdeva and Kaur (2018), the occupational stress in teachers appears in the form of restlessness, irritating behavior, losing temperament, headache, confusion, feelings of tiredness and boredom, no confidence and unable to focus on his / her work.

According to Ingersoll and Smith (2003), the outcomes of the stress related to physiological and emotional response in the shape of behavioral stress includes, low productivity, absenteeism increase and also high attrition rates. Team of researchers Rentner et al., (2016), and another two researchers Skaalvik and Skaalvik (2015), also added the same points that stress has effect on physiological and emotional responses that were behavioral outcomes. According to Ron and his colleagues (2001), occupational stress of the teachers is affected by the working conditions, professional experience and ability to work with externalizing children. There are various sources

of stress including noxious work environment, negative work capacity, loneliness and type of working hours, role conflict and role uncertainty, lack of self-sufficiency, difficulty within relationship with colleagues, administrative mistreatment, harassment and organizational environments (Colligan, Colligan & Higgins, 2006). The study findings show that the coping strategies used by the teachers to cope with occupational stress based on physical stress indicators included relaxation, physical exercise and social support that can result in increasing the occupational stress, while the indicators that show negative relationships, which may have no impact on occupational stress included mental therapy and medical therapy.

Based on behavioral stress indicators, teachers faces some of the time at secondary schools are, “Teachers have to work late to end-up the task assigned to them (like, my paper-marking activity), teachers go to work even when they feel sick, teachers have to bring work home and teachers prefer to watch TV after dinner”. While the mean value shows that the behavioral indicators of stress are, “Teachers to work even when they feel sick”. According to the findings of the researchers, Wadesango et al. (2015), among the heads of the school, occupational stress is the major and international issue. He further explained that due to occupational stress, teachers are affected in terms of physiologically, behaviorally and psychologically. According to the conclusions of Quraishi, Aziz and Siddiquah (2018), which revealed both positive and negative factors experienced by these teachers and also different coping strategies adopted by teachers of different age groups?

Emotional stress indicators for some of the time, they faces, are “Teachers have trouble in remembering things, teachers feel frightened about problems, they cannot really describe, It is hard for teachers to really relax at home due to family commitment, teacher feels extremely sensitive and irritable, teacher feels like other

people do not understand them, Student's impulsive behavior has caused them problems and teachers cannot solve their important personal problems during stress". Among others, low social and economic status, no job security, long working hours, heavy duty, strict working environment, rude management and strict administration, professional incompetence, poor system of induction of staff, gastro-intestinal, attitude and discipline problems are some other symptoms, which employees express for occupational stress (Sachdeva & Kaur, 2018).

The findings of the study show that "occupational stress and coping strategies has statistically significant correlation with each other". According to the findings of Balel (1994), that there is no significant difference between stress and coping strategies, but show variations according to the gender, age, faculty and title as well as stress level is under medium. Austin, Shah, and Muncer (2005), concluded that positive strategies are used by the teachers having low stress more frequently, whereas, the negative strategies are used by the teachers having high level of stress very rarely. According to the findings of Hülya et al (2018), that occupational stress and teachers self-efficacy has no significant relationship and teachers working at different institution face different stress due to different factors including, working conditions and working environment. A study was conducted by Gebrekirstos (2015), on "occupational stress and their coping strategies among secondary schools teachers" and found that most of the strategies that teachers use are religious-related coping, giving-up coping, emotional self-control related coping, social-related coping and planned coping strategies. According to Gates (2001), one of the important and useful strategies to cope with stress is social support. Those persons, who are active and have positive experience of social support, they effectively cope with stress, but those

employees, who are less likely to perceive social support or have negative experience, they do not effectively cope with the stress.

5.4 Conclusions

The following conclusions of the present research study were drawn based on findings and their achievements.

The first major objective of the study was “to identify teachers’ occupational stress at secondary school level”, which was achieved through three sub-objectives. For physical indicators of stress among teachers at secondary school level, it was concluded from the findings that “physical stress indicators, that mostly teachers faced at secondary school levels and lead to occupational stress are, “teacher body feels tense after continuous work, teacher gets headache, teacher lacks physical energy after hard work, teacher spends some time every week getting vigorous physical exercise (running, playing basketball, tennis, swimming, etc) and teacher have a hard time feeling really relaxed”.

For behavioral indicators of stress among teachers at secondary school level, based on the findings and was concluded that occupational stress indicators based on behavioral at secondary school level were that, “Teachers have to work late to end-up the task assigned to them (like, paper-marking activity), teachers go to work even when they feel sick, teachers have to bring work home and teachers prefer to watch TV after dinner”, while from the mean value, it was concluded that the behavioral indicators of the stress were, “Teachers have to work even when they feel sick”.

It was concluded that “some of the time” that indicates, the teachers occupational stress based on emotions i.e. “Teachers have trouble in remembering things, teachers feel frightened about problems, they cannot really describe, It is hard

for teacher to relax at home due to family commitment, teachers feel extremely sensitive and irritable, teachers feel like other people do not understand them, student's impulsive behavior has caused them problems and teachers cannot solve their important personal problems" during stress, while among all of them, the highest stress emotional indicators were, "It is hard for teacher to really relax at home due to family commitments".

For second objective of the study, which was "to explore coping strategies used by teachers to deal with their occupational stress", it was concluded from the findings of the study that "mental therapy" was most effective coping strategy used by the secondary school teachers, whereas, the "medical therapy" was very less adopted by these teachers. All other coping strategies were moderately used by them. In physical stress management strategies, it was concluded that the "setting of priorities and practicing good time management" were frequently used by secondary school teachers. In relaxation strategy, it was concluded that "drinking water and taking out time for leisure" were widely used. In physical exercise, "walking" was found mostly used by the majority of secondary schools teachers. It was concluded that in medical therapy, no "use of smoking, sleeping pills, mood altering drugs and pain-killers" was found among the teachers at secondary schools. Mental therapy was found the most favorite for the secondary school teachers where, they preferred "meditation, religious reading/practices, offering prayers and Quranic reading." From findings of the study, it was concluded that social support strategy also worked well for the secondary school teachers through "talking to someone and taking counseling".

The third objective of the study was "to find out a relationship between occupational stress and coping strategies of teachers at secondary school level". It was concluded from the findings of the study that both "occupational stress and coping

strategies has statistically significant relationship with each other among secondary school teachers”, while physical stress indicators have statistically significant relationship with “relaxation, physical exercise and social support”, but shows statistically negative relationship with “physical stress management, medical therapy and mental therapy”. It was concluded that the behavioral stress management has statistically significant relationship with “physical stress management, relaxation, physical exercise, medical therapy and mental therapy”, but shows statistically negative relationship with “social support”. It was also concluded that emotional stress indicators show statistically significant relationship with the “physical stress management, relaxation and medical therapy” and shows statistically negative relationship with “mental therapy and social support”, while emotional stress indicators show negligible relationship with “physical exercise strategy”.

