BEGINNING TEACHERS' ATTACHMENT STYLES AND THEIR STRESS COPING STRATEGIES IN SECONDARY SCHOOLS -A CORRELATIONAL STUDY

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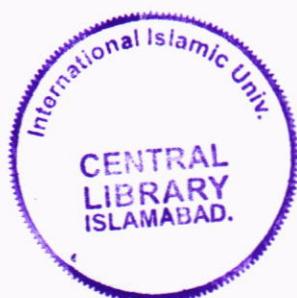
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DEDICATION

Dedicated to My ever loving parents and to my idyllic

teacher Miss Khalida Makhdum whose encouragement

and support for my studies knows no bounds and their

inspirational attitude is the foundation of my academic

achievements.

FORWARDING SHEET

This thesis entitled "Beginning Teachers' Attachment Styles and Their Stress Coping Strategies in Secondary Schools- A Correlational Study " submitted by Suman Bashir in partial fulfillment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIU rules & regulations.

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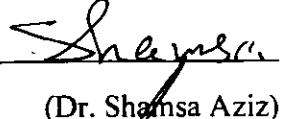
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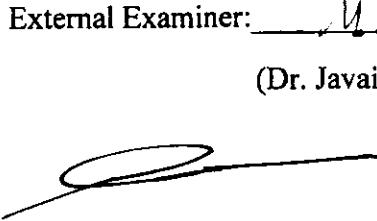
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ABSTRACT

The present study was conducted to correlate the beginning teachers' attachment styles and their stress coping strategies at secondary school level. The basic objectives of the study were to investigate the attachment styles and stress coping strategies adopted by beginning teachers of secondary school as well as to determine the relationship between attachment styles and stress coping strategies and then explore the effect of different demographic variables on the beginning teachers' attachment styles and stress coping strategies. The population of the study consisted of all the 1231 beginning teachers of Rawalpindi and 219 of Islamabad Capital Territory regions during 2009-2010. Through applying stratified sampling technique 43 beginning teachers from Islamabad Capital Territory and 246 from Rawalpindi region based on gender and with different designations were taken as a sample of convenience. Two standardized instruments were administered to collect the data. Total 75 % responses were received. Analyses of data were done by applying correlation, t-test, and one way ANOVA. After analysis it was found out that attachment styles and stress coping strategies were adopted by most of the females rather than male beginning teachers. Conclusion of the study shows that only relationship was found between anxious attachment style and emotional support coping strategy as well as between avoidant attachment style and mental disengagement coping strategy. It was also found that there was no significant effect of gender, locality and age on attachment styles while significant effect of demographic variables was found on stress coping strategies.

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Suman Bashir

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CHAPTER 1

INTRODUCTION

Man is habitual of living in large groups and in the company of others which serve as a world for him. The most important distinctiveness of human kind is the ability to form and maintain interaction and such interactions are important to survive, to learn and to love. There are many forms and dynamics that occur for the existence of human relationships but the most diverse and exciting relations a man had is; with family, teachers, friends and with peer group that is also called as inner circle of relationship. The emotional interaction with inner circle mates evolves a unique bond of care, love and emotional affiliation which can be termed as *"emotional attachment"*. Attachment is a special emotional connection which involves an exchange of comfort, care, and pleasure that starts developing in the first year of life and keeps on evolving and makes a human being cling to their caregivers (parents, teachers, and peers) for safety and comfort.

Kesner (2000) pointed that while all attachment relationships are close relationships, the reverse is not always true. Attachment posits that the real relationships of the earliest stages of life indelibly shape our survival functions in basic ways and that for the rest of the life span attachment processes lie at the center of the human experience (Schore ,2008).

Attachment theory is the combined work of John Bowlby and Mary Ainsworth (Bretherton, 1992). Bowlby was the first one who developed "attachment theory" and used the term "attachment" to portray that affective emotional bond develops between an infant and a primary caregiver. The quality of attachment evolves over time as the infant interacts with his/her caregivers. The type of attachment or attachment status of the infant toward the caregiver is partly determined by the interaction between the two and partly by the state-of-mind of attachment of the caregiver (Sonkin, 2005).

Research indicates that relation with primary caregiver is stable and long lasting and has clear and tremendous impact on personality and secondary attachment development of human beings. Bowlby believed that the initial bonds formed by children with their caregivers have an implausible impact on development and behavior that continues throughout life. Ainsworth performed an experiment on infants named as strange situation theory and she was the first one who classified three major styles of attachment. *secure attachment, anxious (ambivalent-insecure attachment),* and *avoidant attachment.* Our early attachment styles are recognized in infancy through the infant/ caregiver association. It developed at the age of six months or even earlier and are not necessarily identical to those demonstrated in adult attachment because a great deal of time has elapsed between infancy and maturity, so over-ruling experiences also plays a great role in adult attachment styles.

As adults, those who are *securely attached* tend to have friendly and long-term relationships, can explore the environment without fear, having high self-esteem, enjoying intimate relationships, seeking out social support and have an ability to share

feelings with others. Adults belong to *anxious attachment style* often feel reluctant about becoming close to others and worry that their associate does not reciprocate their feelings leading to frequent breakups often because the relationship feels cold and distant. These individuals feel especially distressed after the end of a relationship. Adults who have an *avoidant attachment style* tend to have difficulty with familiarity and close relationships. These individuals do not invest much emotion in relationships and experience little distress when a relationship ends. They often avoid intimacy by using excuses (such as long work hours), or may idealize other people.

More recent theoretical and research interests have been directed toward *"the relationship between parent–child attachment and adult relationships and psychopathology"* (Simonelli, Ray, & Pincus, 2004).

Stress is an environmental stimulus that affects an organism in physically or psychologically injurious ways usually causing anxiety, tension, and physiological arousal. Stress is a nonspecific response to real or imagined challenges or threats; it is a result of a cognitive appraisal. The key is that not all people view a situation in the same way; *a person must appraise a situation as stressful for it to be stressful.* This broad definition recognizes that everyone experiences stress at times, but also that stress is an interpreted state; it is a response by an individual.

To reduce stress, everyone needs a way to cope with physical ailments produced by stress, but most people just muddle through any way they can venting their frustrations to sympathetic friends or family members or perhaps taking the occasional sick day. Some people go further and seek medical or psychological help; others turn to alcohol or other

drugs. Obviously, coping strategies need to be tailored to the individual and the situation and it is equally obvious that some strategies are better than others.

In general, coping means dealing with situation. However, for a psychologist, coping is the process by which a person takes some action to manage, master, tolerate or reduce environmental and internal demands that cause or might cause stress and that will tax the individual's inner resources. Coping begins at the physiological levels. People's bodies respond to stress with specific reactions, including changes in hormone levels, in autonomic nervous system activity, and in the levels of neurotransmitters in the brain. Effective coping strategies are developed when people learn new ways of dealing with their vulnerabilities. Coping strategies may also be known as coping skills – the technique people use to deal with changing situations and stress. People who have effective coping skills are better prepared to deal with stress-related situations and are thus less vulnerable (Wiebe, 1991). People with poor or less well developed coping skills may be extremely vulnerable and incapable of dealing with stress.

Citing Lazarus and Folkman (1984) models of coping identify two distinct categories based on the intention and function of coping efforts: *problem-solving strategies* (problem focused) and emotion-*focused strategies* (Lawrence, Ashford & Dent, 2006). *Problem focused strategies* refers to cognitive and behavioral efforts used to do something active to change the problem, and includes such strategies as problem solving, planning and effort (Holt et al., 2005) whereas *emotion-focused coping strategies* do not

reduce stressors, however, they help people protect themselves from potentially stressful events and includes avoidance, detachment and suppression (Kashden et al., 2006).

Taylor (2006) indicates that people use both types of strategies to overcome the stressful events. Men often prefer problem-focused coping skills whereas women can often tend towards an emotion-focused response. Problem-focused coping mechanisms may allow an individual greater perceived control over their problem, while emotion-focused coping may more often lead to a reduction in perceived control. Therefore most psychologists, and especially behavioral psychologist, recommended problem-focused mechanisms as more effective means of coping (Nicholls, & Polman, 2006).

Previous researches explore that the relationship which exists between attachment styles and stress coping strategies shows that people with *secure attachment style*, for example, are more likely to feel well accepted by co-workers, optimistic about their job futures and relatively well supported at home and at the workplace. On the other hand, people with an *anxious attachment style* are more likely to feel under-appreciated at work, underpaid, and bothered by interpersonal relationships in the workplace. *Avoidant attached individuals* are more likely to cope by using denial, confusion and a tendency to avoid awareness of problems.

Teaching is a demanding profession. To sustain positive role models for their colleagues, students and administrators teachers have to cope with stress and for this they need to identify their attachment styles which help the beginners to adjust in the new environment. In traditional societies such as that of Pakistan, it has been found that

attachment style affects teachers' performance at work and in other group contexts by adopting various coping strategies. Teachers' attachment styles also have a significant influence on students because they rely on their teachers as they are the care seeker and teachers are the care-giver. Citing Bowlby's (1982) evidence of children forming attachments to significant adults other than parents, he postulated *"Perhaps there is no other nonfamilial adult that is more significant in a child's life than his or her teacher"* (Kesner, 2000). Therefore, it is important to study the relationship between attachment styles and stress coping strategies of beginning teachers as it influences the quality of their relationship with other people (students, colleagues, and clerical staff).

1.1   Statement of the Problem

The present study was undertaken to investigate the beginning teachers' attachment styles and their stress coping strategies. The impact of gender, locality, designation, and age on attachment styles and stress coping strategies was also explored.

1.2   Objectives of the Research

The objectives of the research study were:
1. To investigate the attachment styles adopted by beginning teachers.
2. To investigate the stress coping strategies adopted by beginning teachers.

3. To determine the relationship between attachment styles and stress coping strategies of beginning teachers.

4. To explore the effect of different demographic variables on the beginning teachers' attachment styles and stress coping strategies.

1.3 Significance of the Study

The transition from academic life to professional life for beginning teachers is a stressful experience as they struggle to cope with an array of changing situations through their attachment styles. The attachment styles provide support to adopt specific coping strategies to adjust in the work environment. It is observed that beginning teachers who adopt certain coping strategies according to their own attachment styles remain successful in their professional life and they had a professional identity and those who never adopt specific coping strategies related to their attachment styles remain unsuccessful and face adjustment problems in their professional life. The present study will be beneficial for the beginning teachers as well as for the teacher trainers to adopt certain specific coping strategies relevant to their attachment styles to face fewer problems, to predict student's academic performance and remain successful in their professional life. This study will also be beneficial for the administration to deal with administrative problems effectively, to adopt certain strategies to improve the quality of

work and that can be done only if they know about their attachment styles and specific stress coping strategies related to their former.

1.4   Delimitations

The research study was delimited to:

1.   The Secondary School beginning teachers of Public sector recruited during 2009-2010

2.   The teachers of Islamabad capital territory and Rawalpindi regions.

1.5   Research Questions

1. Is there any relationship between attachment styles and stress coping strategies?

2. Is there any effect of gender on attachment styles of beginning teachers?

3. Is there any effect of age on attachment styles of beginning teachers?

4. Is there any effect of designation on attachment styles of beginning teachers?

5. Is there any effect of locality on attachment styles of beginning teachers?

6. Is there any effect of gender on coping strategies of beginning teachers?

7. Is there any effect of age on coping strategies of beginning teachers?

8. Is there any effect of designation on coping strategies of beginning teachers?

9. Is there any effect of locality on coping strategies of beginning teachers?

CHAPTER 2

LITERATURE REVIEW

The present study was a co relational study between the attachment styles and stress coping strategies adopted by beginning teachers of secondary schools. In connection with this study, review of related literature includes the following sections:

Section I: Attachment Styles

Section II: Stress

Section III: Coping Strategies

Section IV: Attachment Styles and Stress Coping Strategies

SECTION I: ATTACHMENT STYLES

Throughout the life, everyone develops so many relationships which take many forms i.e. some relations are lifelong relations while some are temporary and superficial. Together, to form and maintain relationships as a glue of a family, community, and society; is the most important trait of humankind and without it none of us would survive, learn, work or procreate. The first and most important phenomenon to maintain the relationships are attachment bonds. Initially, attachment bonds are created through interactions with our

primary caregivers i.e. usually parents, teachers and friends. These relationships develop our capacity for attachment and maintain our future relationships.

2.1 What is Attachment?

Attachment is the formal term psychologists use to describe the strong emotional tie that a person feels towards an attachment figure (usually a caregiver) each of whom contributes to the quality of relationship. Such bonds may be reciprocal between two adults.

2.1.2 Attachment Theories

Attachment theory strongly influences psychologists 'thinking about emotional development in children. The study of attachment and emotional expression and the bonds formed among people has a long history. Heavily influenced by some classic early work with monkeys done by Harry Harlow, this research was extended in the 1970s by work on bonding (Garelli, n.d).

People's ability to express emotion and form attachments develops from birth through adulthood. Attachment behaviors encouraged in the early weeks and months of life are also nurtured during adolescence and adulthood; when people form close loving bonds with others. Most researchers consider these behaviors innate, even though they unfold slowly over the first year of life and are reinforced by caregivers. The reason is that emotional expressions — including attachment behaviors not only appear in all cultures but are found in deaf and blind people, and in people without limbs, who have limited touch experience (Izard & Saxton, 1988).

2.1.2.1 John Bowlby theory of Attachment

John Bowlby once proclaimed that attachment relationships were important for every individual across the life cycle and that attachment behaviors characterized human interaction *"from the cradle to the grave"* (Bowlby, 1979).

John Bowlby (1907 - 1990) was one of the first modern psychologists to study the close attachment between mothers and their newborns. He was influenced by Freud and other psychoanalytic and stanch widespread research to the thought of attachment, describing it as a *"lasting psychological connectedness between human beings"* (Bowlby, 1969). John Bowlby argued that the infant's emotional tie with the caregiver evolved because it promoted survival. Bowlby asserted that an infant's every early interaction with its parents is crucial to normal development. Some psychologists consider the establishment of a close and warm parent-child relationship one of the major accomplishment of the first year of life. Formation of attachment is considered a pivotal developmental event that helps an infant develop basic feelings of security.

Bowlby's theory (1969, 1973, 1980) emphasizes the importance of early experiences, especially early experiences with attachment relationships, laying the foundation for later functioning throughout childhood, adolescent, and adulthood. He emphasized the importance of Infant/caregiver relationship which helps to determine the early attachment styles which were established in childhood.

In his innovative three volumes on attachment and loss (Bowlby, 1969; Bowlby 1973; Bowlby, 1980), he wrote that attachment bonds have four crucial features:

1. Proximity Maintenance: Wanting to be physically close to the attachment figure),

2. Separation Distress: Fear occurs as the attachment figure leaves the room

3. Safe Haven: Retreating to caregiver when sensing danger or feeling anxious), and

4. Secure Base: Exploration of the world knowing that the attachment figure will protect the infant from danger).

Attachment relationships develop over the first two years of life and further than, but most importantly these early attachment relationships extend beyond the time of significant neurological development of the brain (Sonkin, 2005).

According to Bowlby (1980), out of their experiences during these four phases, children construct an enduring affectional tie to the caregiver that permits them to use the attachment figure as a secure base across time and distance. The inner representation becomes a vital part of personality. It serves as an internal working model, or set of expectations about the availability of attachment figures, their likelihood of providing support during times of stress, and the self's interaction with these figures. This image becomes a model or guide for all future close relationships— through childhood, adolescence and into adult life (Bretherton, 1992).

2.1.2.2 Ainsworth Theory of Attachment

A widely used technique for measuring the quality of attachment between a caregiver and child is the strange situation. In designing it, Mary Ainsworth and her colleagues (1978), reasoned that if the development of attachment has gone along well, infants and toddlers should use the parent as secure base from which to explore an unfamiliar play room. In addition, when the parent leaves for a brief period of time, the child should show separation anxiety, and an unfamiliar adult should be less confronting than the parent. The strange situation takes the baby through eight short episodes in which brief separation from and re union with the parents occurs as summarized below:

1. Experimenter introduces parent and baby to play room and then leaves.

2. Parent is seated while baby plays with toys.

3. Stranger enters, is seated, and talks to parent.

4. Parent leaves room. Stranger responds to baby and offers comfort if upset.

5. Parent returns, greets baby and offers comfort if necessary. Stranger leaves room.

6. Parent leaves room.

7. Stranger enters room and offers comfort.

8. Parent returns, greets baby, offers comfort if necessary and tries to reinterest baby in toys.

Observing the responses of infants to these episodes, researchers have identified as secure attachment pattern and two patterns of insecurity (Ainsworth et al., 1978; Main & Solomon, 1990). Infants who were labelled as securely attached try to stay near their mother and pay more attention to her than to the stranger. About 65 percent of babies were labelled as securely attached. About 20 percent of infants have an avoidant attachment style. These babies do not try to stay near their mother, cry little or not at all when their mother leaves and seem unaffected by her presence or absence. About 10 to 15 percent of newborns sought closeness to the mother prior to separation. They were tremendously distressed when their mother left the room and could not capable to be comforted easily. These babies were marked as anxious ambivalent.

