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**Title of the Thesis:** Mapping Coping Strategies of School Teachers in Relation to their Professional Effectiveness

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### **ABSTRACT**

Development of society and nation depends upon the power of youth of the country. Here teachers play important role in a formal education system. The quality & effectiveness of education system relay upon the effective teachers. Teacher effectiveness is related to the outcome that reflects the achievement of students and objectives of education. Occupational Stress can occur when there is a discrepancy between the demands of the environment/ workplace and an individual's ability to carry out and complete these demands" **NIOSH (1999)**. The word coping has two implications in relation to stress. It has been used to denote the way of dealing with stress, or the effort to 'master' conditions of harm, threat and challenges when a routine or automatic response is not readily available (Lazarus, 1974). Mapping is a procedure that connects each element of one group with the other elements of same and other group. It is a visual and graphical presentation of facts and data to understand the relationship between concept, topic, issue and idea. The objectives of the study:

- To study the level of teacher effectiveness of secondary school teachers.
- To study the level of teacher's occupational stress.
- To study and map coping strategies used by secondary school teachers.
- To study the relationship between teacher effectiveness and teacher's occupational stress.
- To study the relationship between teacher effectiveness and coping strategies.
- To study the relationship between teacher's occupational stress and coping strategies.
- To investigate the differences in teacher effectiveness of male and female teachers.
- To investigate the differences in occupational stress of male and female teachers.
- To investigate the differences in coping strategies of male and female teachers.
- To study the difference in teacher effectiveness of secondary school teachers having below five and above five years of teaching experience.
- To study the difference in occupational stress of secondary school teachers having below five and above five years of teaching experience.
- To study the difference in coping strategies used by secondary school teachers having below five and above five years of teaching experience.
- To study the interaction effect of gender and experience on teacher effectiveness.
- To study the interaction effect of gender and experience on teacher's occupational stress.
- To study the interaction effect of gender and experience on coping strategies.

Population of the study comprise all unaided private schools located in Union Territory of Delhi and all in-service secondary school teachers working in private schools. Sample of the study comprise 300 school teachers. Tool used under the study Teachers Effectiveness Scale by (Dr. Umme Kulsum, 2011), Teacher's Occupational Stress Scale by (Sajid Jamal & Abdul Raheem, 2012), Coping Strategies Scale developed by the research herself. Analysis of data done in three phases descriptive, correlational and inferential. The finding revealed most of the teachers are moderately effective, most of the teachers perceived moderate level of stress and most of the teachers are using problem solving coping strategies to cope with stress. Finding also revealed significant negative correlation between teacher effectiveness and teacher's occupational stress but do not significantly correlated with coping strategies. Teacher's occupational stress and coping strategies is not found significantly correlated with each other. Mean difference of male and female teachers on score of teacher effectiveness are found significant female teachers are more effective, both male and female teachers perceived same level of occupational stress, in regards to coping strategies there is no particular or specific strategies used by the male and female teachers. In relation to experience the mean difference between teachers having below five and above five year of experience on score of teacher effectiveness and occupational stress found significant but do not found to be significant in relation to coping strategies. The findings also revealed that when gender and experience interact with each other can influence teacher effectiveness but do not affect occupational stress and coping strategies used by the teachers. Thus it can be concluded that the findings of this study provide enough potential for further research possibilities.