It was also concluded that among all “occupational stress indicators, the most stressful indicators for teachers occupational stress is the emotional stress indicators”. From the coping strategies, it was also concluded that teachers use different coping strategies to minimize their stress levels, but the most effective of them is the “mental therapy”.

5.5 Recommendations

Based on the findings and conclusions, following recommendations were made:-

1. Teachers may be given break in between the periods and provided proper place to get really relaxed to regain their lost energy and when they are sick, they might be given medical leave to get well properly.

2. Teachers might be provided such environment by their schools, where they feel comfortable without feeling disturbed from their family commitments, may not feel headache and may discuss their problems with their co-workers without any fear.
3. The management may provide proper counseling cells with professional psychologists in identifying indicators related to emotional stress and help them exploring the strategies to cope with them. The teaching faculty may be educated through different programs or a platform may be established, which may help identify indicators that lead to occupational stress and provide relevant coping strategies to help reduce their occupational stress.
4. The teaching faculty may be given easy access to the authorities to discuss their issues and convey genuine concerns to them, so that they could be immediately resolved.
5. Teachers may be given time-oriented tasks, which could be finished in time easily.
6. It was recommended that all the above mentioned stress indicators may be taken into account by policy-makers, administration, educational managers/leaders to minimize the teachers' stress by managing their over work-load and help them to identify suitable coping strategies to deal with occupational stress.
7. The same study may be replicated in other Regions of federal government (cantonments/garrisons) directorate located across the country as well as at provincial and national levels in Pakistan.

8. A study by future researchers may be conducted to see the effect of occupational stress on the performance of the teachers or otherwise.

5.6 Limitations of the Study

Following may be the limitations of the study:-

1. Teachers were the respondents of the study, where the personality of the teachers matter a lot. The honesty and seriousness of respondents may affect the study results.
2. The study was conducted during the COVID-19 Pandemic. Due to the situation created by COVID-19 pandemic, government announced lock down in the entire country, all the educational institutions were closed and teaching-learning process went online. All the Standing Operating Procedures (SOPs)/measures were adopted by the researcher during data collection, but even then the teachers were afraid of giving data and avoided any kind of interaction. Some questionnaires were even dispatched through postal service. Such circumstances may affect the response of teachers participating in the study, which may in turn affect the results of the study.
3. The data collection and analysis was based on using five-point likert scale to assess the stress indicators and coping strategies, which may not provide the full picture of stress indicators that teachers might experience.
4. During COVID-19 Pandemic, the teaching-learning and examination process shifted from traditional teaching and examination methods (classroom teaching/lecture method) with less/NO use of technology to

a more sophisticated ONLINE teaching-learning and examination methods with a high/more use of technology compared with classroom teaching, not only in Pakistan, but the world over. The knowledge, handling and use of sophisticated technology, soft-wares and various applications like ZOOM, MS TEAM and WHATSAPP in our educational institutions needed for Online teaching-learning, it was imperative for the teachers, management as well as for students and parents to be well-versant with the use of technology, necessary for this purpose. This Pandemic put a lot of pressure, rather multiplied the stress levels of teachers manifold and further aggravated their on-going daily routine. In short, the pressure from the management, parents and students for coverage of syllabus, showing good results/GPA for earning a good ACR, performance of week students of the class etc added a lot in the stress level of teachers during the lockdown period. Thus it could be safely said that the study results might have been different in normal circumstances than during COVID-19 Pandemic (when teachers were self-isolated/quarantined).

Table 5.1

Research objectives, research questions/hypothesis, findings, conclusions and recommendations

Research Objectives	Research Questions/Hypothesis	Findings	Conclusions	Recommendations
To identify occupational stress among teachers at secondary school level;	What is occupational stress among teachers at secondary school level?	Emotional stress indicators (28.90) is high among the secondary school teachers	Emotional stress indicators is high among teachers at secondary school level	Emotional stress indicators may be reduced to minimize teachers occupational stress
1a. To identify physical stress indicators among teachers at secondary school level	1a. What are physical indicators of stress among teachers at secondary school level?	The value for “My body gets stiff all over after continuous teaching (2.67)”	Teachers feel stress after continuous teaching	Proper rest time may be given to the teachers after continuous teaching/work
1b. To explore behavioral stress indicators among teachers at secondary school level	1b. What are behavioral indicators of stress among teachers at secondary school level?	“I attend my office even during my sickness (3.12)	Teachers do their jobs even when they are sick and lead to occupational stress	Medical leave may be given to the teachers to reduce occupational stress
1c. To identify emotional stress indicators among teachers at secondary school level	1c. What are emotional indicators of stress among teachers at secondary school level?	“It is difficult for me to get relaxed, while being at home due to family commitments (2.49)”	Proper workload be distributed among teachers	Proper workload be given to the teachers to get relaxed and to help them in minimizing their occupational stress
To explore coping strategies used by teachers to cope with occupational stress at secondary school level	What are the coping strategies used by teachers to cope with occupational stress at secondary school level?	Mental therapy” (14.49) value is high among teachers to cope with occupational stress	Teachers uses mental therapy to cope with occupational stress	Counseling cells may be established at school level and psychologists may be hired/employed to identify teachers occupational stress indicators and recommend coping strategies to them to cope with occupational stress

<p>To find out a relationship between occupational stress and coping strategies among teachers at secondary school level</p>	<p>H₀1: There is no significant relationship between occupational stress and coping strategies among the teachers at secondary school level</p>	<p>Null hypothesis is rejected and statistically significant relationship exists between occupational stress and coping strategies with each other</p>	<p>Occupational stress and coping strategies has statistically significant relationship with each other</p>	<p>“ “ “</p>
--	--	--	---	--------------

References

- Admiraal, K. & Wubbles, A. (2000). Effects of student teachers' coping behavior. *British Journal of Educational Psychology*, 7, (1),]33-52.
- Aftab, M. and Khatoon, T . (2012). Demographic differences and occupational stress of secondary school teachers. *European Scientific Journal*, 8(5), 159-175.
- Alhijaa, F. N. A. (2015). Teacher Stress and Coping: The Role of Personal and Job Characteristics. *Procedia - Social and Behavioral Sciences* 185, 374 – 380.
- Alka Shrivastava, D. N. (2017). Occupational stress factors and their coping strategies among female faculty members of a women college. *International Journal of Advanced Research in Management and Social Sciences*, Vol. 6, No. 2 , 102-114.
- American Institute of Stress. (2019). *Stress*. Retrieved from <http://www.stress.org/workplace-stress/>
- Andre-Petersson L, Hedblad B, Janzon L and Ostergren PO. . (2006). Social support and behavior in a stressful situation in relation to myocardial infarction and mortality: Who is at risk? Results from prospective cohort study "Men born in 1914," Malmö, Sweden . *Int J Behav Medi*, 13, 340-347.
- Asimeng-Boahene, L. (2012). *Understanding and preventing burnout among social studies teachers in Africa: The Social Studies*. Retrieved from <http://www.tandfonline.com/loi/vtss20>
- Asmaa Mohammed Ali Alabd, Wessam Ahmed Elsayed & Naglaa Fathi Mohamed Elattar. (2018). Effect of Work Stressors Coping Strategies Program on Nurse