2.1.2.3   Adult Attachment Theory

In the late 1980s, Cindy Hazan and Phillip Shaver extended the attachment theory and categorized it into two domains:

(a) Attachment to parents such as primary caregivers that pass through the life span, and

(b) Romantic (love) attachment to work and significant others in adulthood (Hazan & Zeifman, 1999).

The importance of attachment theory posits that these two groups are not isolated entities they are rather overlapping and dynamic in nature (Bowlby, 1969; Bowlby 1982). Through the extensive research done by Hazan and Zeifman (1999) found that attachment is as integral to adult relationship as it is to the primary infant-caregiver relationship.

Based on Bowlby's and Ainsworth's theoretical foundations, Hazan and Shaver (1987) proposed a theoretical framework of adult attachment. This framework based on the concept that through the internal working model, attachment is both a durable and dynamic construct. Adult Attachment behavior is similar to a secure base where the attachment figure provides a "safe haven" in times of anxiety or distress (Cassidy, 2000). There is a vast difference between adult attachment and infant attachment because there is an assumed mutual care giving relationship between adults while an infant may engage a caregiver in an interaction (Berman &Sperling, 1994; Hazan & Shaver, 1994). Therefore, an assumption of adult attachment is that the potential exists for adults to both give and receive care from a significant other.

In addition, adult attachment may be more abstract in nature. Adults possess object permanence and can invoke strategies for contacting an attachment figure when they are in need (Hazan & Shaver, 1994). For adults, the notion of "felt security" becomes much more significant in their attachment relationships (Sroufe & Waters, 1977) as the psychological aspect of attachment partially replaces the physical aspect. This brief overview proposes that the effects of adult attachment enhance the quality of life for both parents and children (Feeney, 1996).

2.1.3 Attachment Styles

The attachment styles that build up in infancy stay with us for lifetime. They influence our feelings of security, the individual meaning given to our experiences, and the

capability to build up and maintain proximity with others. We all have awareness and behaviors crosswise the continuum of attachment styles; however, we tend to adopt one primary style. As the focus of this research study is to relate the attachment styles with coping strategies so three styles of adult attachment are discussed below.

ii. Secure Adults

Securely attached adults were brought up in a steady, dependable and gentle way. They find out early that the world is a secure and reachable place and others are found as trustworthy and compassionate. They also learned that they are valuable of love and support. They are compassionate and approachable to others. They are supple thinkers and able to discover options and ask for guidance. They are tolerant to differences and trusting in love.

ii. Anxious Adults

Anxious Adults had parents who alternated among affection and accessibility and coldness and refusal for no obvious reason. Anxious adults are bossy and controlling and do not like rules and influence. They are intolerant, critical and confrontational. They like to "stir the pot" and often disrupt getting what they want. They can also be inventive, exhilarating, daring, and delightful.

iii. Avoidant Adults

Avoidant caregivers experience as unnurturing, superficial and critical. They are sore with proximity and intimacy. They are expressively distant, uncomfortable expressing

needs or asking for help. Often they do not recall much of their childhood experiences. They are fine in a crisis because of their capability to respond with intelligence and set feelings aside. They can be cool, controlled, ambitious and successful. Avoidant adults stay away from conflict and be likely to be passive-aggressive and sardonic. They don't want to rely on anybody, fearing reliance or a perception of being weak.

Researchers Main and Solomon (1986) added a fourth attachment style known as *disorganized-insecure attachment,* which was an explanation of the three-group attachment style model originally proposed by Ainsworth et al. (1978). Numerous studies have supported Ainsworth's conclusions and additional research has revealed that these early attachment styles can help predict behaviors later in life.

2.1.4 Related Researches

Hallinan (2008) in his article *"Teacher Influences on Students' Attachment to school"* analyze that those students who are willing to go to school achieve higher academic results and they do not create any disciplinary problems, absenteeism, truancy, and their dropout rate is very low than do those students who are not willing to join school. Therefore, it shows that academic outcome can be improved by enhancing students' attraction towards school. This research study focused on the teachers' role to shape the feelings of students about school. This unique role played by them through their own experiences shows that teachers are the essence of the school which exerts a powerful influence on students to develop their attachment for the school. This was basically a

cross-sectional and longitudinal study comprised of larger sample including students of 6th- 10th grades in public and Catholic schools in Chicago. Data, regarding students' feeling for their school was collected through survey from different sample in different years i.e. from 2001-2004. The results showed that students who perceived that their teachers cared about them, respected them, and praised them were more apt to like school than were those who did not. Teachers' expectations from their students did not affect the likeness of students neither affect their academic achievement.

According to Kennedy and Kennedy (2004), teachers with avoidant attachment style may have complexity acquainted with their own lack of warmth, trust and sensitivity in their relationship with their students. These teachers may have impractical prospect for their students' maturity and independence, as they themselves may have learned to be overly self-reliant and distant in their own interpersonal relationships. Teachers with anxious position may generally react to students by estrangement themselves, demonstrating a lack of warmth and understanding. The teacher with secure style may be sporadically adjusted to students' needs and easily become involved in dealing with specific observable behaviors without addressing underlying problems.

Research Conducted by Adil (2003) on "Attachment Styles, love and Narcissism among University Students" found a positive relationship between attachment styles and love styles. As men are more likely to demonstrate secure and anxious attachment styles, eros and love as compared to women.

SECTION II: STRESS

2.2.1 What is stress?

Life would be simple definitely if all of our needs are automatically satisfied. In reality, however many obstacles, both personal and environmental, prevent this ideal situation. Whenever something affects someone negatively, whether physically or psychologically (stressors), the person may experience the effect as stress. Stress refers to any environmental demand that creates a state of tension or threat and requires changes or adaptations. Many situations prompt us to change our behavior in some way: we stop when a traffic light turns red; we switch the televisions channels to avoid a boring programme; go inside when it starts raining. Under normal circumstances these situations are not stressful because they do not result in tension or threat. Now imagine, when light turns red and an individual rushing to an important appointment, or that the person watching television with you does not want to switch the channel, or that there is a party and its start raining . Now the same events can be quite stressful.

The term stress is a non-specific response to real or imagined challenges or threats; it is a result of a cognitive appraisal that not everyone views a situation in the similar way; a person must appraise a situation as stressful for it to be stressful. This definition recognizes that all people experience stress at times but also that stress is an interpreted state; it is a response by an individual.

Neufeld (1990) has pointed out: stress is a by-product of poor or inadequate coping.

According to a Canadian physiologists Hans Selye (1982), a well known expert in such field, has defined stress as a *"nonspecific response of the body to a demand or an event."* That means good things (for example, a job promotion) to which we must adapt (termed eustress) and bad things (i.e. the death of a loved one's) to which we should adjust (termed distress), both are experienced the same physiologically.

It is important to recognize that stress is both psychological and a physiological/biological response. Thus we can think of it as a complex psychobiological process.

2.2.1.1 Difference between stress and tension

Stress is used more like a noun and it is the amount of 'burden' or pressure brought on by triggers like losses, grievances' etc and even day to day problems. While tension is usually the 'acronym' or simple explanation of what the person is feeling.

2.2.2 Sources of Stress

There are three types of situations cause stress:

1. Frustration

2. Conflict

3. Pressure

1. Frustration:

When people are hindered from reaching their goals, they often feel frustrated. Frustration is the emotional state or conditions that results when a goal – work, family, or personal is thwarted or blocked or when a situation is perceived to beyond one control. When there is environmental threat over which people have no control, frustration is often the result. (Hallman & Wandersman, 1992).

2. Conflict

When people must make difficult decisions, they may experience a state of conflicts. Conflict is an emotional state or condition that arises when person must make a difficult decision about two or more competing motives, behaviors or motives. Example of a situation resulting in conflict is when a student must choose between two equally desirable academic courses, both of which will advance the student's career plans but which meet at the same time.

One of the first psychologists to describe and quantify such conflict situations was Neal Miller (Miller, 1944; Miller, 1959). Miller developed hypothesis about how human beings and animals behave in situations that have both aspects i.e. positive and negative. In general, he described three types of conflicts that results when situations involve competing goals or demands; approach-approach conflict, avoidance-avoidance conflict, and approach- avoidance conflict.

i. Approach-Approach Conflict: is conflict that results when a person must choose between two equally attractive alternates (for example, two wonderful jobs). Approach-approach conflict generates discomfort and a stress response; however people can usually tolerate it because either alternative is pleasant.

ii. Avoidance-avoidance Conflict: is conflict that result from having to choose between two equally distasteful alternatives. For example, mowing the lawn and cleaning the garage.

iii. Approach –Avoidance Conflict: is conflict that results from having to choose an alternative that has both attractive and repellent aspects. Whether to study for an exam, which can lead to good grades but is difficult and time consuming.

3. Pressure:

Arousal and stress may occur when people feel pressure— the emotional state or condition created by the real or imagined expectations of other people concerning certain behaviors or results. It occurs when people feel forced to speed up, intensify, or shifted direction in behavior, or when they feel compelled to meet a higher standard of performance (Morris, 1990). Although individual situation differs, yet almost everyone feels pressure. Pressure may come from within, as when we push ourselves to reach standards of excellence. This internal pressure may be either constructive or destructive. Much of it is due to work, a lack of time or life events.

Work that is either over stimulating or under stimulating can cause stress. Work related stress also can also come from fear of retirement, of being passed over for promotion, or of organizational changes. Work related pressure can cause a variety of physical problems. People suffering from work stress may experience migraine, sleeplessness, over eating and/or intestinal distress. Stress at work also impairs the functioning of immune system, which in turn leads to illness, resulting in lost efficiency and absenteeism (Levi, 1990).

Lack of time is another common source of stress. Everyone face deadlines: student must complete tests before class ends; taxpayers must file their return within some specific time period. People have only a limited number of hours each day in which to accomplish tasks; therefore many people carefully allocate their time. They may establish routine, make lists and set schedules to rid themselves of stressful feelings. If people do not handle time pressure successfully, they may begin to feel overloaded and stressed.

Another common source of stress is *Life events,* which do not have to be negative to be stressful.

2.2.3 Types of Stress

People respond to stress in a wide variety of ways. Some individuals show modest increase in physiological arousal while others exhibit significant physical symptoms. In extreme cases, people become so aroused, anxious, and disorganized that their behavior becomes maladaptive or maladjusted. The basic idea underlying the work of many researches is that stress activates a biological predisposition towards maladjustment

(Monroe & Simons, 1991). Psychologists who study stress typically divide the stress reaction into emotional, physiological & behavioral (Psychological) components.

Emotional – these reactions often depend on people's frustration level, the pressures they perceive themselves facing, and the conflicts they must resolve. When frustrated, people become angry or annoyed and when pressured, they become arouse and anxious; when placed in situations of conflict, they may vacillate or become irritable and hostile.

Physiological – this response is characterized by arousal, this usually mean changes in the autonomous nervous system, including increase heart rate faster breathing, higher blood pressure, sweating palms, dilations of the pupils and headaches. Arousal is often the first change that occurs when are people stressed, though long-term stress can lead to digestive problems together with ulcers, insomnia, fatigue, strokes and even hair loss.

Behavioral (Psychological) – long-term stress can cause psychological problems in some individuals. Psychologist Donald Hebb (1972) has argued that effective behavior depends on a person's state of arousal. When people are moderately aroused, they behave with optimal effectiveness. When they are under-aroused, they lack the stimulation to behave effectively. Symptoms include phobias, compulsive behavior disorder, eating disorder and nightmares.

SECTION III: Coping and Coping Strategies

2.3.1 What is Coping?

Coping is defined as the process through which a person manages demands i.e. external demands or internal demands which cause stress and that tax or exceed the resources of the person. It is a complex and multidimensional process that is sensitive to both the environment and the personality of the individual. This definition of coping involves five important assumptions:

i. Coping is constantly changing and being evaluated and is therefore a process or a strategy.

ii. Coping involves managing situations, nor necessarily bringing them under complete control.

iii. Coping is effortful; it does not happen automatically.

iv. Coping aims to manage cognitive as well as behavioral events.

v. Finally, coping is learned.

Specifically, coping can be defined as the *'conscious, rational way of dealing with the anxieties of life'* (Reber, 1985) and is reflected in the self-protection strategies adopted by the individual (Kashden et al., 2006). Effective application of such strategies allows the individual to 'resolve problems, relieve emotional distress and stay on track towards achieving their goals' (Brown et al., 2005). Ineffective application may result in 'subtle avoidance or suppressed behaviour' (Kashden et al., 2006).

2.3.2 Coping Strategies: Stress Management

Stress management-coping with stress is becoming increasingly important to highly stressed individuals. Counselors commonly treat stress by first identifying the stressors and then helping the client untangle his or her feelings about the stressful situation and modify behavior to cope with it. According to psychologist Richard S.Lazarus (1982), people faced with constant stress use either problem-focused coping strategies or emotion focused coping strategies:

Problem-focused or approach coping strategy attempts to change the stressful situation; this approach is primarily offensive in nature. It includes strategies such as; gathering information, decisions making, planning, and resolving conflicts. When adolescents cope with this strategy, they are likely to look for additional information or come up with an alternative, less stressful approach to the problem. The process is an active one.

• **Emotion-focused or avoidant coping** is directed at minimizing the impact of the stress and is primarily defensive. It includes cognitive strategies for instance; wishful thinking, or behavioral strategies such as seeking emotional support, substance use and denial (Folkman & Moskowitz, 2004). This strategy is *reactive* rather than active.

Research has also shown that emotion and problem-focused coping approaches can either facilitate or impede each other. For example, they may facilitate each other in that a person may need to learn to control his/her anger via an emotion-focused approach before he/she can take a problem-focused approach. One way to impede each other is by

reducing the significance of an event via emotion-focused coping could inhibit future problem-focused activity.

2.3.3 Theories of Stress Coping Strategies

Although stress was recognized as medical issue in Ancient Greece, the modern study of stress responses did not begin in earnest until the 1920s. Researchers such as James, Lange and Cannon studied emotions, focusing on when an emotion was felt in response to a stressful incident during or after the actual event (Lefton, 2000). Psychologists have also asked how lifestyles and life events affect people's physical and psychological well-being. For example, does intense competition make business people more susceptible to heart attack? How psychologists help people cope with life stressors? Such questions have helped researchers develop theories/models of stressors. There are several theoretical positions devised for examining and understanding stress and stress-related disorders. Brantley and Thomason (1995) categorized them into three groups:

1. Response Model/Theory of Stress

2. Stimulus Model /Theory of Stress

3. Transactional Model/ Psychological Theory of Stress - Coping Prospect

2.3.3.1 Response Model of Stress

In the 1930s, Canadian Hans Selye (1907-1982) began a systematic study of stressors and stress. He investigated the psychological changes in people who were experiencing various amount of stress. Selye conceptualized people's responses to stress in terms of a

general adaptation syndrome (1956-1976). (A syndrome is a set of behaviors and physical symptoms). Selye's work initiated thousands of studies on stress and stress reactions, and Selye himself published more than 1,600 articles on the topic.

According to Selye people's response to a stressor occurs in three stages:

1. An initial short stage of alarm

2. A longer period of resistance

3. A final stage of exhaustion

i. Alarm stage:

During the alarm stage, people experience increased physiological arousal. They become excited, anxious, or frightened. Bodily resources are mobilized. Metabolism speeds up dramatically, and blood is diverted from the skin to the brain, resulting in a pale appearance. Later on in the stress response, people may also experience lots of appetite, sleeplessness, headaches, ulcers, or hormone imbalances.

ii. Resistance stage:

During this stage, physiological and behavioral responses become more moderate and sustained. People in the resistance stage are often irritable, impatient, and angry; they may be constantly tired. This stage can persist for a few hours, several days, or even years, although eventually resistance begins to decline.

iii. Exhaustion stage:

The final stage is exhaustion. Stress saps psychological and physical energy and adaptability is depleted. If people do not reduce their level of stress, they can become so exhausted physically, mentally, and emotionally that they cannot adapt. At that point they again become extremely alarmed and they finally give up.

2.3.3.2 Stimulus Model of Stress

Among many researchers inspired by Selye to study stressors and refine the theory are Thomas Holmes and Richard Rahe. Their basic assumption is that stressful life events especially occurring in combination, will damage health (Holmes & Rahe, 1967; Rahe, 1989). *Stressful life events* are prominent events in a person's day-to-day circumstances that necessitate change.

