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GRT **COPING STRATEGIES AMONG URBAN
AND RURAL SCHOOL TEACHERS IN RELATION
TO YEAR OF EXPERIENCE**



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Abstract: The objective of the study is to study Coping Strategies among Urban and Rural School Teachers in relation to Year of Experience. In the present investigation a total sample of 60 School Teachers were taken with equal number of them belonging to Urban and Rural area. 30 Urban School Teachers was again divided according to their Year of Experience. The same was repeated for the other category.

It has been concluded from the present study that with reference to Locality on the whole there was a significant difference in Coping Strategies among School Teachers belonging to both Urban and Rural area. But no significant difference was seen among the School Teachers belonging to different Localities with more than 5 year and less than 5 year of experience. It was also observed that Urban School Teachers had better Coping Strategies than the Rural School Teachers. With regard to Year of Experience on the whole significant difference was seen in Coping Strategies among School Teachers. On further observation significant difference was seen in School Teachers with different Year of Experience. School teachers with less than 5 year of Experience had better Coping Strategies than school teachers with more than 5 year of Experience

Key words: Coping Strategies, dissatisfaction, various strategies, Communicate.

INTRODUCTION :

As women have to look after the job and family as well they experience conflict in managing the dual role in the society

Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. The most commonly noted role conflict is that between work and family. Having multiple roles will often lead to job dissatisfaction. Women have more trouble balancing their work-life and family duties go on to have fewer additional children. Realistically women have a hard time balancing the two. Many women feel that they are forced to choose between career and family, and then are made to feel guilty about their choice by society. To combat this conflict which can be a threat there are various strategies to cope up with it. The coping strategies are different depending on the person and the situation. They are:

1. Be positive
2. Take an objective view of your stressor
3. Accept your mistakes
4. Communicate to release your bottled up emotions
5. Make connections with people
6. Sharing of duties

7. Learn from your mistakes and so on.

Even flexibility in the workplace can be a huge relief to a person struggling to balance their career and home-life. Having that control is something that could change the relationship between work and family life to better be able to manage role conflict and there could be a possible better outcome for all.

AIM OF THE STUDY

The present investigation was undertaken with an aim to study Coping Strategies among Urban and Rural School Teachers in relation to Year of Experience.

OBJECTIVES

1. To study Coping Strategies among Urban and Rural School Teachers.
2. To study Coping Strategies among School Teachers with Less than 5 Years and More than 5 Years of Experience.

METHODOLOGY

Tools

The Standard tool developed by Carven and Scheier was used for the present study.

Sample Selection

The sample for the present study was selected from various schools in Urban and Rural areas of Chennai city. The total sample consists of 60 School Teachers with equal numbers of 30 School Teachers belonging to Urban area and 30 School Teachers belonging to Rural area. Again this 30 was divided according to their Year of Experience into 15 with Less than 5 Year of Experience and 15 with more than 5 Year of Experience. The same procedure was repeated for the other category also.

RESULTS AND DISCUSSION

The results were discussed with respect to their mean scores standard deviation and t'- test.

1) COPING STRATEGY AND LOCALITY

The following table-I illustrates the level of Coping Strategies among School Teachers belonging to different Localities. Students t'- test was used and the results are tabulated

TABLE - I

Comparison of Coping Strategies levels between Urban and Rural School Teachers.

Locality	N	Mean	Standard Deviation	t' - value	Level of Significance
Urban	30	45.90	6.562	2.074	0.05
Rural	30	42.23	7.118		

Result reveals there exist a significant difference in Coping Strategies among Urban and Rural School Teachers at 5% level as the calculated t' – value (2.074) is more than the table value (1.98) at 5% level of significance. The School Teachers in Urban area had better Coping Strategies than the School Teachers in Rural area.

2) COPING STRATEGY AND YEAR OF EXPERIENCE

Table -2 shows the level of Coping Strategies among School Teachers with difference in their Year of Experience

TABLE - 2

Comparison of Coping Strategies levels between School Teachers with reference to Year of Experience.

Year of Experience	N	Mean	Standard Deviation	t' - value	Level of Significance
Less than 5	30	46.17	7.479	2.404	0.05
More than 5	30	41.97	5.968		

On observation it was shown that there exist a significant difference in Coping Strategy at 5% level as the calculated t' – value (2.404) is greater than the table value (1.98) at 5% level of significance. It was also observed that School Teachers with less than 5 year of experience had better Coping Strategies than the School Teachers with more than 5 year of experience

The following table 3 illustrates the Coping Strategies between Urban School Teachers with different Year of Experience

TABLE - 3

Comparison of Coping Strategies levels between Urban School Teachers with reference to Year of Experience.

Year of Experience	N	Mean	Standard Deviation	t' - value	Level of Significance
Less than 5	30	48.53	7.791	2.366	0.05
More than 5	30	43.27	3.693		

Table -3 shows that there exist a significant difference in Coping Strategies among School Teachers with less than 5 year and more than 5 year of experience. Results revealed that there exist a significant difference at 5% level as the calculated t' – value (2.366) is less than the table value (2.56). A further perusal of the table shows that School Teachers with less than 5 year of experience had better Coping Strategies than the School Teachers with more than 5 year of experience.

CONCLUSION

It has been concluded from the present study that with reference to Locality on the whole there was a significant difference in Coping Strategies among School Teachers belonging to both Urban and Rural area. But no significant difference was seen among the School Teachers belonging to different Localities with more than 5 year and less than 5 year of experience. It was also observed that Urban School Teachers had better Coping Strategies than the Rural School Teachers. With regard to Year of Experience on the whole significant difference was seen in Coping Strategies among School Teachers. On further observation significant difference was seen in School Teachers with different Year of Experience. School teachers with less than 5 year of Experience had better Coping Strategies than school teachers with more than 5 year of Experience

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