- Physician Collaboration. *American Journal of Nursing Research*. 6(4), 183-190. doi: 10.12691/ajnr-6-4-6.
- Austin, V., Shah, S., and Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. *Occupational Therapy International*, 12, 2, 63-80.
- Backe EM, Seidler A, Latza U, Rossnagel K, Schumann B. (2012). The role of psychosocial stress at work for the development of cardiovascular diseases: a systematic review. *Int Arch Occup Environ Health*. 85(1) , 67–79.
- Balel A. . (1994). Work Stress of University Lecturers" Ankara. *Review of Educational Sciences Faculty*, 27 (1) .
- Bańkowska, A. (2016). Stree and occupational stress- selected theoretical contexts . *Polish Paper*, 4 (62) , 584-587 DOI: <https://doi.org/10.20883/pielpol.2016.64>.
- Beehr, T. A. (1995). *Psychological Stress in the Workplace*. London: Routledge.
- Betoret FD and Artiga A. (2010). Barriers perceived by teachers at work, coping strategies, self-efficacy and burnout. *Span J Psychol* 13, 637-654. <https://doi.org/10.1017/S1138741600002316>.
- Biron C, Brun JP, and Ivers H. . (2008). Extend and sources of occupational stress in university staff. *Work*, 30, 511-522.
- Boddy CR. (2011). *Corporate Psychopaths: Organizational Destroyers, 2011th Edition*. Palgrave Macmillan.
- Bohrf. (2019). Retrived from bohrf.org.uk: http://www.bohrf.org.uk/downloads/cmh_rev.pdf.

- Bowling NA, and Beehr TA. (2006). Workplace harassment from victim's perspective: A theoretical model and metaanalysis. *Journal Applied Psychology, 91(5)*, 998-1012.
- Carver, C.S., Scheier, M. E, & Weintraub, K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality & Social Psychology*, 267-283.
- Chalmers A. (1998). *Workload and stress in New Zealand universities in 1998*. Wellington: New Zealand Council for Educational Research.
- Chan, A., Chen, K and Chong, E. . (2010). Work stress of teachers from primary and secondary schools . *The International Multiconference of Engineers and Computer Scientists*, (pp. Chan, A., Chen, K., & Chong, E. (2010, March). Work stress of teachers from primary and secondary schools in Hong Kong. Paper presented at the International Multiconference of Engineers and Computer Scientists, Hong Kong.). Hong Kong.
- Chandola, T. (2010). *Stress at Work*. Published by The British Academy, 10-11 Carlton House Terrace London SW1Y5AH, ISBN 978-0-85672-589-0.
- Chaplain, R. P. . (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology, 28(2)*, 195-209.
- Chona C and Roxas MA . (2009). Stress Among Public Elemantary School Teachers . *University Cordilleras Research Journal, 1* , 86-108.
- Chopra, R., and Gartia, R., (2009). "Accountability of Secondary School Teachers in Relation to their Occupational Stress", *EduTracks, 8 (7)*, pp. 41-43.

- Colligan TW. Colligan MSW and Higgins M. (2006). Workplace Stress Etiology and Consequences. *J workplace Behavirol Health*, 21(2), 89-97.
- Cooper, C. L., Sloan, S. J. and Williams, S. (1988). *Occupational Stress Indicator – Management Guide*. Great Britain: Torbay Press.
- Curtis, A. (2000). *Health Psychology (Routledge Modular Psychology) 1st Edition*. London: Routledge Modular Psychology series.
- David, B. C. and Candace, S. . (2001). The EBD Teacher Stressors Questionnaire. . *Education and Treatment of Children*, 24(3), 323-35.
- Davis-Roberts, G. (2006). *Sources of Stress, Levels of Stress, and Coping Strategies of Faculty and Staff at Northern Caribbean University*. Dissertation 320.
- Demrouti E, Bakker AB, & Nachreiner F,etal. (2001). The job demands resources model of burnout. *J Appl Psychol*, 86(3), 499-512.
- Detert RA, Derosia C, Caravella T and Duquette D. . (2006). Reducing stress and enhancing the general well – being of teachers using T'ai Chi Chih movements: A pilot study . *Californian J Healt Promot*, 4, 162-173.
- Dollard, M. F., Winefield, A. H., and Winefield, H. R. (2003). *Occupational stress in the service professions*. London and New York: Taylor & Francis group.
- Dopkeen, Jonathan C.; DuBois, and Renee. (2014). *Stress in the Workplace: A Policy Synthesis on Its Dimensions and Prevalence*. University of Illinois at Chicago. Retrieved from <https://hdl.handle.net/10027/18751>
- Earp, J. (2010). A breeding ground for stress and burnout. *Australian Teacher Magazine*, 6, 16.

- Easthope, C., & Easthope, G. . (2007). Teachers' stories of change: Stress, care and economic rationality. *Australian Journal of Teacher Education*, 32(1), 1-16.
- Field, T. M., McCabe, P. M. & Schneiderman, N. (2013). *Stress and Coping*. Published by Lawrence Erlbaum Associates Publishers 1985, Hillsdale, New Jersey, London, ISBN 0-89859-564-9.
- Fisher, M. H. (2011). Factors influencing stress, burnout, and retention of secondary teachers. *Current Issues in Education*, 14(1).
- Endler, N.S., & Parker, D.A. . (1999). *Coping inventory for stressful situations manual*. New York: Multi-health Systems.
- Folkman, S., & Lazarus, R.S. . (1988). The relationship between coping and emotion: Implications for theory and research. *Social Science Medicine*, 26, , 309-317.
- French, J. R. P., Caplan, R. D., & Harrison, R. V. (1996). Stress in academic: What bother Professionals in Higher Education (Ed) Elizabeth J Thorsen (1996) Kluwer Academic Publishers, Netherlands, 31: 471 - 489.
- Eriksen HR,etal.:. (2002). Improving subjective health at the worksite: A randomized controlled trial of stress management training physical exercise and integrated health program. *Occup Med (Lond)*, 52, 383.
- European Commission Directorate-General for Employment and Social Affairs. (2003). Guidance on work-related stress: Spice of life or kiss of death. *Education*, 7(108), 228.
- Gates, O. (2001). Stress and Coping A Model for the Workplace. *AAOHN Journal*, 49(8), 390-398.