To test their assumption, the researchers devised the Social Readjustment Rating Scale (SRSS) –basically a list on which individuals circle significant life events (changes) that occur in people's lives. They asked people of varying ages and occupations to rate these events on a scale of 1 to 100 according to how much adjustment they felt each event required. From the responses they determined that some events were considerably more stressful than others, and they weighed them accordingly. The death of spouse, divorce and illness are rated as high stressors; changes in eating or sleeping habits or social events are rated lower. According to Holmes & Rahe, a person who scores above 300 points will be likely to suffer a stress-induced physical illness.

Although widely used, the Holmes Rahe scale has been sharply criticized for a number of reasons. First, for many people who score high on the scale, a direct relationship between health and life events has not been found (Krantz, Grunberg, & Baum, 1985). People have support systems, friends and activities that influence how when and under what condition stressors will affect them. Some psychologists therefore question the validity of the scale in predicting illness (Theorell et al., 1986). Another criticism stemmed from the fact that the scale was based on a study on young male Navy personnel, whose characteristics do not necessarily match those of the general U.S population, especially older people and women (Dohrenwend & Shrout, 1985). In addition this scale includes only major life events. The stressors faced by most people are seldom major events or crises; they are the day –to-day irritations that cause stress over the years (Whisman & Kwon, 1993).

The results of a study of the effect of both major life events and daily hassles on the reported health of elderly subjects showed that hassles are more closely related to psychological and physical ill health than to major life events (Chamberlain & Zika, 1990).

2.3.3. 3 Transactional Model of Psychological Stress – Coping Prospect

Two concepts are essential to any psychological stress theory:

i. *Appraisal* i.e., individuals' assessment of the implication of what is happening for their well-being.

ii. *Coping* i.e. individuals' efforts in thought and action to handle specific demands (cf. Lazarus, 1993).

i. Appraisal

The concept of *appraisal* introduced into emotion research by Arnold (1960) and extended by Lazarus (1966) with respect to stress processes. This concept is based on the idea that emotional processes (including stress) are dependent on actual expectancies that persons manifest with regard to the significance and outcome of a specific encounter. This idea is necessary to explain person differences in quality, intensity, and duration of an elicited feeling in environments that are impartially equal for different individuals. It is generally assumed that the follow-on state is generated, maintained, and eventually altered by a specific pattern of appraisals. These appraisals, in turn, are determined by a number of personal and situational factors. The most important factors on the personal side are motivational dispositions, goals, values, and generalized expectancies. Relevant situational parameters are predictability, controllability, and imminence of a potentially stressful event. In his monograph on emotion and adaptation, Lazarus (1991) developed a complete emotion theory that also includes a stress theory (Lazarus 1993).

This theory distinguishes three basic forms of appraisal:

a. PRIMARY APPRAISAL:

It involves judging the situation's relevance to one's own well being. Within *primary appraisal*, three components are distinguished:

i. Goal relevance describes the extent to which an encounter refers to issues about which the person cares.

ii. Goal congruence defines the extent to which an episode proceeds in accordance with personal goals.

iii. Type of ego- involvement designates aspects of personal commitment such as self-esteem, moral values, ego-ideal, or ego-identity.

b. SECONDARY APPRAISAL:

It involves judging what resources one has available to deal with it. Likewise, three *secondary appraisal* components are distinguished:

i. Blame or credit results from an individual's appraisal of who is responsible for a certain event.

ii. Coping potential is a person's evaluation of the prospects for generating certain behavioral or cognitive operations that will positively influence a personally relevant encounter.

iii. Future expectations refer to the appraisal of the further course of an encounter with respect to goal congruence or incongruence.

Specific patterns of primary and secondary appraisal lead to different kinds of stress. Three types are distinguished (Lazarus and Folkman 1984):

i. Harm- It refers to the (psychological) damage or loss that has already happened

ii. Threat – It is the anticipation of harm that may be imminent.

iii. Challenge - It results from demands that a person feels confident about mastering.

These different kinds of psychological stress are embedded in specific types of emotional reactions, thus illustrating the close conjunction of the fields of stress and emotions.

c. *RE- APPRAISAL (COPING)*

Lazarus proposed the existence of a third stage "re-appraisal" in which the situation and coping strategies are monitored; and if necessary altered by applying either problem-focused coping or emotion-focused coping strategies to handle an emotional experience (Smith & Kirby, 2009).

2.3.4 Occupational Stress and Coping

2.3.4.1 Stress in the workplace

Other aspects of life in the twentieth century create stress with which we must deal. One of these stressors is stress on job. Occupational stress usually occurs as the result of overload, role ambiguity, role insufficiency, or role conflict.

Role overload: It occurs when too much work is required in too little time;

Role ambiguity: It occurs when aspects of the job are unclear.

Role insufficiency: It is a situation in which worker's background (education & training) is not adequate to accomplish the job.

Role conflict: Sometimes workers get caught in a bind. Two supervisors each expect something different. The worker may be faced with conflicting demands. This severe enough job related stress can result in illness or disease.

However, occupational stress is made up of more than just work-site stressors. These stressors are interpreted by different people in different ways. Obviously then , individuals who differ on a number of important variable, such as their self-esteem, their physical health, or their level of neuroticism will interpret the same work site stressor differently. For one person, a work stressor may be so disturbing that it leads to psychosomatic disease.

2.3.4.2 Coping with Occupational Stress

Occupational stress can manage by using the stress model to set up road blocks between occupational stress and illness and disease. People can change jobs (life situation intervention), perceive the stressors associated with our jobs as challenges rather than burdens to bear (perception intervention), and exercise regularly (emotional arousal intervention), and exercise regularly to use up the accumulated products of stress (physiological arousal intervention).

2.3.5 Related Researches

A research was conducted by Abel (2002) on humor, stress, and coping strategies. This research study explored the relationship between sense of humor, stress and coping strategies. The sample included 258 undergraduate students from introductory psychology courses completed psychological standardized scales such as: a perceived stress scale, an everyday problems scale, a state anxiety inventory, a sense of humor scale, and a scale assessing their preferred coping strategies. The result showed that the students achieved high scores on humor scale appraised less stress and reported lower level of anxiety than a low sense of humor group. The high humor sense group was more likely to use positive coping strategies than the less humor sense group whereas a weaker relationship was found between everyday problems and humor sense because low humor group perceived greater stress and average number of everyday problems than the high humor group.

Research conducted by Selmer (2002) on *"Coping strategies applied by Western vs overseas Chinese business expatriates in China"* found that overseas Chinese emigrants used problem-focused coping strategies less often than the Western emigrants, such as they showed tolerance and had patience and they applied responsible problem-solving coping techniques, but more often applied symptom-focused strategies such as resorting to parent-country diversion. Hong Kong expatriates especially were found to use fewer problem-focused coping strategies than their US and French counterparts while at the same time they applied more symptom-focused coping strategies than the US and German expatriates because they might limit the managerial efficiency of overseas

Chinese expatriates on the Chinese mainland in general, and in particular that of Hong Kong expatriates.

Baker (2006) in his research study on the topic *"the impact of attachment style on coping strategies, identity development and the perception of social support"* found that persons high in evasion are more likely to adopt negative coping strategies i.e. denial and mental disengagement; and such persons are likely to cope by seeking emotional or instrumental support from others. They are more likely to be in identity diffusion that is making no attempt to acknowledge their need for an identity or to begin the identity search process. He also analyzed that individuals scoring high on anxious attachment style were less likely to use pro-active coping strategies such as active coping, planning and taking a positive view of the problem. High worried anxious scores associated with the most maladaptive coping strategies – denial, mental disengagement, behavioral disengagement and alcohol/drug disengagement.

SECTION IV: ATTACHMENT STYLES AND STRESS COPING STRATEGIES: RELATED RESEARCHES

Shalchi (2007) conducted a research on "Attachment styles and Coping with Stress" and scrutinize the relationship between attachment styles (secure, anxious and avoidant), and two strategies of coping with stress (problem-focused and emotion-focused). The adult attachment account (Besharat, 2005; Hazan & Shaver, 1987) and the Tehran Coping Styles Scale (Besharat 2005; Carver, Scheier & ,Weintrub, 1989) were completed by 120 female and 103 male Iranian students. The results revealed a statistically reliable

relationship between attachment styles and coping strategies. Secure attachment style was absolutely correlated with problem-focused and positive emotion-focused coping styles and negatively associated with negative emotion-focused coping style. Anxious attachment style was positively correlated with positive emotion-focused coping style. Avoidant attachment style was absolutely correlated with problem-focused and negative emotion focused coping styles. He concluded that coping strategies were prejudiced by attachment styles.

The relationship between job satisfaction and stress coping skills of primary school teachers has been studied extensively by Bindhu and Kumar (2007). Bindhu and Kumar's (2007) study shows a statistically momentous difference in job satisfaction between male and female primary school teachers. However, in case of stress coping skills, they found no significant difference statistically. Bindhu and Kumar's (2007) study also shows a significant and positive relationship between job pleasure and stress coping skills, which are self-reliance, pro-active attitude, adaptability and flexibility, and total stress coping skills. In brief, the ability to cope with stress can increase teachers' job satisfaction.

Teaching has been identified as a stressful profession (Kyriacou & Sutcliffe, 1978; Milstein & Golaszewski, 1985). High stress among teachers has many negative consequences, together with higher than average levels of unease and depression (Beer & Beer, 1992; Travers & Cooper, 1994) and a desire to quit the career and to use drugs (Watts & Short, 1990). Teachers are expected to be positive role models for their students, both inside and outside the classroom. Children often saw teachers as important

role models on par with parents (Rose, 2005). According to Carr (2000), teachers, regardless of subject area, had an ethical role to play in education. It is the teachers' duty to be communally acceptable by keeping themselves morally upright. Teacher and student attachment had been recognized as a major influence on students' overall school and behavioral adjustment (Baker et al.1997). Indeed, according to Bakewell (1988) and Kyriacou and Sutcliffe (1978), teachers' relationships with their students affect their stress levels appreciably. According to Mancini et al. (1984), teachers with depersonalization (an 'alteration' in the perception or experience of the self so that one feels 'detached' from one's mental processes or body) will behave immorally and fail to give information to their students. These teachers tend to deny opinions and ideas from students as well as fail to interact or communicate with their students. Several studies show that teacher stress predicted negative teacher and student relationships. Significant correlations were found among teacher stress and negative relationships between teacher and student (Yoon, 2002). According to researchers, the qualities that lead to effective teacher-student relationships are positive fondness (Poenaru & Sava, 1998), warm approach (Elmore & LaPointe, 1975), tact in teaching (Van Manen, 1991), teacher closeness and teacher power (Thweatt & McCroskey, 1996), teacher assertiveness and responsiveness (Wanzer & McCroskey, 1998) and low differential treatment (Brattesani, Weinstein & Marshall, 1984). Lack of any of these character may unconstructively influence teacher-student interaction.

Referring to Day, Elliot and Kington's (2005) study, teacher pledge has been found to be a critical interpreter of teachers' work performance, absenteeism, retention, burnout and

turnover. Day et al. (2005) suggested that teachers remained devoted to their beliefs throughout their proficient life. Although their levels of appointment with particular practices were modified through various life events and activities, their commitment to their ideological positions did not diminish. However, some teachers' commitment might vary over time because different people have different levels and some can raise ground earlier or later than others. Commitment was moderated through a range of factors; some of which were sustaining and some diminishing. Teachers were less likely to engage in particular activities or perform in particular ways at one point in time, depending on various work and life relative factors such as school contexts and relationships with students and colleagues. These seemed to be the major work and life factors that diminish pledge (Huberman, 1993a; 1993b).

According to Fisher and Cresswell (1999), interaction with other people (students, other teachers, and staff) is actually a major part of most teachers' school days. Therefore, it is important to study the relationship between teachers' attachment styles and stress coping strategies as it influences the eminence of their relationships (Sava, 2001).

CHAPTER 3

RESEARCH METHODOLOGY

This research study was carried out to find out the relationship between the attachment styles and stress coping strategies of beginning teachers. An effort had also been made to find out what were the attachment styles adopted by the beginning teachers' as well as what stress coping strategies they apply to adjust in the new environment.

This chapter deals with population, sample size, sampling technique, instruments of the study, pilot testing of the instruments, and procedures of data collection.

3.1   Population of the study

All the beginning teachers in the District Rawalpindi under Executive District Officer (EDO- Education) and Islamabad Capital Territory under Federal Directorate of Education during 01 June, 2009 - 30 May, 2010 were considered as the available population for the research. Total number of beginning teachers in Rawalpindi District was about 1,231 while in Islamabad Capital Territory region it was 219.

3.2 Sample of the study

Stratified random sampling was done. Strata were based on gender & designation of the teachers. Twenty percent (%) of the total population from each stratum was taken as a sample.

Table 3.1 Region-wise distribution of the beginning teachers.

S. No	Area of Population	Total population		Sample of beginning Teachers (20 % of total population)	
1	Islamabad Capital Territory	219		43	
		Male	Female	Male	Female
		102	117	20	23
2	Rawalpindi	1231		246	
		Male	Female	Male	Female
		342	889	67	179

Table 3.2: Designation-wise distribution of the beginning teachers.

In Islamabad Capital Territory region, beginning teachers were inducted by Federal Directorate of Education and categorized into two designations i.e. Matric Trained Teachers (MTT) BPS-9 and Trained Under-Graduate Teachers (TUGT) BPS-14.

In Rawalpindi region beginning teachers were inducted by Executive District Officer (EDO- Education) under three categorizes according to their designation i.e Elementary School Educators (ESE), Senior Elementary School Educators (SESE) and Senior School Educators (SSE).

S. No	Area of Population	Sample of beginning Teachers (20 % of total population)					
1	Islamabad Capital Territory	43					
		Male=20			Female=23		
		MTT	TUGT		MTT	TUGT	
		7	13		18	5	
2	Rawalpindi	246					
		Male = 67			Female= 179		
		ESE	SESE	SSE	ESE	SESE	SSE
		46	19	2	120	55	4

217 people returned the filled instruments; so the response rate was 75%.

3.3 Base Line Data/ Focus group discussion

Baseline data were collected through focus group discussion. Eight teachers from Rawalpindi region (four male and four female secondary school teachers) while four teachers from Islamabad Capital Territory (two male and two female secondary school teachers) were invited to participate in the discussion. A meeting was arranged with the researcher and supervisor to obtain base line data for the current study regarding:

1. The behavior of mentors (senior teachers) towards mentee (beginning teachers)

2. Atmosphere in the institutions

3. Different types of stresses and

4. Teachers' attachment styles with stress coping strategies.

Base-line data provided the justification for using the instruments.

3.4 Instruments for the study

For the present research following scales were administered to collect the required data:

3.4.1. Adult Attachment Scale (AAS)

The scale originally developed by Collins and Reed (1990) was used to identify the attachment styles of the beginning teachers. It consists of 18 items and measures three dimensions of attachment:

1. Secure, (2) Anxious, and (3) Avoidant/ Ambivalent.

Dimensions	Item number
Secure	3, 4,7,13,14,17
Anxious	6,8,9,10,11,12
Avoidant/Ambivalent	1,2,5,15,16,18

The respondents had to rate their responses on 5-point likert sale with the categories:

1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree.

High scores indicated the particular attachment style of the beginning teachers.

3.4.2 COPE Scale

It was originally developed by Charles S. Caver (1997) and was used to identify the coping strategies adopted by beginning teachers. The COPE is a 60-item measure that yields 15 factors.

Ratings were made on a 4-point Likert-format:

(1= Never, 2=Very Less, 3= Sometimes, 4=A Lot).

The COPE scales are:

i. Positive Reinterpretation and Growth (making the best of the situation by growing from it or viewing it in a more favorable light)

ii. Mental Disengagement (psychological disengagement from the goal with which the stressor is interfering, through daydreaming, sleep, or self-distraction)

iii. Focus on and Venting of Emotions (an increased awareness of one's emotional distress, and a concomitant tendency to ventilate or discharge those feelings)

iv. Seeking Instrumental Social Support (seeking assistance, information, or advice about what to do)

v. Active Coping (taking action or exerting efforts to remove or circumvent the stressor)

vi. Denial (an attempt to reject the reality of the stressful event)

vii. Religion (increased engagement in religious activities)

viii. Humor (making jokes about the stressor)

ix. Behavioral Disengagement (giving up, or withdrawing effort from, the attempt to attain the goal with which the stressor is interfering)

x. Restraint Coping (coping passively by holding back one's coping attempts until they can be of use)

xi. Seeking Emotional Social Support (getting sympathy or emotional support from someone)

xii. Alcohol/Drug Use (turning to the use of alcohol and other drugs as a way of disengaging from the stressor)

xiii. Acceptance (accepting the fact that the stressful event has occurred and is real)

xiv. Suppression of Competing Activities (suppressing one's attention to other activities in which one might engage in order to concentrate more completely on dealing with the stressor) and

xiv. Planning (thinking about how to confront the stressor, planning one's active coping efforts).

