

## **Abstract**

The purpose of the current research was to explore the relationship between stress and coping mechanisms manifested by government school teachers. For this purpose, two indigenous scales were developed by this author, Teachers' Stress Scale (TSS) and Teachers' Coping Scale (TCS), respectively. In phase I, phenomenology for both scales was explored from 10 female and 7 male school teachers. An initial pool of 125 items and 117 items were generated for TSS and TCS, respectively. The item lists were made concise and refined through Tryout phase. The final scales for the main study each contained 47 (TSS) and 42 (TCS) items, respectively. For the main study, a sample of 250 government school teachers (114 men and 136 women), were selected. Factor Analyses was run on each scale, and for both scales, the 3-factor solution emerged as the most acceptable. For the Teachers' Stress Scale, the subscales were Administration-related Problems, External Problems and Class Teaching Problems. The three subscales of Teachers' Coping Scale were: Positive Coping, Surreptitious Coping and Avoidant Coping. The psychometric properties of the two scales were also established and found to be acceptable. Results of Regression Analyses showed that Avoidant Coping was the strongest positive predictor of stress among teachers; however, Surreptitious Coping was also found to be a positive predictor, but with mild significance. Results are also discussed in terms of the relationship between demographic variables and stress and coping. The implications and recommendations are also discussed.