- Gebrekirostos HA. (2015). Occupational Stress Among Secondary School Teachers And Their Coping Strategies: The Case Of Central Zone Of Tigray Region. *International Journal of Academic Research in Education and Review*, 3(6), 143-157.
- Gerard Feltoe, Wendi Beamish and Mike Davies. . (2016). Secondary school teacher stress and coping: Insights from Queensland, Australia. *International Journal of Arts & Sciences*, 09(02). ISSN: 1944-6934 , 597-608.
- Ghani, M.Z., Ahmed, A.C., and Ibrahim, S., (2012). “Stress among Special Education Teachers in Malaysia” *Soci Behav Sci* 55: 294-300.
- Gillespie NA, Walsh M, Winefield AH, Dua J, & Stough C. . (2001). Occupational stress in universities: staff perceptions of the cause, consequences and moderators of stress. *Work and stress*, 15, 53-72.
- Gulwadi GB. (2006). Seeking restorative experiences: Elementary school teachers' choices for places that enable coping with stress. *Environment and Behavm*, 38, 503-520. <https://doi.org/10.1177/0013916505283420> .
- Gyllensten K. (2005). The role of gender in workplace stress: A critical literature review. *Health Education Journal*, 64(3), 271-88.
- Hackman, I.R., & Oldman, G.R. . (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60, 159-170.
- Hallman, T. (2003). *Gender perspectives on psychosocial risk factors : Conditions governing womens lives in relation to stress and coronary heart disease*. Retrieved from <https://openarchive.ki.se/xmlui/handle/10616/43004>

- Hartney, E. (2008). *Stress management for Teachers*. Continuum International Publishing Group, The Tower Building, 11 York Road, London.
- Health and Safety Executive. “*Self-reported work-related illness and workplace injuries in 2008 / 09 : Results from the Labour Force Survey*”. London: National Statistics, 2010.
- Holeyannavar, P. (2009). *Emotional competence and stress on health status of primary school teachers and housewives (MA Thesis, Dharwad University)*. Retrieved from <http://etd.uasd.edu/ft/th9866.pdf>.
- Howard, S., and Johnson, B. . (2004). Resilient teachers: Resisting stress and burnout. *Social Psychology of Education*, 7, 399-414. doi: 10.1007/s11218-004-0975.
- Hülya İPEK, Aslı AKÇAY, Sibel BAYINDIR ATAY, Gizem BERBER, Tuncay KARALIK and Temel Serdar YILMAZ. (2018). The Relationship Between Occupational Stress And Teacher Self-Efficacy: A Study With EFL Instructors. *AJESI - Anadolu Journal of Educational Sciences International*, 8(1), 126-150, DOI: 10.18039/ajesi.393945.
- Hurrell, 1.1., Nelson, D.L., & Simmons, B.L. . (1998). Measuring job stressors and strains: Where we have been, where we are, and where we need to go. *Journal of Occupational Health Psychology*, 3(4), 368-389.
- Ingersoll, R. M., and Smith, T. M. . (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60, 8, 30-33.
- Jepson E & Forrest S . (2006). Individual contributory factors in teachers stress: The role of achievement striving and occupational commitment . *Journal of*

Educational Psychology, 76, 183-197.
<https://doi.org/10.1348/000709905X37299>.

Jerry A. Jacobs and Kathleen Gerson. (2006). *The Time Divide: Work, Family and Gender Inequality*. Cambridge: Harvard University Press.

Jex SM. (1998.). *Stress and job performance: Theory, research and implications for managerial practice*. Thousand Oaks, CA : Sage.

Jeyaraj, S. (2009). Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. *Psychology*,
<https://www.semanticscholar.org/paper/Occupational-Stress-among-the-Teachers-of-the-in-Jeyaraj/7e4d271719de99837e2a6d2e0be106f8739ffd49>.

Jones, F. I. & Kinman, G. (2001). Approaches to studying stress. In F. I. Jones & J. Bright (Eds.). *stress: Myth, theory and research*, Harlow, UK: Prentice Hall, pp, 6-12.

Jude, A. M. (2011). Emotional intelligence, gender and occupational stress among secondary school teachers in Ondo state. *Pakistan Journal of Social Sciences*, 8 (4), 159-165.

Karasek, R. A. (1997). *Job demands, job decision latitude and mental strain: implications for job redesign*. *Administrative Science Quarterly*, 24, pp, 285, 308.

Karasak, R. (1985). *Job content questionnaire and users guide*. Los Angeles: University of Southern California, Department of Industrial and Systems Engineering.

- Katz, D. and Kahn, R.L. (1966.). *The Social Psychology of Organizations*. New York: John Wiley and Sons.
- Kavitha, G. (2009). *Occupational stress and Coping Strategies*. Discovery Publishing House, 2009. ISBN 8183564488, 9788183564489, pages-176.
- Kazi, A. & Haslam, C.O. (2013). Stress management standards: a warning indicator for employee health. *Occupational Medicine*, 63 (5), pp.335-340.
- Khan, A. (1990). The coping strategy indicator. *Journal of Personality and Social Psychology*, 59, 1066-1074.
- Kimanzi GK. (2014). *Management related occupational stress and coping strategies among secondary school principals in mwingi West District, Kitui County, Kenya*. Kenya: Unpublished Master's Degree Thesis, Kenyatta University.
- Kinman, G. (1998). *A survey into the causes and consequences of occupational stress in UK academic and related staff*. London: The Association of University Teachers is the trade union and professional association for all academic and academic-related staff in higher education in the UK. ISBN: 0 900107 19 7.
- Kivimäki, M., Leino-Arjas, P., Luukkonen, R., Riihimäki, H., Vahtera, J. & Kirjonen, J. (2002). Work stress and risk of cardiovascular mortality: Prospective cohort study of industrial employees. *British Medical Journal*, 325(7369), 857-860.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- LaDou, J. (2003). *Current Occupational & Environmental Medicine (Lange Medical Books)*. McGraw-Hill Medical.

- Landsberg, P. A., Schnall, P. L., Deitz, D., Friedman, R and Pickering, T. (1992). The pattering of psychological and distress by job and social support in a sample of working men. *Journal of behavioral medicine*, 15(4), 379-405
- Lazarus R. (1999). Psychological stress in the workplace. *J Social Behav Personal*, 6, 1-13.
- Lazarus R and Folkman S. (1985). *Stress appraisal and coping*. New York: Springer Levin. Epstein.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- Leduc, S. (2012). Work Place Stress: Resources and Coping Strategies. A Thesis submitted for the degree of Master of Commerce, The University of Otago, Dunedin, New Zealand
- Leunga, S. S., Makb, Y. W., Chuic, Y. Y., Chianga, V. C., and Leea, A. C. . (2009). Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong. *Health Education Journal*, 68(4), 328–343.
- Lopez, J., Bolano, C., Marino, M., & Pol, E. . (2010). Exploring stress, burnout and job dissatisfaction in secondary school teachers. *International Journal of Psychology and Psychological Therapy*, 10(1), 107-123.
- Makasa, J. W., (2013). “Perceived level of occupational stress among basic school teachers: a case study of selected lusaka urban schools.