Sub Scales with items:

Factors of Cope Scale	Item no
Positive reinterpretation and growth	1, 28, 35, 53
Mental disengagement	2, 15, 30, 39
Focus on and venting of emotions	60, 16, 27, 42
Use of instrumental social support	3, 13, 29, 41
Active coping	4, 24, 43, 59
Denial	5, 26, 37, 52
Religious coping	6, 17, 44, 54
Humor	7, 19, 33, 46
Behavioral disengagement	8, 23, 34, 47
Restraint	9, 21, 38, 45
Use of emotional social support	10, 22, 31, 48
Substance use	11, 25, 32, 49
Acceptance	12, 20, 40, 50
Suppression of competing activities	14, 56, 57, 51
Planning	18, 55, 36, 58

The final version of the COPE inventory (Carver et al., 1989) contains 15 scales with four items each. The above mentioned 15 factors were the sub dimensions of problem *focused* and *emotion focused* coping strategy.

Problem focused	Emotion focused
Active coping	Seeking social support for emotional reasons
Planning	Positive reinterpretation and growth
Suppression of competing activities	Acceptance
Restraint coping	Religion
Use of instrumental social support	Focus on and venting of emotions
Humor	Denial
	Behavioral disengagement
	Mental disengagement
	Substance use (less effective coping)

To evaluate the instrument of COPE percentile ranks were computed. The scores falling against and below 25th percentile were taken as an indicative of low use of coping strategies, scores falling between 25th and 75th percentile were taken as an indicative of moderate use of coping strategies whereas scores falling against and above 75th percentile were taken as an indicative of high use of coping strategies.

3.4.3 Urdu Version of Instruments

COPE and Adult Attachment Scales were available in English version at National Institute of Psychology Quaid- e -Azam University. It got translated in Urdu language from National Language Authority.

3.4.4 Demographic Sheet

A demographic sheet was also attached with the scales to get information regarding gender, age, locality and designation.

3.5   Pilot Testing

Adult Attachment Scale and the COPE Scale was pilot tested. The samples of the pilot study were 22 respondents. 16 respondents were taken from Rawalpindi (eight male and eight female secondary school beginning teachers) while six respondents (three male and three female Secondary School beginning teachers) were taken from Islamabad Capital Territory region. Urdu version of scales was used. The reliability of the scales was calculated through SPSS by applying Cronbach alpha.

COPE Scale:

The internal consistency of the Cope scale calculated through Cronbach's alpha reliability coefficient was $\alpha = 0.69$

Adult Attachment Scale:

The reliability coefficient for the present sample was $\alpha = 0.70$

3.6.   Data Collection

Data were collected from secondary school teachers by visiting the schools personally in Islamabad Capital Territory while some instruments were sent by post in Rawalpindi

region because of largely spread sample. Informed consent form was used to take the consent of the respondents about their willingness to participate in the current study. The form includes the description about the nature of the study and assurance that their data would not be used other than research purpose.

3.7   Data Analysis

Following statistical measures were used for the purpose of data analysis:

Type of Analysis	Purpose of Analysis
i. Mean Score	used for the analysis of Descriptive Statistics.
ii. Percentages	used for the analysis of Descriptive Statistics.
iii. Pearson Product Moment	used for the analysis of relationship between attachment styles and stress coping strategies.
iv. t-Test	used for difference in two groups.
v. One way ANOVA	used for differences among more than two groups.

FRAMEWORK OF RESEARCH

1. Relationship between the following variables was to be explored.

Attachment Styles   **Stress Coping Strategies**

1. Secure   1. Positive reinterpretation and growth

2. Anxious   2. Mental disengagement

3. Avoidant   3. Focus on and venting of emotions

                                                      4. Use of instrumental social support

5. Active coping

6. Denial

7. Religious coping

8. Humor

9. Behavioral disengagement

10. Restraint

11. Use of emotional social support

12. Substance use

13. Acceptance

14. Suppression of competing activities

15. Planning

2. Effects of following demographic variables on the above mentioned variables were to be explored.

Demographic variables

1. Gender

2. Age

3. Designation

4. Locality

CHAPTER 4

ANALYSIS AND INTERPRETTION OF DATA

This chapter deals with the analysis and interpretation of the data collected through all the instruments of the study. The data were analyzed through computer by using SPSS program and divided into four sections:

Section I: Descriptive Statistics

Section II: Relationship of Attachment Styles and Stress Coping Strategies.

Section II: Effect of Demographic Variables on Attachment Styles

Section IV: Effect of Demographic Variables on Stress Coping Strategies

Section I: Descriptive Statistics

Below is presented the descriptive statistics of the sample.

Table 4.1 Gender-wise division of Attachment Styles

S.No	Attachment Styles	Male (%)	Female (%)	Total
1	Secure	29 (24%)	94 (76%)	123
2	Anxious	26 (47%)	29 (53%)	55
3	Avoidant	23 (37%)	39 (63%)	62
	Total	78	162	240

There were three attachment styles.

i. Secure attachment style was adopted by 123 beginning teachers among whom 29 (24%) were male and 94 (76%) were female ones.

ii. Anxious attachment style was adopted by 55 beginning teachers in which 26 (21%) were male and 29 (24%) were female ones.

iii. Avoidant attachment style was adopted by 62 beginning teachers in which 23 (19%) were male and 39 (32%) were female ones

The total sample size was 217 and the gender distribution of 240 beginning teachers showed that there were 23 beginning teachers who adopted mixed attachment styles at a time.

Table 4.2   Age-wise Division of Attachment Styles

S.No	Attachment Styles	20y-25y	26y-30y	31y-35y	Total
1	Secure	51	48	23	122
2	Anxious	25	20	10	55
3	Avoidant	21	30	11	62
	Total	97	98	44	239

Table 4.2 shows that 51 beginning teachers between the age limit of 20-25years adopted secure attachment styles whereas 25 adopted anxious and the remaining 21 adopted avoidant attachment styles. Similarly 48 beginning teachers between the age limit of 26-30years adopted the secure attachment styles whereas 20 adopted the anxious and the remaining 30 beginning teachers adopted the avoidant attachment styles. Same was the case with the age limit of 31-35 years where 23 beginning teachers adopted the secure attachment styles whereas 10 adopted the anxious and the remaining 11 beginning teachers adopted the avoidant attachment styles.

Missing data:

One case was missing age data (0.4 %). Patterns of missing data were sought using SPSS. No patterns that could affect results were discovered therefore cases with missing data were retained for all analysis.

Table: 4.3 Designation-wise Division of Attachment Styles

S.No	Attachment Styles	TUGT	MTT	ESE	SESE	SSE	Total
1	Secure	5	14	70	27	7	123
2	Anxious	8	5	24	11	7	55
3	Avoidant	6	9	31	8	8	62
4	Total	19	28	125	46	22	240

Table 4.3 shows that there were 123 beginning teachers who adopted Secure Attachment styles with respect to designation i.e. 5 in TUGT, 14 were in MTT, 70 belonged to ESE, 27 in SESE and 7 were in SSE; whereas 55 beginning teachers adopted anxious attachment style with respect to designation i.e. 8 in TUGT, 5 were in MTT, 24 belonged to ESE, 11 in SESE and 7 were in SSE. 62 beginning teachers adopted avoidant attachment style with respect to designation i.e. 6 in TUGT, 9 were in MTT, 31 belonged to ESE, 8 in SESE and 8 were in SSE.

Table: 4.4 Locality-wise Division of Attachment Styles

S.No	Attachment Styles	Islamabad Urban	Islamabad Rural	Rawalpindi Urban	Rawalpindi Rural	Total
1	Secure	18	1	10	94	123
2	Anxious	12	1	7	35	55
3	Avoidant	12	3	6	41	62
	Total	42	5	23	170	240

Table 4.4 shows that there were 123 beginning teachers who adopted the secure attachment styles with respect to locality i.e. 18 in Islamabad urban, 1 was in Islamabad rural, 10 belonged to Rawalpindi urban and 94 were in Rawalpindi rural; whereas 55 beginning teachers adopted the anxious attachment style with respect to locality i.e. 12 in Islamabad Urban, 1 was in Islamabad Rural, 7 belonged to Rawalpindi urban, and 35 were in Rawalpindi rural; and 62 beginning teachers adopted the avoidant attachment style with respect to locality i.e. 12 in Islamabad Urban, 3 were in Islamabad rural, 6 belonged to Rawalpindi urban, and 41 were in Rawalpindi rural.

Table 4.5   Gender- wise Division of Coping Strategies

S.No	Coping Strategies	Male	Female	Total
1	Low use	18	34	52
2	Moderate use	32	74	106
3	High use	19	40	59
	Total	69 (32%)	148 (68%)	217

In table 4.5, there were three indicators of coping strategies.

i. Low use of coping strategies was adopted by 52 beginning teachers among whom 18 were male and 34 were female ones.

ii. Moderate use of coping strategies was adopted by 106 beginning teachers in which 32 were male and 74 were female ones.

iii. High use of coping strategies was adopted by 59 beginning teachers among whom 19 were male and 40 were female ones.

The total sample size was 217 and the gender distribution of 69 (32% male beginning teachers and 148 (68%) female beginning teachers showed that they adopted both type of coping strategies i.e. problem-focused and emotion-focused.

Table 4.6   Age –wise Division of Coping Strategies

S.No	Coping Strategies	20y-25y	26y-30y	31y-35y	Total
1	Low use	23	20	9	52
2	Moderate use	37	46	22	105
3	High use	30	20	9	59
	Total	90	86	40	216

Table 4.6 shows that 23 beginning teachers between the age limit of 20-25years adopted low use of coping strategies whereas 37 adopted moderate use of coping strategies and 30 adopted high use of coping strategies. Similarly 20 beginning teachers between the age limit of 26-30years adopted the low use of coping strategies whereas 46 adopted moderate use of coping strategies and the remaining 20 beginning teachers adopted high use of coping strategies. Same was the case with the age limit of 31-35 years where 09 beginning teachers adopted low use of coping strategies whereas 22 adopted moderate use of coping strategies and remaining 09 beginning teachers adopted high use of coping strategies.

Table: 4.7   Designation -wise Division of Coping Strategies

S.No	Coping Strategies	TUGT	MTT	ESE	SESE	SSE	Total
1	Low use	6	8	26	6	6	52
2	Moderate use	7	10	58	23	8	106
3	High use	5	8	30	12	4	59
4	Total	18	26	114	41	18	217

Table 4.7 shows that there were 52 beginning teachers who adopted low use of coping strategies with respect to designation i.e. 6 in TUGT, 8 were in MTT, 26 belonged to ESE, 6 in SESE and 6 were in SSE; whereas 106 beginning teachers adopted moderate use of coping strategies with respect to designation i.e. 7 in TUGT, 10 were in MTT, 58 belonged to ESE, 23 in SESE and 8 were in SSE. Hence, 59 beginning teachers adopted high use of coping strategies with respect to designation i.e. 5 in TUGT, 8 were in MTT, 30 belonged to ESE, 12 in SESE and 4 were in SSE.

Table: 4.8   Locality- wise Division of Coping Strategies

S.No	Coping Strategies	Islamabad Urban	Islamabad Rural	Rawalpindi Urban	Rawalpindi Rural	Total
1	Low use	10	3	7	32	52
2	Moderate use	17	0	9	80	106
3	High use	13	1	5	40	59
	Total	40	4	21	152	217

Table 4.8 shows that there were 52 beginning teachers who adopted low use of coping strategies with respect to locality i.e. 10 in Islamabad urban, 3 was in Islamabad rural, 7 belonged to Rawalpindi urban and 32 were in Rawalpindi rural; whereas 106 beginning teachers adopted moderate use of coping strategies with respect to locality i.e. 17 in Islamabad Urban, 0 was in Islamabad Rural, 9 belonged to Rawalpindi urban, and 80 were in Rawalpindi rural; hence, 59 beginning teachers adopted high use of coping strategies with respect to locality i.e. 13 in Islamabad Urban, 1 were in Islamabad rural, 5 belonged to Rawalpindi urban, and 40 were in Rawalpindi rural.

Section II: Relationship of Attachment Styles and Stress Coping Strategies

Question 1: Is there any relationship between attachment styles and stress coping strategies?

Table no 4.9: Secure attachment styles & Stress coping strategies

Variables	N	M	r	p value
Secure		23.2439		
Pos. R & Growth Coping Strategy	123	13.7480	-0.038	0.678
Secure		23.2439		
Mental Disengagement Coping Strategy	123	10.3740	0.052	0.566
Secure		23.2439		
Focus on & venting of emotions Coping Strategy	123	11.0407	0.085	0.352
Secure		23.2439		
Use of Instrumental Social Support Coping Strategy	123	12.3659	0.151	0.096
Secure		23.2439		
Active Coping Strategy	123	11.3008	-0.110	0.423

Secure	123	23.2439	0.050	0.705
Denial Coping Strategy		9.8374		
Secure	123	23.2439	-0.011	0.905
Religious Coping Strategy		14.5528		
Secure	123	23.2439	0.123	0.175
Humor Coping Strategy		9.7561		
Secure	123	23.2439	0.105	0.249
Behavioral Disengagement Coping Strategy		7.2195		
Secure	123	23.2439	-0.016	0.860
Restraint Coping Strategy		11.5041		
Secure	123	23.2439	0.069	0.449
Use of Emotional Support Coping Strategy		9.9024		
Secure	123	23.2439	-0.064	0.483
Substance use Coping Strategy		15.9187		
Secure	123	23.2439	0.072	0.431
Acceptance Coping Strategy		10.3496		
Secure	123	23.2439	-0.026	0.775
Suppression of Competing Activities Coping Strategy		11.7317		

Secure		23.2439		
Planning	123	12.2195	-0.065	0.475
Secure		23.2439		
Total Coping Strategies	123	169.0244	0.103	0.258

1. There is no significant relationship between secure attachment style and positive reinterpretation and growth coping strategy.

2. There is no significant relationship between secure attachment style and mental disengagement coping strategy.

3. There is no significant relationship between secure attachment style and focus on and venting of emotions coping strategy.

4. There is no significant relationship between secure attachment style and use of instrumental social support coping strategy.

5. There is no relationship between secure attachment style and active coping strategy.

6. There is no significant relationship between secure attachment style and denial coping strategy.

7. There is no significant relationship between secure attachment style and religious coping strategy.

8. There is no significant relationship between secure attachment style and humor coping strategy.

9. There is no significant relationship between secure attachment style and behavioral coping strategy.

10. There is no significant relationship between secure attachment style and restraint coping strategy.

11. There is no significant relationship between secure attachment style and use of emotional support coping strategy.

12. There is no significant relationship between secure attachment style and substance use coping strategy.

13. There is no significant relationship between secure attachment style and acceptance coping strategy.

14. There is no significant relationship between secure attachment style and suppression of competing activities coping strategy.

15. There is no significant relationship between secure attachment style and planning coping strategy.

16. There is no significant relationship between Secure Attachment style and Total Coping Strategy.

Table no 4.10: Anxious attachment style and stress coping strategies

Variables	N	M	r	*p* value
Anxious		21.1091		
Positive r. & growth Coping Strategy	55	13.6909	-0.165	0.228
Anxious		21.1091		
Mental disengagement Coping Strategy	55	10.0182	0.225	0.098
Anxious		21.1091		
Focus on & venting of emotions	55	10.6182	-0.062	0.655
Anxious		21.1091		
Use of Instrumental social support Coping Strategy	55	12.4000	0.045	0.743
Anxious	55	21.1091		
Active Coping		11.6000	-0.110	0.423
Anxious		21.1091		
Denial Coping Strategy	55	10.1091	0.177	0.197
Anxious		21.1091		

Religious Coping Strategy	55	14.6000	-0.154	0.262
Anxious		21.1091		
Humour Coping Strategy	55	9.9273	0.006	0.966
Anxious		21.1091		
Behavioral Disengagement Coping Strategy	55	6.6364	-0.043	0.758
Anxious	55	21.1091		
Restraint Coping Strategy		11.5818	-0.208	0.127
Anxious		21.1091		
Use of Emotional Support	55	9.9455	-0.309	0.022
Anxious		21.1091		
Substance use Coping Strategy	55	15.7455	0.115	0.403
Anxious		21.1091		
Acceptance Coping Strategy	55	10.0182	0.065	0.637
Anxious		21.1091		
Suppression of Competing activities Coping Strategy	55	11.9091	-0.048	0.726

Anxious	55	21.1091		
Planning Coping Strategy		12.2909	-0.003	0.983
Anxious		21.1091		
Total Coping Strategies	55	168.0727	-0.074	0.592

1. There is no significant relationship between anxious attachment style and positive reinterpretation and growth coping strategy.

