STUDY OF WORKPLACE STRESS, COPING STYLES AND PERSONALITY HARDINESS OF COLLEGE TEACHERS

Summary of the Thesis

The present study is an attempt to identify tripartite relationship and interaction of workplace stress, coping styles and personality hardiness. The population for the study was 500 college teachers from degree and educational colleges, affiliated from Panjab University Chandigarh. In the study investigator has used stratified random sampling technique through survey method to select the sample. Tools used for the present study Coping Styles (Tobin, 2001) adaptation of (Folkman and Lazarus, 1988), Personality Hardiness (Nowack, 1990) – (Adapted) and workplace stress tool - developed by investigator. t-test was employed to test whether any difference in scores exists between two groups. Pearson product correlation was employed to find the relationship between two groups. ANOVA was employed to find the interactional effect between two or more than groups. There is significant difference in the mean scores of workplace stress, personality hardiness and coping styles among teachers of colleges in regard to locale and teaching experience. Further, there exists significant correlation between workplace stress and coping styles, coping styles and personality hardiness as well as workplace stress and personality hardiness of college teachers. Interactional effect in personality hardiness of college teachers on the variable workplace stress was significant. However, no significant interaction exists in coping styles of college teachers on the variable workplace stress but significant interaction exists in personality hardiness and coping styles of college teachers on the variable workplace stress.

Key words- workplace stress, coping styles, personality hardiness, college teachers