- Margaret K, Ngigi S and Mutisya S. (2018). Sources of occupational stress and coping strategies among teachers in borstal institutions in Kenya . *Edelweiss Psyi Open Access* 2, 18-21.
- Mathew, L. (2005). *An Exploratory Study on Occupational Stress and Coping Strategies of Special Educators in South India*. Retrieved from SSRN: <https://ssrn.com/abstract=643192> or <http://dx.doi.org/10.2139/ssrn.643192>
- McCarthy, C. J., Lambert, R. G., Crow, E.W., & McCarthy, C. J. . (2019, October 15). *Coping, stress, and job satisfaction as predictors of advanced placement statistics teachers' intention to leave the field*. Retrieved from <http://bul.sagepub.com/content/94/3/306>
- McGowan, J., Gardner, D., & Fletcher, R. (2006). Positive and negative affective outcomes of occupational stress. *News Zealand Journal of Psychology*, 35, 92-98.
- Medline Plus Encyclopedia. (2019). *Acute respiratory distress syndrome*. Retrieved from [http:// www. nlm.nih. gov/medlineplus/ency/article/000103.htm](http://www.nlm.nih.gov/medlineplus/ency/article/000103.htm)).
- Montgomery C and Rupp AA. . (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian J Education*, 28, 458-486. <http://dx.doi.org/10.2307/4126479>.
- Moos, R. (1981). *Work environment scale manual*. Palp Alto: Consulting Psychologists.
- Morrison, S. M. . (2005). *Occupational stress in school teachers: A descriptive-comparative study*. *University of New Brunswick Thesis report*. Retrieved

from <http://dspace.hil.unb.ca:8080/bitstream/handle/1882/43486/MR25359.pdf?>

Muthukrishnan, N., Saji Mon, M.R., and Chaubey, D.S. . (2011). Factors driving occupational stress of the employees working in hospitals in Dehradun: an empirical study. *International Journal of Research in IT & Management, Vol. 1, Issue 8.*

Naghieh A, Montgomery P, Bonell CP, Thompson M, & Aber JL. (2015). Organisational interventions for improving wellbeing and reducing work-related stress in teachers. *Cochrane Database of Systematic Reviews, Issue 4*, DOI: 10.1002/14651858.CD010306.pub2.

Neshitt, P.E., Inglehart, M.R., & Sinkford, J.C. . (2003). Work environment perceptions of full time dental educators - Does gender matter.? *Journal of Dental Education, (57(8), 916-924.*

NIOSH. (2019). *Stress at Work*. Retrieved from <http://www.odc.gov/niosh/docs/99-10/>

Northwestern National Life Insurance Company. (1991). *Employee burnout: America's newest epidemic*. Minneapolis, MN: Northwestern National Life Insurance Company.

Okeke CIO, Adu EO, Drake ML and Duku NS. . (2014). Correlating demographic variables with occupational stress and coping strategies of pre-school educators: A literature review . *J Psychol, 5, 143-154.* [https://doi.org/10.1080/09764224.2014.11885514.](https://doi.org/10.1080/09764224.2014.11885514)

- Onwuegbuzie, A. J., Jiao, Q. G., & Collins, M. T. . (2007). Mixed methods research and stress and coping. In G. S. (Ed.), *Emerging thought and research on student, teacher, and administrator stress and coping* (pp. 211-239). Charlotte: Information Age.
- Osipow, S. H. & Spokane, A. R. (1983). *Occupational stress inventory: Manual, Odessa, FL: Psychological Assessment Resources*. P,2.
- Osipow, S. H. & Spokane, A. R. (1998). Measuring occupational stress, strain, strain and coping. In S. Oskamp (Ed.), *Applied Social Psychology Annual Review*, 5, 67-87.
- Osipow, S. (1998). *Occupational Stress Inventory (Revised ed.)*. Odessa, FL: Psychological Assessment Resources.
- Pierce, G.R, Saranson, I.G., & Saranson, . (1996). Coping and social support . In M. &. Zeidner, *Handbook of coping* (pp. 434-451). New York: John Wiley & Sons.
- Primm D. (2005). What workplace stress research is telling technical communicators. *Technical Communication*, 52(4), 449-55.
- Princeton Survey Research Associates . (1997). *Labor day survey: State of workers*. Princeton, NJ: Princeton Survey Research Associates.
- Public Employees Federation. (2019). *Occupational Stress Factsheet*. Retrieved from Health and Safety Department:800)342-4306: www.pef.org

- Quraishi, U., Aziz, F., & Siddiquah, A. (2018). "Stress and Coping Strategies of University Teachers in Pakistan". *Pakistan Journal of Education Vol. 35, No. 2, 2018, 193-206.*
- Rentner, D., Kober, N., & Frizzell, M. . (2016). *Listen to us: Teacher views and voices.* Retrieved from Centre on Education Policy: <http://www.cepc.org/displayDocument.cfm?DocumentID=1456>
- Reddy, G.L. & Anuradha, R.V., (2013). "Occupational Stress of Higher Secondary Teachers Working in Vellore District", *International Journal of Educational Planning & Administration.* ISSN 2249-3093 Volume 3, Number 1 (2013), pp. 9-24 © Research India Publications, <http://www.ripublication.com/ijepa.htm>
- Rhodes CR, Pullen AP, and Margaret HM ,etal. . (2010). Violence and workplace bullying: What are an organizational ethical responsibilities. *Admin Theory, 32(1), 96-115.*
- Richards, J. (2012). Teacher stress and coping strategies: A national snapshot. *The Educational Forum, 76(3), 299-316.* doi: 10.1080/00131725.2012.682837.
- Robbins, P. R. (2007). *Coping with Stress: Commonsense Strategies.* McFarland & Company, Inc; Publishers Jefferson, North Carolina and London. ISBN-13: 978-0-7864-2875-5
- Ron, N. J; Amelia, M; Maura L. R. & Barbara, J. H. . (2001). Sources of occupational stress for teachers of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 9(2), 123-30.*
- Ruchi Sachdeva, K. K. (2018, March 9). *Google.* Retrieved from GRIN: [https://www.grin.com/document/284351.](https://www.grin.com/document/284351)

- Ryan, R. R. (1996). *A survey of occupational stress, psychological strain and coping resources in licenced professional counselors in Virginia*, (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1997), pp.23
- Saylan, N; and Yurdakul, B. . (1998). Organizational Strategies for Teachers' Professional Stress" Konya: University of Selçuk. *Eight Congress of National Educational Sciences, Vol i*, 9-11 .
- Schonfield, I. (1990). Psychological distress in a sample of teachers. ISBN 123: 321-338.
- Selye, H. (1975). Confusion and controversy in the stress field. *Journal of Human Stress* (1): pp, 37-44.
- Selye, H. (1983). The stress concept; Past, present, and future. In C. L. Cooper (Ed.), *Stress research: Issues for the eighties* New York, NY: John Wiley & Sons, pp, 1-20.
- Semra ÜNAL. (2000). Professional stress of teachers,its indicators and coping attitudes. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* 19, 149-155.
- Seward JP and Larsen RC. (2007). Occupational Stress. In L. J, *Current Occupational & Environmental Medicine* (pp. 579–94). California: McGraw-Hill: McGraw-Hill.
- Seyle, H. (1980). The stress concept today. In J. K. al, *Handbook on stress and anxiety*. San Francisco: Jossey Boss.
- Shernoff, E., Mehta, T., Atkins, M., Totf, R., & Spencer, J. . (2011). A qualitative study of the sources and impact of stress among urban teachers. *School Mental Health*, 3, 59-69. doi: 10.1007/s12310-011-9051-z.