2. There is no significant relationship between anxious attachment style and mental disengagement coping strategy.

3. There is no significant relationship between anxious attachment style and focus on and venting of emotions coping strategy.

4. There is no significant relationship between anxious attachment style and use of instrumental social support coping strategy.

5. There is no significant relationship between anxious attachment style and active coping strategy.

6. There is no significant relationship between anxious attachment style and denial coping strategy.

7. There is no significant relationship between anxious attachment style and religious coping strategy.

8. There is no significant relationship between anxious attachment style and humor coping strategy.

9. There is no significant relationship between anxious attachment style and behavioral coping strategy

10. There is no significant relationship between anxious attachment style and restraint coping strategy.

11. There is significant relationship between anxious attachment style and use of emotional support coping strategy.

12. There is no significant relationship between anxious attachment style and substance use coping strategy.

13. There is no significant relationship between anxious attachment style and acceptance coping strategy.

14. There is no significant relationship between anxious attachment style and suppression of competing activities coping strategy.

15. There is no significant relationship between anxious attachment style and planning coping strategy.

16. There is no significant relationship between anxious attachment style and total coping strategy.

Table no 4.11: Avoidant attachment style and stress coping strategies

Variables	N	M	r	*p* value
Avoidant		22.0161		
Positive reinterpretation & growth Coping Strategy	62	14.0645	-0.118	0.361
Avoidant		22.0161		
Mental disengagement Coping Strategy	62	9.8710	0.250	0.050
Avoidant		22.0161		
Focus on & venting of emotion Coping Strategy	62	10.7581	0.209	0.103
Avoidant		22.0161		
Use of instrumental social support	62	12.6774	0.218	0.089
Avoidant		22.0161		
Active Coping Strategy	62	11.6935	-0.154	0.231
Avoidant		22.0161		
Denial Coping Strategy	62	9.3710	0.048	0.712
Avoidant		22.0161		

Religious Coping Strategy	62	14.3871	-0.163	0.205
Avoidant		22.0161		
Humor Coping Strategy	62	9.9194	0.143	0.267
Avoidant		22.0161		
Behavioral disengagement Coping Strategy	62	7.1774	0.028	0.828
Avoidant		22.0161		
Restraint Coping Strategy	62	12.000	0.006	0.962
Avoidant		22.0161		
Use of emotional support Coping Strategy	62	10.0000	-0.036	0.779
Avoidant		22.0161		
Substance use Coping Strategy	62	15.7581	0.053	0.685
Avoidant		22.0161		
Acceptance Coping Strategy	62	9.9032	0.063	0.627
Avoidant		22.0161		
Suppression of competing activities	62	12.0000	0.095	0.462

		19.3051		
Avoidant	59	12.9492	-0.053	0.683
Planning Coping Strategy				
Avoidant	62	19.3051	0.140	0.277
Total Coping Strategies		12.9492		

1. There is no significant relationship between avoidant attachment style and positive reinterpretation and growth coping strategy.

2. There is significant relationship between avoidant attachment style and mental disengagement coping strategy.

3. There is no significant relationship between avoidant attachment style and focus on and venting of emotions coping strategy.

4. There is no significant relationship between avoidant attachment style and use of instrumental social support coping strategy.

5. There is no significant relationship between avoidant attachment style and active coping strategy.

6. There is no significant relationship between avoidant attachment style and denial coping strategy.

7. There is no significant relationship between avoidant attachment style and religious coping strategy.

8. There is no significant relationship between avoidant attachment style and humor coping strategy.

9. There is no significant relationship between avoidant attachment style and behavioral coping strategy

10. There is no significant relationship between avoidant attachment style and restraint coping strategy.

11. There is no significant relationship between avoidant attachment style and use of emotional support coping strategy.

12. There is no significant relationship between avoidant attachment style and substance use coping strategy.

13. There is no significant relationship between avoidant attachment style and acceptance coping strategy.

14. There is no significant relationship between avoidant attachment style and suppression of competing activities coping strategy.

15. There is no significant relationship between avoidant attachment style and planning coping strategy.

16. There is no significant relationship between avoidant attachment style and total coping strategy.

Section III: Effect of Demographic Variables on Attachment Styles

Question 2: Is there any effect of gender on attachment styles of beginning teachers?

Table no 4.12: Effect of gender on attachment styles of beginning teachers

	Groups	N	M	df	T	*p* value
Secure Attachment Style	Male	29	22.689			
	Female	94	23.414	121	-1.239	0.218
Anxious Attachment Style	Male	26	20.692			
	Female	29	21.482	53	-1.107	0.273
Avoidant Attachment Style	Male	23	21.304			
	Female	39	22.435	60	-1.547	0.127

1. There is no significant effect of gender on secure attachment style of beginning teachers while the mean score of female (23.414) is more than mean of male (22.689).

2. There is no significant effect of gender on avoidant attachment style of beginning teachers while the mean score of female (21.482) is greater than mean of male (20.692).

3. There is no significant effect of gender on avoidant attachment style of beginning teachers while the mean score of Female (22.435) is more than mean of male (21.304).

EFFECT OF AGE ON ATTACHMENT STYLES OF BEGINNING TEACHERS

Question no 3. Is there any effect of age on attachment styles of beginning teachers?

Table no 4.13: Effect of age on attachment styles of beginning teachers

	Groups	N	M	F	*P* value
Secure Attachment Style	20y-25y	51	22.941	0.810	0.447
	26y-30y	48	23.645		
	31y-35y	23	23.217		
	Total	122	23.270		
Anxious Attachment Style	20y-25y	25	20.760	0.656	0.523
	26y-30y	20	21.650		
	31y-35y	10	20.900		
	Total	55	21.109		
Avoidant Attachment Style	20y-25y	21	22.476	2.174	0.123
	26y-30y	30	22.266		
	31y-35y	11	20.454		
	Total	62	22.016		

1. There is no significant effect of age on secure attachment style of beginning teachers.

2. There is no significant effect of age on anxious attachment style of beginning teachers.

3. There is no significant effect of age on avoidant attachment style of beginning teachers.

EFFECT OF DESIGNATION ON ATTACHMENT STYLES OF BEGINNING TEACHERS

Question no 4: Is there any effect of designation on attachment styles of beginning teachers?

Table no 4.14: Effect of designation on attachment styles of beginning teachers

	Groups	N	M	F	*P* value
Secure attachment style	TUGT	5	24.600	2.340	0.059
	MTT	14	21.714		
	ESE	70	23.700		
	SESE	27	22.888		
	SSE	7	22.142		
Anxious attachment styles	TUGT	8	20.500	0.606	0.660
	MTT	5	21.800		
	ESE	24	21.541		
	SESE	11	20.272		
	SSE	7	21.142		
Avoidant attachment style	TUGT	6	21.666	2.174	0.123
	MTT	9	21.222		
	ESE	31	22.774		
	SESE	8	22.625		
	SSE	8	19.625		

1. There is significant effect of designation on secure attachment style of beginning teachers.

As the value "F" was significant so post- hoc test was applied and table is given below:

Post-hoc LSD

Table no 4.15:

(I)	(J)	M.diff (I-J)	p value
TUGT	MTT	2.88	0.043
MTT	TUGT	-2.88	0.043
	ESE	-1.985	0.013
ESE	MTT	1.985	0.013

Above table indicates that all the groups are significantly different from each other.

2. There is no significant effect of designation on anxious attachment style of beginning teachers.

3. There is no significant effect of designation on avoidant attachment style of beginning teachers.

EFFECT OF LOCALITY ON ATTACHMENT STYLES OF BEGINNING TEACHERS

Question no 5: Is there any effect of locality on attachment styles of beginning teachers?

Table no 4.16: Effect of locality on attachment styles of beginning teachers

	Designation	N	M	F	*P* value
Secure Attachment Style	Isb Urban	18	22.444	0.593	0.621
	Isb Rural	1	23.000		
	Rwp Urban	10	23.300		
	Rwp Rural	94	23.393		
Anxious Attachment Style	Isb Urban	12	21.750	1.194	0.322
	Isb Rural	1	21.000		
	Rwp Urban	7	19.428		
	Rwp Rural	35	21.485		
Avoidant Attachment Style	Isb Urban	12	21.750	0.375	0.771
	Isb Rural	3	21.333		
	Rwp Urban	6	21.166		
	Rwp Rural	41	22.683		

1. There is no significant effect of locality on secure attachment style of beginning teachers.

2. There is no significant effect of locality on anxious attachment style of beginning teachers.

3. There is no significant effect of locality on avoidant attachment style of beginning teachers.

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Section IV: Effect of Demographic Variables on Coping Strategies

EFFECT OF GENDER ON COPING STRATEGIES OF BEGINNING TEACHERS

Question no 6: Is there any effect of gender on coping strategies of beginning teachers?

Table no 4.17: Effect of gender on coping strategies of beginning teachers

	Groups	N	M	Df	T	p value
Positive reinterpretation & Growth	Male	69	14. 173			
	Female	148	13.662	215	2.286	0.023
Mental Disengagement	Male	69	9.927			
	Female	148	10.391	215	-1.561	0.120
Focus on & Venting of Emotion	Male	69	10.391			
	Female	148	11.141	215	-2.833	0.005
Use of Social Support	Male	69	12.275			
	Female	148	12.560	215	-1.051	0.294

Active Coping	Male	69	12.058			
	Female	148	11.229	215	3.034	0.003
Denial	Male	69	9.942			
	Female	148	9.709	215	0.737	0.462
Religious Coping	Male	69	14.521			
	Female	148	14.513	215	0.051	0.960
Humor	Male	69	9.927			
	Female	148	9.844	215	0.338	0.735
Behavioral disengagement	Male	69	7.058			
	Female	148	7.182	215	-0.464	0.643
Restraint	Male	69	11.826			
	Female	148	11.621	215	0.737	0.463
Use of Emotional Social Support	Male	69	10			
	Female	148	9.871	215	0.450	0.653
Substance Use	Male	69	15.826			
	Female	148	15.851	215	-0.259	0.796

Acceptance	Male	69	10.347			
	Female	148	10.236	215	0.369	0.712
Suppression	Male	69	11.797			
	Female	148	11.898	215	-0.402	0.688
	Male	69	11.855			
Planning	Female	148	12.263	215	-1.526	0.129
Total Coping Strategies	Male	69	168.869			
	Female	148	169.324	215	-0.405	0.686

1. There is no significant effect of gender on positive reinterpretation and growth coping strategy of beginning teachers. The mean of male (14.173) is more than mean of female (13.662).

2. There is no significant effect of gender on Mental Disengagement coping strategy of beginning teachers. The mean of female (10.391) is greater than mean of male (9.927).

3. There is significant effect of gender on Focus on and Venting of Emotion Coping Strategy of beginning teachers. The mean of female (11.141) is more than mean of male (10.391).

4. There is no significant mean difference between Use of Social Support Coping Strategy of male and female beginning teachers. The mean of female (12.560) is greater than mean of male (12.275).

5. There is no significant mean difference between Active Coping Strategy of male and female beginning teachers. The mean of male (12.058) is greater than mean of female (11.229).

6. There is no significant mean difference between Denial Coping Strategy of male and female beginning teachers. The mean of male (9.942) is greater than mean of female (9.709).

7. There is no significant mean difference between Religious Coping Strategy of male and female beginning teachers. The mean of male (14.521) is more than female (14.513).

8. There is no significant mean difference between Humor Coping Strategy of male and female beginning teachers. The mean of male (9.927) is greater than female (9.844).

9. There is no significant mean difference between Behavioral Disengagement Coping Strategy of male and female beginning teachers. The mean of female (7.182) is more than mean of male (7.058).

10. There is no significant mean difference between Restraint Coping Strategy of male and female beginning teachers. The mean of male (11.826) is more than mean of female (11.621).

11. There is no significant mean difference between Use of Emotional Support Coping Strategy of male and female beginning teachers. The mean of male (10.00) is greater than mean of female (9.871).

12. There is no significant mean difference between Substance Use Coping Strategy of male and female beginning teachers. The mean of female (15.851) is greater than mean of male (15.826).

13. There is no significant mean difference between Acceptance Coping Strategy of male and female beginning teachers. The mean of male (10.347) is greater than mean of female (10.236).

14. There is no significant mean difference between Suppression Coping Strategy of male and female beginning teachers. The mean of female (11.898) is greater than mean of male (11.797).

15. There is no significant mean difference between Planning Coping Strategy of male and female beginning teachers. The mean of female (12.263) is greater than mean of male (11.855).

16. There is no significant mean difference between Total Coping Strategies of male and female beginning teachers. The mean of female (169.324) is greater than mean of male (168.869).

EFFECT OF AGE ON COPING STRATEGIES OF BEGINNING TEACHERS

Question no 7: Is there any effect of age on coping strategies of beginning teachers?

Table no 4.18: Effect of age on positive reinterpretation and growth coping strategy of beginning teachers

	Groups	N	M	df	F	*P* value
Positive reinterpretation and Growth	20y-25y	90	13.655	2	0.918	0.401
	26y-30y	86	13.930			
	31y-35y	40	13.975	213		
	Total	216	13.824	215		
Mental Disengagement	20y-25y	90	10.577	2	2.107	0.124
	26y-30y	86	10.011			
	31y-35y	40	9.975	213		
	Total	216	20.240	215		
Focus on & Venting of emotions	20y-25y	90	11.044	2	0.499	0.608
	26y-30y	86	10.837			
	31y-35y	40	10.725	213		
	Total	216	10.902	215		
Use of Social support	20y-25y	90	13.00	2	6.927	0.001
	26y-30y	86	12.174			
	31y-35y	40	11.900	213		

		N	Mean	df	F	Sig.
	Total	216	12.467	215		
Active Coping	20y-25y	90	11.166	2	2.203	0.113
	26y-30y	86	11.662			
	31y-35y	40	11.800	213		
	Total	216	11.481	215		
	20y-25y	90	9.611	2	1.570	0.210
	26y-30y	86	9.732	213		
Denial	31y-35y	40	10.325	215		
	Total	216	9.791			
Religious	20y-25y	90	14.422	2	1.675	0.190
Coping	26y-30y	86	14.476	213		
	31y-35y	40	14.800	215		
	Total	217	14.5139			
Humor	20y-25y	90	9.877	2	0.002	0.998
	26y-30y	86	9.883	213		
	31y-35y	40	9.900	215		
	Total	216	9.884			
Behavioral	20y-25y	90	7.277	2	1.163	0.315
Disengagement	26y-30y	86	7.162	213		
	31y-35y	40	6.750	215		
	Total	216	7.134			

Restraint	20y-25y	90	11.488	2		
	26y-30y	86	11.895	213	1.012	0.365
	31y-35y	40	11.625	215		
	Total	216	11.675			
	20y-25y	90	9.622	2		
	26y-30y	86	10.220	213	2.182	0.115
	31y-35y	40	9.800	215		
	Total	215	9.893			
Substance Use	20y-25y	90	15.855	2		
	26y-30y	86	15.825	213	0.047	0.955
	31y-35y	40	15.850	215		
	Total	216	15.842			
Acceptance	20y-25y	90	10.311	2		
	26y-30y	86	10.139	213	0.552	0.577
	31y-35y	40	10.550	215		
	Total	216	10.287			
Suppression	20y-25y	90	12.088	2	1.207	
	26y-30y	86	11.744	213		0.301
	31y-35y	40	11.675	215		
	Total	216	11.875			

Planning	20y-25y	90	12.122	2	0.114	0.892
	26y-30y	86	12.081	213		
	31y-35y	40	12.250	215		
	Total	216	12.129			
Total Coping Strategies	20y-25y	90	169.277	2	0.020	0.980
	26y-30y	86	169.046	213		
	31y-35y	40	169.150	215		
	Total	216	169.162			

1. There is no significant effect of age on Positive Reinterpretation and Growth Coping Strategy of beginning teachers.

2. There is no significant effect of age on Mental Disengagement Coping Strategy of beginning teachers.

3. There is no significant effect of age on Focus on venting of Emotions Coping Strategy of beginning teachers.

4. There is significant effect of age on Use of Social Support Coping Strategy of beginning teachers.

As the effect of age on Use of Social Support Coping Strategy of beginning teachers were significant so post- hoc test was applied and table is given below:

Post - hoc LSD

Table: 4.19

(I) age	(J) age	M.diff (I-J)	p value
20y-25y	26y-30y	0.825	0.003
	31y-35y	1.100	0.002
26y-30y	20y-25y	-0.825	0.003

5. There is no significant effect of age on Active Coping Strategy of beginning teachers.

6. There is no significant effect of age on Denial Coping Strategy of beginning teachers.

7. There is no significant effect of age on Religious Coping Strategy of beginning teachers.

8. There is no significant effect of age on Humor Coping Strategy of beginning teachers.

9. There is no significant effect of age on Behavioral Disengagement Coping Strategy of beginning teachers.

10. There is no significant effect of age on Restraint Coping Strategy of beginning teachers.

11. There is no significant effect of age on Emotional Social Support Coping Strategy of beginning teachers.

12. There is no significant effect of age on Substance Use Coping Strategy of beginning teachers.

13. There is no significant effect of age on Acceptance Coping Strategy of beginning teachers.

14. There is no significant effect of age on Suppression Coping Strategy of beginning teachers.

15. There is no significant effect of age on Planning Coping Strategy of beginning teachers.

16. There is no significant effect of age on Total Coping Strategies Strategy of beginning teachers.

EFFECT OF DESIGNATION ON COPING STRATEGIES OF BEGINNING TEACHERS

Question no 8: Is there any effect of designation on coping strategies of beginning teachers?

Table no 4.20: Effect of designation on coping strategies of beginning teachers

	Groups	N	M	df	F	p value
Positive reinterpretation and Growth	TUGT	18	14.667	4	2.986	0.020
	MTT	26	14.3077	212		
	ESE	114	13.7281	216		
	SESE	41	13.902			
	SSE	18	13.888			
Mental Disengagement	TUGT	18	9.166	4	2.526	0.042
	MTT	26	9.653	212		
	ESE	114	10.543	216		
	SESE	41	10.341			
	SSE	18	10.055			
Focus on & venting of emotions	TUGT	18	11.111	4	0.163	
	MTT	26	10.9231	212		
	ESE	114	10.877	216		
	SESE	41	10.780			

	SSE	18	11.111			0.957
Use of Instrumental Social Support	TUGT	18	12.111	4		
	MTT	26	12.769	212	0.639	0.635
	ESE	114	12.438	216		
	SESE	41	12.682			
	SSE	18	12.111			
Active Coping	TUGT	18	12.944	4		
	MTT	26	12.00	212	7.565	0.000
	ESE	114	10.956	216		
	SESE	41	12.170			
Denial	TUGT	18	9.611	4		
	MTT	26	8.461	212		
	ESE	114	10.219	216		
	SESE	41	10.024		5.647	0.000
	SSE	18	8.555			
Religious Coping	TUGT	18	14.555	4		
	MTT	26	15	212	1.951	
	ESE	114	14.386	216		0.103
	SESE	41	14.439			
	SSE	18	14.777			

Humor	TUGT	18	9.888	4	0.591	0.669
	MTT	26	10	212		
	ESE	114	9.815	216		
	SESE	41	9.707			
	SSE	18	10.388			
Behavioral Disengagement Coping Strategy	TUGT	18	6.888	4	1.177	0.322
	MTT	26	7.384	212		
	ESE	114	7.324	216		
	SESE	41	6.682			
	SSE	18	6.944			
Restraint	TUGT	18	12.5	4	1.025	0.396
	MTT	26	11.384	212		
	ESE	114	11.666	216		
	SESE	41	11.561			
	SSE	18	11.722			
	Total	217	11.686			
Use of Emotional Support	TUGT	18	9.388	4	2.198	0.070
	MTT	26	10.615	212		
	ESE	114	9.736	216		
	SESE	41	10.365			
	SSE	18	9.500			

Substance Use	TUGT	18	15.722	4	1.522	0.197
	MTT	26	15.576	212		
	ESE	114	15.926	216		
	SESE	41	15.833			
	SSE	18	15.843			
Acceptance	TUGT	18	10.888	4	0.968	0.426
	MTT	26	10.076	212		
	ESE	114	10.078	216		
	SESE	41	10.512			
	SSE	18	10.611			
Suppression of Competing Activities	TUGT	18	11.888	4	0.143	0.966
	MTT	26	11.923	212		
	ESE	114	11.903	216		
	SESE	41	11.682			
	SSE	18	11.944			
Planning	TUGT	18	10.888	4	4.175	0.003
	MTT	26	12.615	212		
	ESE	114	12.324	216		
	SESE	41	12.243			
	SSE	18	11.222			
	TUGT	18	169.444	4		

Total	MTT	26	170.076	212		
coping strategies	ESE	114	169.070	216	0.316	
	SESE	41	169.5512			0.867
	SSE	18	167.555			

1. There is significant effect of designation on Positive Reinterpretation and Growth Coping Strategy of beginning teachers.

Effect of designation on Positive Reinterpretation and Growth Coping Strategy of beginning teachers is significant so post hoc test was applied and table is given below.

Post - hoc LSD

Table no : 4.21

(I)designation	(J)designation	M.diff (I-J)	p value
TUGT	ESE	0.938	0.016
	SESE	1.276	0.003
MTT	SESE	0.917	0.017
ESE	TUGT	-0.938	0.016
SESE	TUGT	-1.276	0.003
	MTT	-0.917	0.017

2. There is no significant effect of designation on Mental Disengagement Coping Strategy of beginning teachers.

Effect of designation on Mental Disengagement Coping Strategy of beginning teachers is significant so post hoc test was applied and table is given below:

Post - hoc LSD

Table no: 4.22

(I) designation	(J) designation	M.diff (I-J)	p value
TUGT	ESE	-1.377	0.008
	SESE	-1.174	0.041
MTT	ESE	- 0.890	0.044
ESE	TUGT	1.377	0.008
	MTT	0.890	0.044
SESE	TUGT	1.174	0.041

3. There is no significant effect of designation on Focus on venting of Emotions Coping Strategy of beginning teachers.

4. There is significant effect of designation on Use of Social Support Coping Strategy of beginning teachers.

5. There is significant effect of designation on Active Coping Strategy of beginning teachers.

Effect of designation on Active Coping Strategy of beginning teachers is significant so, post hoc test was applied and table is given below:

Post - hoc LSD

Table no:4.23

(I) designation	(J) Designation	M.diff (I-J)	S.E	p value
TUGT	ESE	1.988	0.391	0.008
	SSE	1.777	0.600	0.003
MTT	ESE	1.043	0.391	0.008
ESE	TUGT	-1.988	0.456	0.000
	MTT	-1.043	0.391	0.008
	SESE	-1.214	0.328	0.000
SESE	ESE	1.214	0.328	0.000
SSE	TUGT	-1.777	0.600	0.003

6. There is significant effect of designation on Denial Coping Strategy of beginning teachers.

Effect of denial on Denial Coping Strategy of beginning teachers is significant so, post hoc test was applied and table is given below:

Post - hoc LSD

Table no:4.24

(I) designation	(J) designation	M.diff (I-J)	S.E	*p* value
MTT	ESE	-1.757	0.450	0.00
	SESE	-1.562	0.519	0.003
ESE	MTT	1.757	0.450	0.000
	SSE	1.663	0.525	0.002
SESE	MTT	1.562	0.519	0.003
	SSE	1.468	0.586	0.013
SSE	ESE	-1.663	0.525	0.002
	SESE	-1.468	0.586	0.013

7. There is no significant effect of designation on Religious Coping Strategy of beginning teachers.

8. There is no significant effect of designation on Humor Coping Strategy of beginning teachers.

9. There is no significant effect of designation on Behavioral Disengagement Coping Strategy of beginning teachers.

10. There is no significant effect of designation on Restraint Coping Strategy of beginning teachers.

11. There is no significant effect of designation on Emotional Social Support Coping Strategy of beginning teachers.

12. There is no significant effect of designation on Substance Use Coping Strategy of beginning teachers.

13. There is no significant effect of designation on Acceptance Coping Strategy of beginning teachers.

14. There is no significant effect of designation on Suppression Coping Strategy of beginning teachers.

15. There is significant effect of designation on Planning Coping Strategy of beginning teachers.

Effect of designation on Denial Coping Strategy of beginning teachers is significant so, post hoc test was applied and table is given below:

Table no: 4.25

(I) designation	(J) designation	M. diff (I-J)	p value
TUGT	MTT	- 1.726	0.002
	ESE	-1.435	0.002
	SESE	-1.355	0.008
MTT	TUGT	1.726	0.002
	SSE	1.393	0.012
ESE	TUGT	1.435	0.002
	SSE	1.102	0.016
SESE	TUGT	1.355	0.008
	SSE	1.021	0.045
SSE	MTT	-1.393	0.012
	ESE	-1.102	0.016

16. There is no significant effect of designation on Total Coping Strategies Strategy of beginning teachers.

EFFECT OF LOCALITY ON COPING STRATEGIES OF BEGINNING TEACHERS

Question no 9: Is there any effect of locality on coping strategies of beginning teachers?

Table no 4.26: Effect of locality on coping strategies of beginning teachers

	Groups	N	M	df	F	p value
Positive reinterpretation and Growth	Isb Urban	40	14.425	2	3.626	0.014
	Isb Rural	4	15	213		
	Rwp Urban	21	13.809			
	Rwp Rural	152	13.638	216		
Mental Disengagement	Isb Urban	40	9.675	2	5.180	0.002
	Isb Rural	4	7.250	213		
	Rwp Urban	21	9.952			
	Rwp Rural	152	10.513	216		
Focus on & venting of emotions	Isb Urban	40	11.025	2	1.036	0.378
	Isb Rural	4	10.750	213		
	Rwp Urban	21	10.238	216		
	Rwp Rural	152	10.967			
Use of Instrumental	Isb Urban	40	12.600	2	0.838	0.474
	Isb Rural	4	12	213		
	Rwp Urban	21	11.904	216		

Social Support	Rwp Rural	152	12.526			
Active coping	Isb Urban	40	12.375	2	5.716	0.001
	Isb Rural	4	13.500	213		
	Rwp Urban	21	11.095			
	Rwp Rural	152	11.263	216		
Denial	Isb Urban	40	9.175	2	3.473	0.017
	Isb Rural	4	7.500	213		
	Rwp Urban	21	9.523	216		
	Rwp Rural	152	10.039			
Religious coping	Isb Urban	40	14.875	2	2.165	0.093
	Isb Rural	4	14.250	213		
	Rwp Urban	21	14.190	216		
	Rwp Rural	152	14.473			
Humor	Isb Urban	40	9.925	2	0.033	0.992
	Isb Rural	4	10.00	213		
	Rwp Urban	21	9.904	216		
	Rwp Rural	152	9.848			
Behavioral Disengagement	Isb Urban	40	7.250	2	0.127	0.944
	Isb Rural	4	7.00	213		
	Rwp Urban	21	6.952	216		
	Rwp Rural	152	7.144			
	Isb Urban	40	12.075	2		

Variable	Group	N	Mean	df	F	Sig.
Restraint	Isb Rural	4	10.500	213	1.129	
	Rwp Urban	21	11.666	216		0.338
	Rwp Rural	152	11.618			
Use of Emotional Social Support	Isb Urban	40	10.175	2		
	Isb Rural	4	10.250	213	0.600	
	Rwp Urban	21	10.190	216		0.616
	Rwp Rural	152	9.796			
Substance Use	Isb Urban	40	15.600	2		
	Isb Rural	4	16.00	213	2.260	
	Rwp Urban	21	15.857	216		0.083
	Rwp Rural	152	15.901			
Acceptance	Isb Urban	40	10.550	2		
	Isb Rural	4	8.500	213	2.328	
	Rwp Urban	21	11.000	216		0.076
	Rwp Rural	152	10.144			
Suppression of Competing Activities	Isb Urban	40	12.00	2		
	Isb Rural	4	11.500	213	0.466	
	Rwp Urban	21	12.190	216		0.706
	Rwp Rural	152	11.796			
Planning	Isb Urban	40	11.725	2		
	Isb Rural	4	13.00	213	1.056	
	Rwp Urban	21	12.142	216		

	Rwp Rural	152	12.217			0.369
Total	Isb Urban	40	170.800	3		
	Isb Rural	4	164.500	213	1.287	
Coping	Rwp Urban	21	167.952	216		0.280
strategies	Rwp Rural	152	169.046			

1. There is significant effect of locality on Positive Reinterpretation and Growth Coping Strategy of beginning teachers.

Effect of locality on Positive Reinterpretation and Growth Coping Strategy is significant so post hoc test was applied and table is given below:

Post - hoc LSD

Table: 4.27

(I) designation	(J) Designation	M.diff (I-J)	S.E	p value
Isb Urban	Rwp Urban	0.786	0.270	0.004
Rwp Urban	Isb Urban	-0.786	0.270	0.004

2. There is significant effect of locality on Mental Disengagement Coping Strategy of beginning teachers.

Effect of locality is significant on Mental Disengagement Coping Strategy of beginning teachers so, post hoc test was applied and table is given below:

Post - hoc LSD

Table: 4.28

(I) designation	(J) designation	M.diff (I-J)	S.E	*p* value
Isb Urban	Isb Rural	2.425	1.044	0.021
	Rwp Rural	-0.838	0.353	0.019
Isb Rural	Isb Urban	-2.425	1.044	0.021
	Rwp Urban	-2.702	1.086	0.014
	Rwp Rural	-3.263	1.008	0.001
Rwp Urban	Isb Rural	2.702	1.086	0.014
Rwp Rural	Isb Urban	0.838	0.353	0.019
	Isb Rural	3.263	1.008	0.001

3. There is no significant effect of locality on Focus on venting of Emotions Coping Strategy of beginning teachers.

4. There is significant effect of locality on Use of Social Support Coping Strategy of beginning teachers.

5. There is significant effect of locality on Active Coping Strategy of beginning teachers. Effect of locality is significant on Active Coping Strategy of beginning teachers so, post hoc test was applied and table is given below:

Post - hoc LSD

Table: 4.29

(I) designation	(J) designation	M.diff (I-J)	S.E	p value
Isb Urban	Rwp Urban	1.279	0.498	0.011
	Rwp Rural	1.111	0.328	0.001
Isb Rural	Rwp Urban	2.404	1.008	0.018
Isb Rural	Rwp Rural	2.236	0.936	0.018
Rwp Urban	Isb Urban	-1.279	0.498	0.011
	Isb Rural	-2.404	1.008	0.018
Rwp Rural	Isb Urban	-1.111	0.328	0.001
	Isb Rural	-2.236	0.936	0.018

6. There is significant effect of locality on Denial Coping Strategy of beginning teachers.

Effect of locality is significant on Denial Coping Strategy of beginning teachers so, post hoc test was applied and table is given below:

Post - hoc LSD

Table: 4.30

(I) designation	(J) Designation	M.diff (I-J)	S.E	*p* value
Isb Urban	Rwp Rural	0.864	0.377	0.023
Isb Rural	Rwp Rural	-2.539	1.076	0.019
Rwp Rural	Isb Urban	0.864	0.377	0.023
	Isb Rural	2.539	1.076	0.019

7. There is no significant effect of locality on Religious Coping Strategy of beginning teachers.

8. There is no significant effect of locality on Humor Coping Strategy of beginning teachers.

9. There is no significant effect of locality on Behavioral Disengagement Coping Strategy of beginning teachers.

10. There is no significant effect of locality on Restraint Coping Strategy of beginning teachers.

11. There is no significant effect of locality on Emotional Social Support Coping Strategy of beginning teachers.

12. There is no significant effect of locality on Substance Use Coping Strategy of beginning teachers.

13. There is no significant effect of locality on Acceptance Coping Strategy of beginning teachers.

14. There is no significant effect of locality on Suppression Coping Strategy of beginning teachers.

15. There is no significant effect of locality on Planning Coping Strategy of beginning teachers.

16. There is no significant effect of locality on Total Coping Strategies Strategy of beginning teachers.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS

AND RECOMMENDATIONS

5.1 SUMMARY

The present study was a correlational study designed to relate the beginning teachers' attachment styles with stress coping strategies. The major objectives of the study were; to investigate the attachment styles and stress coping strategies adopted by beginning teachers; to determine the relationship between attachment styles and stress coping strategies of beginning teachers; to explore the effect of different demographic variables on the beginning teachers' attachment styles and stress coping strategies such as gender, residential locality, age and designations. The research study was delimited to the beginning teachers of public sector at secondary school level who were recruited during 2009-2010 and belongs to Rawalpindi and Islamabad capital territory regions. The population size of the study was 1,231 in Rawalpindi while in Islamabad it was 219. For the sample selection, stratified random sampling technique was applied and strata were based on gender and designations of beginning teachers. Two standardized research instruments were used to collect data. Along with the instruments, a separate demographic sheet and a consent form were attached which was developed by the

researcher. The demographic sheet required responses on the variables (name, gender, age, designation and locality). It also carried a covering letter given by the department. The first research instrument was Adult Attachment Style developed by Collins and Reed (1990). The second research instrument was the COPE Scale developed by Charles S. Caver (1997) and both instruments were obtained in English version from National Institute of Psychology after fulfilling the necessary requirements for using it and then got it translated into Urdu language by National Language Authority. Baseline data were also collected through focus group discussion arranged with the researcher and the supervisor. Eight teachers from Rawalpindi region (four male and four female secondary school teachers) while four teachers from Islamabad Capital Territory (two male and two female secondary school teachers) were invited to participate in the discussion and provide some information regarding the behavior of mentors (senior teachers) towards mentee (beginning teachers), atmosphere in the institutions , different types of stresses they had gone through, and which attachment styles and coping strategies were adopted by the beginning teachers in their educational setup. Instruments were also pilot tested and validated before administration. Data were collected by the researcher herself from the Islamabad Capital Territory Region while some instruments were posted because of large spread of sample. The data were analyzed through Pearson Correlation, Independent Sample t-Test, and One-Way ANOVA.