- Sing, N. A. K. (2015). Study of occupational stress of secondary school teachers. *International Journal of Advanced Education and Research, Volume 2, Issue 4*, 28-31.
- Singla, G. (2006). A study of the occupational stress among Employees from different Careers of Chandigarh (2006) SRJIS 3: 2031-2040.
- Shirom, A., Toker, S., Berliner, S., & Shapira, I. . (2008). The job demand-control-support model and micro-inflammatory responses among healthy male and female employees: A longitudinal study. *Work and Stress, 22(2)*, 138-152.
- Siegrist, J. (2008.). Effort-reward imbalance and health in a globalized economy. Scandinavian . *Journal of Work, Environment and Health Supplemental, 32(6)*, 163-168.
- Sims, H.P., Szilagyi, A D and Keller, R.T. (1976). The measurement of job characteristics. *Academy of Management Journal, 19*, 195-212.
- Singh, K. and Billingsley, B. (1996). Intent to stay in teaching: Teachers of student with emotional disorders versus other special educators. *Remedial and Special Education, 17*, 37-47.
- Skaalvik, E., and Skaalvik, S. . (2015). Job satisfaction, stress and coping strategies in the teaching profession: What do teachers say? . *International Education Studies, 8 (3)*, 181-192.
- Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *Management in Education, 21(3)*, 10-13.
- Spielberger, CD; & Vagg, P.R . (1999). *Job stress survey professional manual*. Odessa FL: Psychological Assessment Resources.


- The National Institute for Occupational Safety and Health (NIOSH). (2019). *STRESS...At Work*. Retrieved from Center for Disease Control and Prevention :<https://www.cdc.gov/niosh/docs/99-101/pdfs/99-101.pdf?id=10.26616/NIOSH PUB99101>
- Thomas, D. (2010). *Narcissism: Behind the Mask, 1st Edition*. The Book Guild Ltd.
- Tytherleigh MY, Weeb C, Cooper CL, Ricketts C. (2005) . (2005). Occupational stress in UK higher educational institutions: a comparative study of all staff categories. *Higher Education research and development, 24*, 41-61.
- Van Dick, R. and Wagner, V. (2001). Stress and strain in teaching: A structural equation approach. *British Journal of Education Psychology, 71*, 243-259.
- Van Dick, R., & Wagner, U. . (2001). Stress and strain in teaching: A structural equation approach. *British journal of educational psychology, 71(2)*, 243-259.
- Viswesvaran, C. Sanchez, J. I., & Fisher, J. . (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of Vocational Behavior, 54(2)*, 314-334.
- Wadesango N, Gudyanga E, and Mberewere M. (2015). Occupational Stress among School Head Teachers: A Case for Hwedza District Secondary Schools' Head Teachers. *Psychology: Journal of social sciences*, DOI:10.1080/09718923.2015.11893484.
- Watts, W., and Short, A. (1990). Teacher drug use: A response to occupational stress. *Journal of Drug Education, 20(1)*, 47-65.

- Wei Sun, Hui Wu, and Lie Wang. (2011). Occupational stress and its related factors among university teachers in China. *Journal of Occupational Health*, 1-19.
- Wiley, C. (2000). A synthesis of research on the causes, effects, and reduction strategies of teacher stress. *Journal of Instructional Psychology*, 27(2), 8-87.
- Williams, J.S., & Cooper, C.L. . (1997). Occupational stress indicator. In C. P. (Eds), *Evaluating stress: A book of resources* (pp. 251-276). Lanham, MD: Scarecrow.
- Winefield AH, Gillespie N, Stough C, Dua J and Hapuararchchi J. (2002). *Occupational stress in Australian universities: A national survey, Doctoral dissertation*. Australia : National Tertiary Education Union. .
- Yang, X., Ge, C., Hu, B., Chi, T., & Wang, L. . (2009). Relationship between quality of life and occupational stress among teachers. *Public Health*, 123, 750-755.
- Zamir, S. (2011). An Analytical Study of Occupational Stress and Personality Type of Academic Managers at Higher Education Level. *An unpublished Doctoral Dissertation submitted at the National University of Modern Languages, Islamabad*.
- Zimbardo O, Weber A & Johnson R. (2003). *Core concepts (4thed)*. Boston: Allyn & Bacon.

Annexures

Annexure-A

Approval Letter of M. Phil. Thesis Topic and Supervisor


NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

Dated: 20-01-2020

ML.1-4/2020/Edu

To: **Navid Sadiq Malik,**
1405-MPhil/Edu/F17

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-11-2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**
Dr. Sajid Ali Yousafzai
Contact Assistant Professor, Department of Education
NUML, Islamabad.


b. **Topic of Thesis**
A Study of Occupational Stress and Coping Strategies for Teachers at Secondary School Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **30th June 2020** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to: **Dr. Sajid Ali Yousafzai**

Annexure-B

Change of Supervisor Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

M.L.1-3/Edu/2021

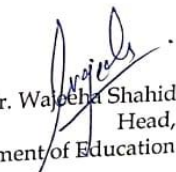
Dated: 02-07-2021

To: Navid Sadiq Malik,
1405/M.Phil/Edu/F-17

Subject: Approval of Change of Supervisor

1. The Competent Authority has approved the removal of Dr. Sajid Ali Yousafzai from the responsibility of supervisor and assigned Dr. Aisha Bibi as a new supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 04-05-2021 and Board of Advanced Studies and Research dated 02-06-2021.
2. You may continue your research work on the given topic under the guidance of your supervisor submit the thesis for evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by 31st July 2021 positively for further necessary action please.
3. As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.
4. Thesis is to be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: hod-edu@numl.edu.pk


Dr. Waqar Shahid
Head,
Department of Education

CC:

Dr. Aisha Bibi
Mr. Navid Sadiq Malik

Annexure-C

Permission Letter for Collection of Data

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
 National University of Modern Languages
 Sector H-9, Islamabad
 Tel.No: 051-9265100 Ext: 2090

Dated: 02-10-2020

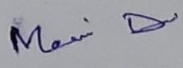
ML.1-3/2021-Edu_____

WHOM SO EVER IT MAY CONCERN

Mr. Navid Sadiq Malik S/O Muhammad Sadiq Khan, students of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

They may please be allowed to visit your Institution / Library to obtain the required information for their Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.