5.2 FINDINGS

Followings were the findings emerged from over all data.

1. There were three attachment styles; secure attachment style was adopted by 123 beginning teachers among whom 29 were males and 94 were females, anxious attachment style was adopted by 55 beginning teachers among whom 26 were males and 29 were females and avoidant attachment style was adopted by 62 beginning teachers among whom 23 were males and 69 were females beginning teachers. The total sample size was 217. The gender-wise division of 240 beginning teachers showed that there were 23 beginning teachers who adopted mixed attachment styles at a time (Table number 4.1).

2. There were 217 beginning teachers who adopted three indicators of coping strategies (Table number 4.5).

   i. Low use of coping strategies was adopted by 52 beginning teachers among whom 18 were male and 34 were female one (Table number 4.5).

   ii. Moderate use of coping strategies was adopted by 106 beginning teachers in which 32 were male and 74 were female ones (Table number 4.5).

   iii. High use of coping strategies was adopted by 59 beginning teachers among whom 19 were male and 40 were female ones (Table number 4.5).

3. There is no significant relationship between secure attachment style and positive reinterpretation and growth coping strategy (Table number 4.9).

4. There is no significant relationship between secure attachment style and mental disengagement coping strategy (Table number 4.9).

5. There is no significant relationship between secure attachment style and focus on and venting of emotions coping strategy (Table number 4.9).

6. There is no significant relationship between secure attachment style and use of instrumental social support coping strategy (Table number 4.9).

7. There is no significant relationship between secure attachment style and active coping strategy (Table number 4.9).

8. There is no significant relationship between secure attachment style and denial coping strategy (Table number 4.9).

9. There is no significant relationship between secure attachment style and religious coping strategy (Table number 4.9).

10. There is no significant relationship between secure attachment style and humor coping strategy (Table number 4.9.

11. There is no significant relationship between secure attachment style and behavioral coping strategy (Table number 4.9)

12. There is no significant relationship between secure attachment style and restraint coping strategy (Table number 4.9).

13. There is no significant relationship between secure attachment style and use of emotional support coping strategy (Table number 4.9).

14. There is no significant relationship between secure attachment style and substance use coping strategy (Table number 4.9).

15. There is no significant relationship between secure attachment style and acceptance coping strategy (Table number 4.9).

16. There is no significant relationship between secure attachment style and suppression of competing activities coping strategy (Table number 4.9).

17. There is no significant relationship between secure attachment style and planning coping strategy (Table number 4.9).

18. There is no significant relationship between Secure Attachment style and Total coping strategy (Table number 4.9).

19. There is no significant relationship between anxious attachment style and positive reinterpretation and growth coping strategy (Table number 4.10).

20. There is no significant relationship between anxious attachment style and mental disengagement coping strategy (Table number 4.10).

21. There is no significant relationship between anxious attachment style and focus on and venting of emotions coping strategy (Table number 4.10).

22. There is no significant relationship between anxious attachment style and use of instrumental social support coping strategy (Table number 4.10).

23. There is no significant relationship between anxious attachment style and active coping strategy (Table number 4.10).

24. There is no significant relationship between anxious attachment style and denial coping strategy (Table number 4.10).

25. There is no significant relationship between anxious attachment style and mental disengagement coping strategy (Table number 4.10).

26. There is no significant relationship between anxious attachment style and humor coping strategy (Table number 4.10)

27. There is no significant relationship between anxious attachment style and behavioral disengagement coping strategy (Table number 4.10).

28. There is no significant relationship between anxious attachment style and restraint coping strategy (Table number 4.10)

29. There is significant relationship between anxious attachment style and use of emotional support coping strategy (Table number 4.10).

30. There is no significant relationship between anxious attachment style and substance use coping strategy (Table number 4.10).

31. There is no significant relationship between anxious attachment style and acceptance coping strategy (Table number 4.10).

32. There is no significant relationship between anxious attachment style and suppression of competing activities coping strategy (Table number 4.10).

33. There is no significant relationship between anxious attachment style and planning coping strategy (Table number 4.10).

34. There is no significant relationship between anxious attachment style and total coping strategy (Table number 4.10).

35. There is no significant relationship between avoidant attachment style and positive reinterpretation and growth coping strategy (Table number 4.11).

36. There is significant relationship between avoidant attachment style and mental disengagement coping strategy (Table number 4.11).

37. There is no significant relationship between avoidant attachment style and focus on and venting of emotions coping strategy (Table number 4.11).

38. There is no significant relationship between avoidant attachment style and use of instrumental social support coping strategy (Table number 4.11).

39. There is no significant relationship between avoidant attachment style and active coping strategy (Table number 4.11).

40. There is no significant relationship between avoidant attachment style and denial coping strategy (Table number 4.11).

41. There is no significant relationship between avoidant attachment style and religious coping strategy (Table number 4.11).

42. There is no significant relationship between avoidant attachment style and humor coping strategy (Table number 4.11).

43. There is no significant relationship between avoidant attachment style and behavioral disengagement coping strategy (Table number 4.11).

44. There is no significant relationship between avoidant attachment style and restraint coping strategy (Table number 4.11).

45. There is no significant relationship between avoidant attachment style and use of emotional social support coping strategy (Table number 4.11).

46. There is no significant relationship between avoidant attachment style and substance use coping strategy (Table number 4.11).

47. There is no significant relationship between avoidant attachment style and acceptance coping strategy (Table number 4.11).

48. There is no significant relationship between avoidant attachment style and suppression of competing activities coping strategy (Table number 4.11).

49. There is no significant relationship between avoidant attachment style and planning coping strategy (Table number 4.11).

50. There is no significant relationship between avoidant attachment style and total coping strategy (Table number 4.11).

51. There is no significant mean difference between Secure Attachment Style of male and female beginning teachers (Table number 4.12).

52. There is no significant mean difference between Anxious Attachment Style of male and female beginning teachers (Table number 4.12).

53. There is no significant mean difference between Avoidant Attachment Style of male and female beginning teachers (Table number 4.12).

54. There is no significant effect of age on secure attachment style of beginning teachers (Table number 4.13).

55. There is no significant effect of age on anxious attachment style of beginning teachers (Table number 4.13).

56. There is no significant effect of age on avoidant attachment style of beginning teachers (Table number 4.13).

57. There is significant effect of designation on secure attachment style of beginning teachers (Table number 4.14).

58. There is no significant effect of designation on anxious attachment style of beginning teachers (Table number 4.14).

59. There is no significant effect of designation on avoidant attachment style of beginning teachers (Table number 4.14).

60. There is no significant effect of locality on secure attachment style of beginning teachers (Table number 4.16).

61. There is no significant effect of locality on anxious attachment style of beginning teachers (Table number 4.16).

62. There is no significant effect of locality on avoidant attachment style of beginning teachers (Table number 4.16).

63. There is significant mean difference between positive reinterpretation and growth coping strategy of male and female beginning teachers (Table number 4.17).

64. There is no significant mean difference between Mental Disengagement Coping Strategy of male and female beginning teachers (Table number 4.17).

65. There is significant mean difference between Focus on and Venting of Emotion Coping Strategy of male and female beginning teachers (Table 4.17).

66. There is no significant mean difference between Use of Social Support Coping Strategy of male and female beginning teachers (Table number 4.17).

67. There is significant mean difference between Active Coping Strategy of male and female beginning teachers (Table number 4.17).

68. There is no significant mean difference between Denial Coping Strategy of male and female beginning teachers (Table number 4.17).

69. There is no significant mean difference between Religious Coping Strategy of male and female beginning teachers (Table number 4.17).

70. There is no significant mean difference between Humor Coping Strategy of male and female beginning teachers (Table number 4.17).

71. There is no significant mean difference between Behavioral Disengagement Coping Strategy of male and female beginning teachers (Table number 4.17).

72. There is no significant mean difference between Restraint Coping Strategy of male and female beginning teachers (Table number 4.17).

73. There is no significant mean difference between Use of Emotional Support Coping Strategy of male and female beginning teachers (Table number 4.17).

74. There is no significant mean difference between Substance Use Coping Strategy of male and female beginning teachers (Table number 4.17).

75. There is no significant mean difference between Acceptance Coping Strategy of male and female beginning teachers (Table number 4.17).

76. There is no significant mean difference between Suppression Coping Strategy of male and female beginning teachers (Table number 4.17).

77. There is no significant mean difference between Planning Coping Strategy of male and female beginning teachers (Table number 4.17).

78. There is no significant mean difference between Total Coping Strategies of male and female beginning teachers (Table number 4.17).

79. There is no significant effect of age on Positive Reinterpretation and Growth Coping Strategy of beginning teachers (Table number 4.18).

80. There is no significant effect of age on Mental Disengagement Coping Strategy of beginning teachers (Table number 4.18).

81. There is no significant effect of age on Focus on venting of Emotions Coping Strategy of beginning teachers (Table number 4.18).

82. There is significant effect of age on Use of Social Support Coping Strategy of beginning teachers (Table no 4.18).

83. There is no significant effect of age on Active Coping Strategy of beginning teachers (Table no 4.18).

84. There is no significant effect of age on Denial Coping Strategy of beginning teachers (Table number 4.18).

85. There is no significant effect of age on Religious Coping Strategy of beginning teachers (Table number 4.18).

86. There is no significant effect of age on Humor Coping Strategy of beginning teachers (Table number 4.18).

87. There is no significant effect of age on Behavioral Disengagement Coping Strategy of beginning teachers (Table number 4.18).

88. There is no significant effect of age on Restraint Coping Strategy of beginning teachers (Table number 4.18).

89. There is no significant effect of age on Emotional Social Support Coping Strategy of beginning teachers (Table number 4.18).

90. There is no significant effect of age on Substance Use Coping Strategy of beginning teachers (Table number 4.18

91. There is no significant effect of age on Acceptance Coping Strategy of beginning teachers (Table number 4.18).

92. There is no significant effect of age on Suppression Coping Strategy of beginning teachers (Table number 4.18).

93. There is no significant effect of age on Planning Coping Strategy of beginning teachers (Table number 4.18).

94. There is no significant effect of age on Total Coping Strategies Strategy of beginning teachers (Table number 4.18).

95. There is significant effect of designation on Positive Reinterpretation and Growth Coping Strategy of beginning teachers (Table no 4.20).

96. There is significant effect of designation on Mental Disengagement Coping Strategy of beginning teachers (Table number 4.20).

97. There is no significant effect of designation on Focus on and Venting of Emotions Coping Strategy of beginning teachers (Table number 4.20).

98. There is no significant effect of designation on Use of Instrumental Social Support Coping Strategy of beginning teachers (Table number 4.20).

99. There is significant effect of designation on Active Coping Strategy of beginning teachers (Table no 4.20).

100. There is significant effect of designation on Denial Coping Strategy of beginning teachers (Table number 4.20).

101. There is no significant effect of designation on Religious Coping Strategy of beginning teachers (Table number 4.20).

102. There is no significant effect of designation on Humor Coping Strategy of beginning teachers (Table number 4.20).

103. There is no significant effect of designation on Behavioral Disengagement Coping Strategy of beginning teachers (Table number 4.20).

104. There is no significant effect of designation on Restraint Coping Strategy of beginning teachers (Table number 4.20).

105. There is no significant effect of designation on Restraint Coping Strategy of beginning teachers (Table number 4.20).

106. There is no significant effect of designation on Substance Use Coping Strategy of beginning teachers (Table number 4.20).

107. There is no significant effect of designation on Acceptance Coping Strategy of beginning teachers (Table number 4.20).

108. There is no significant effect of designation on Suppression of Competing Activities Coping Strategy of beginning teachers (Table number 4.20).

109. There is significant effect of designation on Planning Coping Strategy of beginning teachers (Table no 4.20).

110. There is no significant effect of designation on Total Coping Strategies of beginning teachers (Table number 4.20).

111. There is significant effect of locality on Positive Reinterpretation and Growth Coping Strategy of beginning teachers (Table number 4.26).

112. There is significant effect of locality on Mental Disengagement Coping Strategy of beginning teachers (Table number 4.26).

113. There is no significant effect of locality on Focus on Venting of Emotions Coping Strategy of beginning teachers (Table number 4.26).

114. There is no significant effect of locality on Use of Instrumental Social Support Coping Strategy of beginning teachers (Table number 4.26).

115. There is significant effect of locality on Active Coping Strategy of beginning teachers (Table number 4.26).

116. There is significant effect of locality on Denial Coping Strategy of beginning teachers (Table number 4.26).

117. There is no significant effect of locality on Religious Coping Strategy of beginning teachers (Table number 4.26).

118. There is no significant effect of locality on Humor Coping Strategy of beginning teachers (Table no 4.26).

119. There is no number significant effect of locality on Behavioral Disengagement Coping Strategy of beginning teachers (Table no 4.26).

120. There is no significant effect of locality on Restraint Coping Strategy of beginning teachers (Table number 4.26).

121. There is no significant effect of locality on Use of Emotional Social Support Coping Strategy of beginning teachers (Table number 4.26).

122. There is no significant effect of locality on Substance Use Coping Strategy of beginning teachers (Table no 4.26).

123. There is no significant effect of locality on Acceptance Coping Strategy of beginning teachers (Table number 4.26).

124. There is no significant effect of locality on Suppression of Competing Activities Coping Strategy of beginning teachers (Table number 4.26).

125. There is no significant effect of locality on Planning Coping Strategy of beginning teachers (Table number 4.26).

126. There is no significant effect of locality on Total Coping Strategies of beginning teachers (Table number 4.26).

5.3 CONCLUSIONS

On the basis of findings following conclusions were drawn:

1. There is a significant relationship between Anxious Attachment Style and Emotional Support Coping Strategy as well as a significant relationship was also found between Avoidant Attachment Style and Mental Disengagement Coping Strategy.

2. There is no significant relationship between Secure Attachment Style and Stress Coping Strategies i.e. Positive reinterpretation and growth, Mental disengagement, Focus on and venting of emotions , Use of instrumental social support, Active coping, Denial, Religious coping, Humor, Behavioral disengagement, Restraint, Use of emotional social support, Substance use, Acceptance, Suppression of competing activities, Planning.

3. There is a significant effect of designation on secure attachment style.

4. There is no significant effect of gender, locality and age on attachment styles i.e. secure, anxious and avoidant.

5. There was a significant effect of demographic variables on stress coping strategies i.e.

i. a significant relation was found between gender and positive reinterpretation and growth coping strategy as well as focus on and venting of emotions and active coping strategy.

ii. a significant relation was found between age and use of emotional social support coping strategy.

iii. a significant relation was found between designation and Positive reinterpretation and growth coping strategy, mental disengagement, active coping, denial and planning coping strategies.

iv. a significant relation was found between locality and Positive reinterpretation and growth coping strategy, mental disengagement, active coping and denial coping strategies.

6. No significant effect was found between demographic variables i.e. gender, age, locality and designation on stress coping strategies i.e. use of instrumental social support, religious coping, humor, behavioral disengagement, restraint, substance use, acceptance, suppression of competing activities.

5.4 DISCUSSIONS

The research study showed that 24 % male beginning teachers and 76 % female beginning teachers adopted secure attachment style while 47 % males and 53 % females had anxious attachment style as well as 37 % male and 63 % female adopt avoidant attachment style whereas the research study conducted by Adil (2003) found that men are more likely to demonstrate secure and anxious attachment styles as compared to women. The analysis of research study showed that mostly females (68%) while only (32%) males adopted both type of coping strategies i.e. problem focused and emotion focused

whereas Taylor (2006) indicates that people use both types of strategies to overcome the stressful events, men often prefer problem-focused coping strategies, whereas women often tend towards an emotion-focused response.

The study conducted by the researcher analyzed that there were no significant relationship between attachment styles i.e. (secure, anxious, avoidant) and stress coping strategies except a significant relationship between anxious attachment style and emotional support coping strategy and avoidant attachment style and mental disengagement coping strategy was found. Whereas a research study conducted by Shalchi (2007) on "Attachment styles and Coping with Stress" and analyze the relationship between attachment styles (secure, avoidant, and ambivalent) and three strategies of coping with stress (problem-focused ,positive emotion-focused and negative emotion-focused) and the results revealed a statistically reliable relationship between attachment styles and coping strategies. Secure attachment style was absolutely correlated with problem-focused and positive emotion-focused coping strategy, and negatively associated with negative emotion-focused coping style. Anxious attachment style was positively correlated with positive emotion-focused coping style. Avoidant attachment style was absolutely correlated with problem-focused and negative emotion focused coping styles. He concluded that coping strategies are prejudiced with attachment styles.

5.5 RECOMMENDATIONS

On the basis of the findings of the study following recommendations are proposed.

5.5.1 For the Teachers:

1. Pre- service training may be given to the beginning teachers that how to adjust in the new environment while in service training may be given to the teachers so that they welcome the beginners and facilitate them.

2. The beginning teachers may be attained with positive attitude and behavior to find out their attachment styles and have the knowledge about specific stress coping strategies to adopt for the adjustment in the new environment.

5.5.2 For Educational Management

1. The management may be conduct the test of attachment style at the time of entrance so that every newly inducted teacher could know his/her attachment styles and apply the coping strategies accordingly.

2. The management of the school and colleges may organize seminars and conferences in order to give awareness about the importance of attachment styles and coping strategies for the betterment of school environment.

5.5.3 For Researchers:

There are the following recommendations for the researchers who want to do research in the area of attachment styles and stress coping strategies:

1. The research may be carried out to investigate the relationship of teacher's attachment styles and the learning styles of the students.

2. The beginning teachers' attachment styles, the students learning styles and the effects of those on the academic achievement of the learners may also be investigated as well.

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APPENDIX- A

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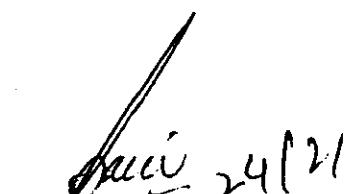
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(کابینہ ڈویژن، حکومت پاکستان)

ایچ ۸/۴، پطرس بخاری روڈ، اسلام آباد (پاکستان)

پی اے بی ایکس: ۹۲۵۰۳۱۱، ۹۲۵۰۳۱۲، ۹۲۵۰۳۱۳ـ۰۵۱

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Ref. NHK/34/02/14

Dated: 05-08-2011

Certificate of Urdu Translation

It is to certify that I have fully satisfied with the standard Urdu translation of "Adult Attachment Scale and Cope Scale" presented by Suman Bashir daughter of Bashir Alam Gandapur Reg. No.67-FSS/MSEDU/F08 resident of 105-A, Block A, Satellite Town, Rawalpind/ and student of M.phil in Islamic University, Islamabad.

(Nazar Hussain Kazmi)

Translation Officer

0322 8571816

TEST APPLICATION FORM

Name of Applicant **SUMAN BASHIR**

Name of Supervisor/Professor **DR. SHMSA AZIZ**

Institution / Department **Deptt of Education, International Islamic Univ**

Test Required: (*title, year, author, edition, and publisher*):

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Purpose: Research / Teaching / Clinical Assessment / Any other **Research**

Topic of research / teaching **Beginning Teacher's Attachment Styles and their Stress Coping strategies in Secondry Schools** .

M.Sc./M.Phil./Ph.D./M.S./Diploma/Any other **MS/M.Phil**

Undertaking

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TEST APPLICATION FORM

Name of Applicant_____ SUMAN AASHIR

Name of Supervisor/Professor_ Dr. SHAMSA AZIZ_____

Institution / Department___ Deptt of Education IIU._____

Test Required: (title, year, author, edition, and publisher):

____ Adult Attachment Style Inventory ____ .

Purpose: Research / Teaching / Clinical Assessment / Any other_ Research .

Topic of research / teaching _ Beginning Teacher's Attachment _

Styles and their Stress Coping Strategies in Secondary Schools .

M.Sc./M.Phil./Ph.D./M.S./Diploma/Any other_____ MS / M. Phil .____

Undertaking

   This is hereby specified that the above mentioned information is correct. I applied for the above mentioned scale after appropriate research and consultation with my supervisor. I am convinced that this Test/Videos/Resource Material is especially relevant to my work. I also understand that I have to follow the copy rights requirements of the test developers and will not violate the ethics of research at any moment. This work is the intellectual property of the author / publisher. No part of this test may be reproduced or photocopied or disseminate or to republish without written permission from the author / publisher. I am also under obligation to share my data and research findings with the TRC of NIP.

Dr. Shamsa Aziz   Suman Bashir   _____

Supervisor/Professor   Student   Practitioner

Permission granted for the above mentioned research only

COORDINATOR
Test Resource Centre
National Institute of Psychology
Centre of Excellence
Quaid-i-Azam University

Coordinator (Signature & Stamp)

Test Resource Centre

National Institute of Psychology, Quaid-i-Azam University

CONSENT FORM

Respected Fellow

I Suman Bashir D/o of Bashir Alam Gandapur is a student of MS Education Program of International Islamic University, Islamabad. I am conducting thesis on the topic titled *"Beginning Teachers' Attachment Styles and their Stress Coping Strategies"*. This instrument is designed for this special purpose to seek the important and the valuable input of the beginning school teachers working under Federal Directorate of Education (FDE), Islamabad and Executive District Officer (E.D.O -Education), Rawalpindi. The data would be kept confidential and would be used only for research purpose. Your cooperation in this regard would be highly appreciated. You are requested to kindly fill in the questionnaire. Thanks in anticipation please.

DEMOGRAPHIC SHEET

Kindly filled in the following requirements:

1. Name:

   _____

2. Gender: Male _____   Female _____

3. Age: _____

4. Job title: _____

5. Designation: _____

6. Residence: Urban _____   Rural _____

Adult Attachment Scale

درج ذیل بیانات غورے سے پڑھیں اور ہر بیان کے سامنے تبادل جوابی صورتوں میں سے کسی ایک کا انتخاب اس خانے میں نشان (✓) لگا کر کریں۔

بہت زیادہ متفق	بہت زیادہ غیر متفق	نہ متفق نہ غیر متفق	غیر متفق	بہت زیادہ غیر متفق	بیانات	No
					میرے لیے دوسروں کے قریب ہونا قدرے آسان ہے۔	۱
					میں اکثر اکیلے پن سے پریشان نہیں ہوتا۔	۲
					مجھے دوسروں پر انحصار کرنا مشکل لگتا ہے۔	۳
					جب آپ کو ضرورت ہوتی ہے تو لوگ کبھی بھی نہیں ملتے۔	۴
					تعلقات میں اکثر اس بات سے پریشان رہتا ہوں کہ لوگ مجھے حقیقتاً پیار نہیں کرتے۔	۵
					میں محسوس کرتا ہوں کہ دوسرے مجھ سے اتنا قریب نہیں ہو پاتے جتنا میں چاہتا ہوں۔	۶
					مجھے دوسروں پر انحصار کرکے سکون ملتا ہے۔	۷
					جب کوئی میرے انتہائی قریب ہو جائے تو میں پریشان نہیں ہوتا۔	۸
					میں دوسروں کے قریب ہونے سے قدرے بے چین ہو جاتا ہوں۔	۹
					جب کوئی میرے انتہائی قریب ہوتا ہے تو میں پریشان ہو جاتا ہوں۔	۱۰
					تعلقات میں، میں اکثر پریشان ہوتا ہوں۔ جب دوسرے میرے ساتھ نہیں رہنا چاہتے۔	۱۱
					میں کسی دوسرے شخص کے ساتھ بالکل گھل مل جانا چاہتا ہوں۔	۱۲
					میری گھلنے ملنے کی خواہش سے اکثر لوگ مجھ سے دور بھاگتے ہیں۔	۱۳
					دوسروں پر انحصار کرکے مجھے سکون ملتا ہے۔	۱۴
					مجھے معلوم ہے کہ جب مجھے فرصت ہوگی تو لوگ میرے پاس ہوں گے۔	۱۵
					میرے لیے دوسروں پر مکمل بھروسہ کرنا مشکل ہوتا ہے۔	۱۶
					اکثر لوگ چاہتے ہیں کہ میں ان کے اتنا زیادہ قریب ہو جاؤں جتنا میں بہتر سمجھتا ہوں۔	۱۷
					مجھے اس کا یقین نہیں کہ ضرورت پڑنے پر میں ہمیشہ دوسروں پر انحصار کر سکتا ہوں۔	۱۸

COPE

درج ذیل بیانات ان تمام طریقوں کے متعلق ہیں جو آپ اپنی زندگی میں ہونی دباؤ سے نمٹنے کے لیے استعمال کرتے رہے ہیں۔ ہر بیان ہونی دباؤ سے نمٹنے کے ایک خاص طریقے کی نشاندہی کرتا ہے آپ اس کو کس حد تک استعمال کرتے رہے ہیں (کتنا زیادہ یا کتنی دفعہ)۔ اس بنیاد پر جواب نہ دیں کہ یہ طریقہ مفید ہے یا نہیں۔ صرف اس بنیاد پر جواب دیں کہ آپ نے وہ طریقہ اختیار کیا یا نہیں۔ ہر بیان کے سامنے جوابی صورتوں میں سے کسی ایک کا انتخاب اس خانے میں نشان (سا) لگا کر کریں۔

بہت زیادہ	کبھی کبھی	بہت کم	کبھی نہیں	بیانات	No
				میں اپنے تجربات کی روشنی میں فرد بننے کی کوشش کرتا ہوں۔	۱
				میں چیزوں سے دھیان ہٹانے کے لیے دوسرے کاموں میں لگ جاتا ہوں۔	۲
				میں دوسروں سے مشورہ لیتا ہوں کہ مجھے کیا کرنا چاہیے۔	۳
				میں اس کے بارے میں کچھ کرنے کے لیے اپنی کوششوں پر توجہ مرکوز کرتا ہوں۔	۴
				میں اپنے آپ سے کہتا ہوں کہ یہ حقیقت نہیں۔	۵
				میں اللہ پر بھروسہ کرتا/کرتی ہوں۔	۶
				میں حالات پر ہنستا ہوں۔	۷
				میں یہ مان لیتا ہوں کہ یہ میرے بس کی بات نہیں اس لیے میں کوشش کرنا چھوڑ دیتا ہوں۔	۸
				میں اپنے آپ کو جلدی میں کام کرنے سے روکتا ہوں۔	۹
				میں اپنے احساسات کے بارے میں دوسروں سے بات کرتا ہوں۔	۱۰
				میں اپنے آپ کو خوش رکھنے کے لیے شراب اور نشیات کا استعمال کرتا ہوں۔	۱۱
				میں اس نظریہ کا قائل ہوں کہ ایسا ہوتا ہے۔	۱۲
				میں حالات کے بارے میں مزید جان جانے کے لیے دوسرے سے بات کرتا ہوں۔	۱۳
				میں غیر ضروری باتوں اور کاموں سے اپنے آپ کو بچنے سے محفوظ رکھتا ہوں۔	۱۴
				میں اس کے علاوہ دوسری چیزوں کے بارے میں خواب دیکھتا ہوں۔	۱۵
				میں پریشان ہوتا ہوں اور حقیقتاً اس سے باخبر ہوتا ہوں۔	۱۶
				میں اللہ سے مدد مانگتا ہوں۔	۱۷
				میں کاموں کی منصوبہ بندی کرتا ہوں۔	۱۸
				میں اسے کا مذاق اڑاتا ہوں۔	۱۹
				میں تسلیم کرتا ہوں کہ کچھ ہو چکا ہے، اسے تبدیل نہیں کیا جا سکتا۔	۲۰
				جب تک حالات اجازت نہیں دیتے میں اس کے بارے میں نہیں کرتا۔	۲۱
				میں اپنے دوستوں اور رشتے داروں سے جذباتی سپورٹ لینے کی کوشش کرتا ہوں۔	۲۲
				میں اپنے مقصد کے حصول کی کوشش کو ترک کر دیتا ہوں۔	۲۳
				میں مسئلے کو حل کرنے کی کوشش کے لیے جذبہ سے اقدام اٹھاتا ہوں۔	۲۴
				میں اپنے آپ کو الکوحل یا نشیات کے ذریعے کچھ وقت کے لیے بھول جانے کی کوشش کرتا ہوں۔	۲۵

بہت زیادہ	کبھی کبھی	بہت کم	کبھی نہیں	بیانات	No
				میں یہ ماننے سے انکار کرتا ہوں کہ ایسا کچھ ہوا ہے۔	۲۶
				میں اپنے جذبات کا اظہار کر دیتا ہوں۔	۲۷
				میں اسے ایک مختلف انداز سے دیکھنے کی کوشش کرتا ہوں تا کہ یہ زیادہ مثبت دکھائی دے۔	۲۸
				میں کسی ایسے شخص سے اس مسئلے کے بارے میں بات کرتا ہوں جو اس کے بارے میں کوئی ٹھوس قدم اٹھائے۔	۲۹
				میں معمول سے زیادہ سوتا ہوں۔	۳۰
				میں کسی دوسرے کی ہمدردی اور سمجھ بوجھ لیتا ہوں۔	۳۱
				میں اس کے بارے میں کم سوچنے کے لیے شراب اور نشیات استعمال کرتا ہوں۔	۳۲
				میں اس کے بارے میں دل لگی کرتا ہوں۔	۳۳
				میں اپنی پسند کی چیز تلاش کرنے کی کوشش ترک کر دیتا ہوں۔	۳۴
				میں اس کو مثبت پہلوؤں کو دیکھنے کی کوشش کرتا ہوں۔	۳۵
				میں اس مسئلے کا بہترین حل نکالنے کے بارے میں سوچ سکتا ہوں۔	۳۶
				میں ایسے ظاہر کرتا ہوں جیسے یہ حقیقت میں ہوا ہی نہیں۔	۳۷
				میں اس بات کو یقینی بنا تا ہوں کہ جلدی کرنے سے معلومات خراب نہ ہوں۔	۳۸
				میں اس کے بارے میں کم سوچنے کے لیے ٹی وی یا فلم وغیرہ دیکھتا ہوں۔	۳۹
				میں حقیقت مان لیتا ہوں کہ یہ واقعہ ہوا ہے۔	۴۰
				میں ایسے تجربہ رکھنے والے لوگوں سے پوچھتا ہوں کہ انھوں نے کیا کیا تھا۔	۴۱
				میں بہت زیادہ جذباتی دباؤ محسوس کرتا ہوں اور ان احساسات کا بہتر طور پر اظہار کرتا ہوں۔	۴۲
				میں مسئلے کے حل کے لیے براہِ راست اقدام کرتا ہوں۔	۴۳
				میں اپنے مذہب میں سکون تلاش کرنے کی کوشش کرتا ہوں۔	۴۴
				میں اپنے آپ کو صحیح وقت پر کچھ کرنے کے لیے انتظار کرنے کے لیے کہتا ہوں۔	۴۵
				میں حالات کا تمسخر اڑاتا ہوں۔	۴۶
				میں اسے مسئلے کو حل کرنے کی کوشش کو کم کر دیتا ہوں۔	۴۷
				میں کیا محسوس کرتا ہوں، اس بارے میں کسی سے بات کرتا ہوں۔	۴۸
				میں شراب اس مسئلے سے نکلنے کے لیے اور نشیات کا استعمال کرتا ہوں۔	۴۹
				میں اس کے ساتھ جینا جانتا ہوں۔	۵۰
				میں اس پر توجہ مرکوز کرنے کے لیے دوسرے کاموں کو ملتوی کر دیتا ہوں۔	۵۱
				میں اس طرح ظاہر کرتا ہوں جیسے یہ ہوا ہی نہیں۔	۵۲

	بہت زیادہ	کبھی کبھی	بہت کم	کبھی نہیں	بیانات	No
					میں تجربات سے کچھ سیکھتا ہوں۔	۵۳
					میں معمول سے زیادہ عبادت کرتا ہوں۔	۵۴
					کیا کرنا ہے؟ اس کی حکمت عمل بنانے کی کوشش کرتا ہوں۔	۵۵
					میں اسے مسئلے سے نمٹنے پر دھیان دیتا ہوں اور اگر ضروری ہو تو دیگر اشیاء کو ایک طرف رکھ دیتا ہوں۔	۵۶
					اس معاملے سے نمٹنے کی کوششوں کی راہ آڑے آنے والی چیزوں سے اجتناب کرنے کی سخت کوشش کرتا ہوں۔	۵۷
					کیا اقدام اٹھانے ہیں؟ اس کے بارے میں سوچنا مشکل ہوتا ہے۔	۵۸
					میں وہی کام کرتا ہوں جو ہو سکتا ہے، ایک وقت میں ایک کام۔	۵۹
					میں پریشان ہو جاتا ہوں اور اپنے جذبات کو نکال دیتا ہوں۔	۶۰