 Dr Mariam Din
 A/Head,
 Department of Education.

Annexure-D

Covering Letter for Validity Certificate

99

Annexures-B

Covering Letter for Validity Certificate

A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR
TEACHERS AT SECONDARY SCHOOL LEVELSubject: Request for Validity Certificate

Respected Sir / Madam,

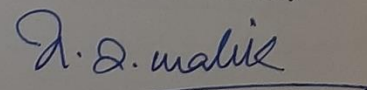
I have attached my questionnaire adapted for the purpose of research titled as "Occupational Stress and Coping Strategies for Teachers at Secondary School Level".

To identify and explore teacher's occupational stresses, the researcher has adapted occupational stress indicator questionnaire developed and used by a team of experts known as "The Counseling Team International", which consisted of five stress indicators, which were physical, behavioral, sleep, emotional and personal indicators, each consisting of various statements. However, the researcher took only three of these indicators namely, physical, behavioral and emotional for his study, keeping in mind the scope and the time available for the study.

To identify and explore various strategies adapted by the secondary school teachers to cope with these stresses, the researcher adapted the strategies, physical stress management, relaxation, physical exercise, medical therapy, mental therapy and social support, which are thought to be the best strategies used by the people around.

Kindly check my questionnaire, its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling up the certificate attached at the end of the document.

Yours Sincerely



Navid Sadiq Malik
M. Phil. Research Scholar
NUML, Islamabad

Annexure-E

Validation of Research Instrument

Annexure-C

CERTIFICATE OF VALIDITY



**A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR
TEACHERS AT SECONDARY SCHOOL LEVEL**

M. Phil. Scholar, Department of Education, National University of Modern
Languages (NUML)

H-9, Islamabad, Pakistan

By Mr. Navid Sadiq Malik

This is to certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately to the study of occupational stress and coping strategies for teachers at secondary school level.

It is considered that the research instrument developed for the above-mentioned research topic is according to the objectives and research questions of the study, assure adequate construct and content validity, according to the purpose of the research, and can be used for data collection by the researcher with the fair amount of confidence.


Name: Dr. Farukh ul-Tabassum
 Designation: Assistant Prof.
 Institute: NUML Islamabad
 Signature: Farukh ul-Tabassum
 Date: 2/03/2020

Annexure-F

Validation of Research Instrument

Annexure-D

CERTIFICATE OF VALIDITY



A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR TEACHERS AT SECONDARY SCHOOL LEVEL

M. Phil. Scholar, Department of Education, National University of Modern Languages (NUML)
H-9, Islamabad, Pakistan

By Mr. Navid Sadiq Malik

This is to certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately to the study of occupational stress and coping strategies for teachers at secondary school level.

It is considered that the research instrument developed for the above-mentioned research topic is according to the objectives and research questions of the study, assure adequate construct and content validity, according to the purpose of the research, and can be used for data collection by the researcher with the fair amount of confidence.

Name: Dr. Saira Nudrat

Designation: AP

Institute: NUML

Signature: [Signature]

Date: 27-01-2021


Annexure-G

Validation of Research Instrument

101

Annexure-E

CERTIFICATE OF VALIDITY



**A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR
TEACHERS AT SECONDARY SCHOOL LEVEL**

M. Phil. Scholar, Department of Education, National University of Modern
Languages (NUML)

H-9, Islamabad, Pakistan

By Mr. Navid Sadiq Malik

This is to certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately to the study of occupational stress and coping strategies for teachers at secondary school level.

It is considered that the research instrument developed for the above-mentioned research topic is according to the objectives and research questions of the study, assure adequate construct and content validity, according to the purpose of the research, and can be used for data collection by the researcher with the fair amount of confidence.

Name: Dr. Shazia Zamir

Designation: Assistant Professor

Institute: NUML

Signature: [Handwritten Signature]

Date: 03-03-2020


Annexure-H

Validation of Research Instrument

102

Annexure-F

CERTIFICATE OF VALIDITY



**A STUDY OF OCCUPATIONAL STRESS AND COPING STRATEGIES FOR
TEACHERS AT SECONDARY SCHOOL LEVEL**

M. Phil. Scholar, Department of Education, National University of Modern
Languages (NUML)
H-9, Islamabad, Pakistan
By Mr. Navid Sadiq Malik


This is to certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately to the study of occupational stress and coping strategies for teachers at secondary school level.

It is considered that the research instrument developed for the above-mentioned research topic is according to the objectives and research questions of the study, assure adequate construct and content validity, according to the purpose of the research, and can be used for data collection by the researcher with the fair amount of confidence.

Name: Dz. Tariq Javed
 Designation: SST
 Institute: FG PS(B), Laksmi Rwp cantt
 Signature: [Handwritten Signature]
 Date: 20-02-2020

Annexure-I


Permission Letter for using Research Instrument

 Gmail Navid Malik <navidmalikic4@gmail.com>

Permission for using Stress Indicators Questionnaire for Research Study
3 messages

Navid Malik <navidmalikic4@gmail.com> Wed, Nov 6, 2019 at 2:34 PM
To: jkoot@thecounselingteam.com, bhulsey@thecounselingteam.com

Dear Sir,
Assalam-o-Alaikum
Hope my mail finds you in the best of your health. I am a research scholar, doing my M.Phil. Education degree from National University of Modern Languages (NUML), Islamabad (Pakistan). I am conducting my research study on, "**A Study of Occupational Stress and Coping Strategies of Teachers at Secondary School Level**". I have gone through the Questionnaire (enclosed herewith) developed by your team available online and intend adapting it for my own study. I want to collect data on three stress indicators, which are, physical, behavioral and emotional stress indicators from the secondary school teachers of Rawalpindi Region (Pakistan) by selecting and modifying some of the statements (applicable for my population (i.e. teachers) according to the requirement of my own study.
Permission may please be granted for adapting your research instrument for my study. The findings & results of my study may be shared with you.
Looking forward for an early and a positive response from your side, please.
With Profound Regards
Navid Sadiq Malik
Research Scholar
M. Phil. Education
NUML, Islamabad (Pakistan).

 **Stress Indicators Questionnaire.pdf**
25K

Julie Koot <jkoot@thecounselingteam.com> Thu, Nov 7, 2019 at 1:28 PM
To: Navid Malik <navidmalikic4@gmail.com>
Cc: Brenda Hulsey <bhulsey@thecounselingteam.com>

Yes you have our permission to use the stress indicator. Good luck.

Julie Casto Koot
CFO/Office Manager
The Counseling Team International
909-884-0133 Ext. 225
jkoot@thecounselingteam.com

On Nov 6, 2019, at 2:34 PM, Navid Malik <navidmalikic4@gmail.com> wrote:

[Quoted text hidden]
<Stress Indicators Questionnaire.pdf>

Navid Malik <navidmalikic4@gmail.com> Thu, Nov 7, 2019 at 2:41 PM
To: Julie Koot <jkoot@thecounselingteam.com>
Cc: Brenda Hulsey <bhulsey@thecounselingteam.com>

Thank you for your quick response. I am really obliged.
Regards
Navid Sadiq Malik
[Quoted text hidden]

Annexure-J

Research Instrument for Data Collection Questionnaire

Instructions:

1. This questionnaire for M. Phil. research study consists of some statements about **“A Study of Occupational Stress and Coping Strategies for Teachers at Secondary School Level”**.
2. Please indicate your best level of knowledge and consideration.
3. All the information provided by you will be kept confidential and will be used only for the purpose of this research study.
4. When you have answered all the questions, add the point totals for each stress indicator and check the personal stress levels for yourself given after emotional stress indicators.

Part – I

Demographic Information

a. Gender

Male	Female

b. Age (In Years)

(20 - 30)	(31 - 40)	(41 – 50)	(51 – 60)

c. Academic Qualifications

BA / Bsc	MA / Msc	M. Phil.	Ph. D.

d. Professional Qualifications

B. Ed.	M. Ed.	MA (Education)	M. Phil. (Education)

e. Experience (In Years)

(1 – 10)	(11 - 20)	(21 – 30)	(31 – 40)

Part – II

This Questionnaire will show how stress affects different parts of your life. Circle the response which best indicates how often you experience each stress indicator during a typical week.

When you have answered all the questions, add the point totals for each section.

- 5 – Almost always (on five days a week)
- 4 – Most of the time (on three days a week)
- 3 – Some of the time (on one and one-half days a week)
- 2 – Almost never (less than two hours a week)
- 1 – Never

1. Physical Stress Indicators: How often would you say during the teaching-learning process:

Ser	Statement	Never	Almost never	Some of the time	Most of the time	Almost always
1.	My body gets stiff all over after continuous teaching	1	2	3	4	5
2.	I feel chronic lower back pain	1	2	3	4	5
3.	I get severe headache	1	2	3	4	5
4.	I feel my muscles pulled in my face, jaws, neck or shoulders	1	2	3	4	5
5.	I smoke tobacco	1	2	3	4	5
6.	I feel severe pains in my chest during a physical activity	1	2	3	4	5
7.	I lack physical energy after hard work	1	2	3	4	5
8.	I miss two meals in a week because of my busy routine	1	2	3	4	5
9.	Every week, I spend some time in doing tough physical exercise (playing basketball, tennis, swimming and running)	1	2	3	4	5
10.	My palms start sweating, when I feel nervous	1	2	3	4	5
11.	I have never felt relaxed in real sense	1	2	3	4	5

Physical Stress Indicator Point Total-----

2. Behavioral Stress Indicators: How often would you say during /after a state of over workload:

Ser	Statement	Never	Almost never	Some of the time	Most of the time	Almost always
1.	My tongue gets stuck while talking to other people	1	2	3	4	5
2.	I try to do teaching-related activity (i.e., paper-marking etc) besides consuming my lunch	1	2	3	4	5
3.	To finish an assigned task, I have to make late sittings (like my paper-marking activity)	1	2	3	4	5
4.	I attend my office even during my sickness	1	2	3	4	5
5.	To complete the assigned task, even I have to work at homes	1	2	3	4	5
6.	After tough teaching of seven long periods, I take drugs to relax myself	1	2	3	4	5

7.	I use pain-killers during behavioral stress	1	2	3	4	5
8.	I prefer to watch TV after dinner	1	2	3	4	5
9.	I get harsh with my co-workers	1	2	3	4	5

Behavioral Stress Indicator Point Total-----

3. Emotional Stress Indicators: How often would you say:

Ser	Statement	Never	Almost never	Some of the time	Most of the time	Almost always
1.	I feel problem in remembering things	1	2	3	4	5
2.	I feel scared about the problems that I cannot actually explain to others	1	2	3	4	5
3.	It is difficult for me to get relaxed, while being at home due to family commitments	1	2	3	4	5
4.	I feel very angry inside and lose my temper	1	2	3	4	5
5.	I get ready to fight, when people dispraise me, even in friendly	1	2	3	4	5
6.	I get ready to fight, even when people criticize for correcting me for my betterment	1	2	3	4	5
7.	I feel myself highly touchy and short-tempered	1	2	3	4	5
8.	I think that other people do not know me thoroughly	1	2	3	4	5
9.	My own opinion is not good about myself	1	2	3	4	5
10.	I do not see my future bright	1	2	3	4	5
11.	I get disinterested in life during stress	1	2	3	4	5
12.	Students impulsive behavior has caused me problems	1	2	3	4	5
13.	I cannot solve my important personal problems during stress	1	2	3	4	5

Emotional Stress Indicator Point Total-----

PERSONAL STRESS LEVELS

Very Low Medium High Very High Danger

Physical Indicators Point Total:	22	30	38	48	54+
Behavior Indicators Point Total:	18	27	36	45	50+
Emotional Indicators Point Total:	21	29	37	46	55+

Coping Strategies: Some of the techniques of occupational stress to overcome physical, behavioral and emotional stress are listed below. Please tick (√) the one or more that you practice:-

Ser	Statement	Never	Almost never	Some of the time	Most of the time	Almost always
1.	Physical stress management					
	1. Set priorities	1	2	3	4	5
	2. Alternating of heavy work with light work	1	2	3	4	5
	3. Practice good time management	1	2	3	4	5
	4. Take hired help	1	2	3	4	5
2.	Relaxation					
	1. Deep breathing	1	2	3	4	5
	2. Drinking water	1	2	3	4	5
	3. Take out time for leisure	1	2	3	4	5
	4. Take rest	1	2	3	4	5
3.	Physical exercise					
	1. Swimming	1	2	3	4	5
	2. Walking	1	2	3	4	5
	3. Playing	1	2	3	4	5
	4. Running	1	2	3	4	5
4.	Medical therapy					
	1. Sleeping pills	1	2	3	4	5
	2. Mood altering drugs	1	2	3	4	5
	3. Smoking	1	2	3	4	5
	4. Use of Pain-Killers	1	2	3	4	5
5.	Mental therapy					
	1. Meditation	1	2	3	4	5
	2. Offer prayers	1	2	3	4	5
	3. Quran reading	1	2	3	4	5
	4. Religious reading / Practices	1	2	3	4	5
6.	Social support					
	1. Work in group	1	2	3	4	5
	2. Talk to someone	1	2	3	4	5
	3. Attend social gathering	1	2	3	4	5
	4. Take counseling	1	2	3	4	5