

A STUDY ON COPING TOWARDS STRESS AND AGGRESSION OF BANK EMPLOYEES': COMPARISON ACROSS GENDER

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Abstract : Stress is a biological and psychological response experienced on encountering a threat that we feel we do not have the resources to deal with. Stress has a major impact on mental and physical health. To cope with stressful events, people use different coping strategies. Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Early life stress in humans enhances the risk for psychopathologies, including excessive aggression and violence. The main thrust area of this study is to see the difference in coping strategy towards stress and aggression (inward and outward) among male and female bank employees (20-35 years of age). This study can help in understanding the nature of job pressure which costs and does have an impact on aggression and coping strategy towards stress of bank employees.

The sampling technique for the present study is mainly purposive. Total 100 bank employees (50 males and 50 females) between the age of 20-35 years, have been selected for the study. To see the difference between male and female bank employees with respect to their ways of coping strategies and anger level t- test is used. Correlation is used to see the relation between coping strategy and anger level across gender.

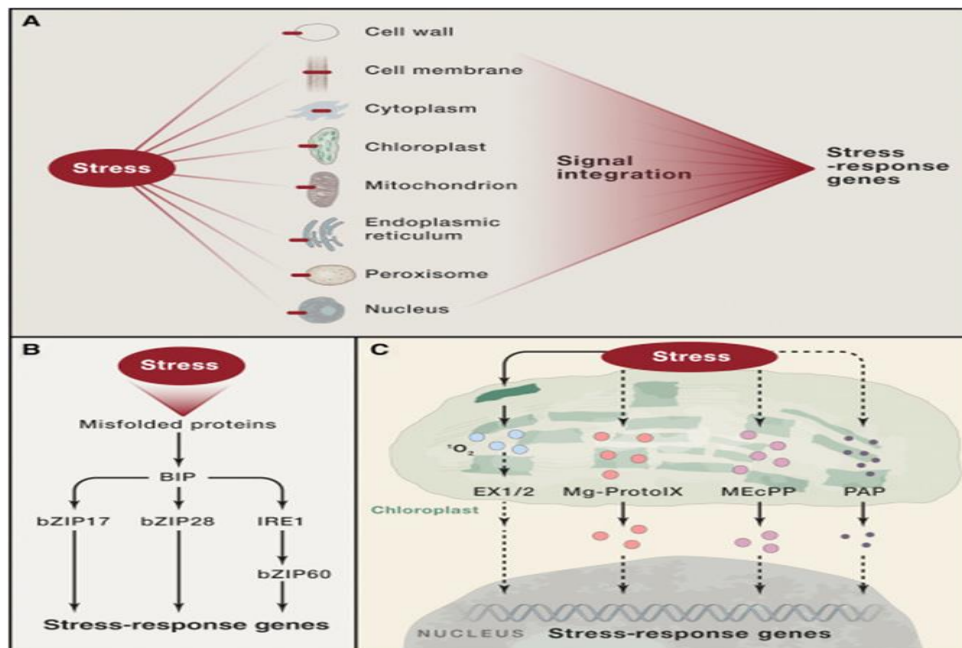
Present study shows that significant gender difference is found in confrontive coping, seeking social support, accepting responsibility, escape avoidance, planful problem solving, and positive reappraisal. Present study shows that significant gender difference is found only in Anger Expression-In (AX-I). The relationship between coping responses and anger expression and control is also an interest area of this study. A significant positive correlation is found between Anger Expression –Out (AX-O) and escape avoidance coping strategy in case of female employees. In case of male bank employees a significant negative relation is found between Anger Expression –Out (AX-O) and self controlling coping.

IndexTerms – Stress , coping , anger expression , sampling techniques.

I. INTRODUCTION

Stress is a biological and psychological response experienced on encountering a threat that we feel we do not have the resources to deal with. A stressor is the stimulus (or threat) that causes stress, e.g. exam, divorce, death of loved one, moving house, loss of job. The term “stress”, as it is currently used was coined by Hans Selye in 1936, who defined it as “the non-specific response of the body to any demand for change”. It has also been defined as “the pattern of specific and nonspecific responses an organism makes to stimulus events that disturb its equilibrium and tax or exceed its ability to cope” (Zimbardo, 1998). Stress is the body's way of responding to any kind of demand or threat. When one senses danger—whether it's real or 0-imagined—the body's defenses kick into high gear in a rapid, automatic process known

as the “fight-or-flight” reaction, or the stress response. Stress was generally considered as being synonymous with distress and dictionaries defined it as “physical, mental, or emotional strain or tension” or “a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize.” Thus, stress was put in a negative light and its positive effects ignored. However, stress can be helpful and good when it motivates people to accomplish more what Selye called eustress.



BIOLOGICAL CAUSES OF STRESS

Everyone has different stress triggers. Work stress tops the list, according to the surveys.

Causes of work stress include:

- Being unhappy in job
- Having a heavy workload or too much responsibility
- Working long hours
- Having poor management, unclear expectations of your work, or no say in the decision-making process
- Working under dangerous conditions
- Being insecure about your chance for advancement or risk of termination
- Having to give speeches in front of colleagues
- Facing discrimination or harassment at work, especially if your company isn't supportive

Life stresses can also have a big impact. Examples of life stresses are:

- The death of a loved one
- Divorce
- Loss of a job
- Increase in financial obligations
- Getting married
- Moving to a new home
- Chronic illness or injury

- Emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem)
- Taking care of an elderly or sick family member
- Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one

Sometimes the stress comes from inside, rather than outside. Individual can stress themselves out just by worrying about things. All of these factors can lead to stress:

- ***Fear and uncertainty***: When people regularly hear about the threat of terrorist attacks, global warming, and toxic chemicals on the news, it can cause to feel stressed, especially because people feel like they have no control over those events. And even though disasters are typically very rare events, their vivid coverage in the media may make them seem as if they are more likely to occur than they really are. Fears can also hit closer to home, such as being worried that won't finish a project at work or won't have enough money to pay your bills this month.
- ***Attitudes and perceptions***: How an individual view the world or a particular situation can determine whether it causes stress. For example, if television set is stolen and take the attitude, "It's OK, my insurance company will pay for a new one," you'll be far less stressed than if you think, "My TV is gone and I'll never get it back! What if the thieves come back to my house to steal again?" Similarly, people who feel like they're doing a good job at work will be less stressed out by a big upcoming project than those who worry that they are incompetent.
- ***Unrealistic expectations***: No one is perfect. If people expect to do everything right all the time, those people destined to feel stressed when things don't go as expected.
- ***Change***: Any major life change can be stressful -- even a happy event like a wedding or a job promotion. More unpleasant events, such as a divorce, major financial setback, or death in the family can be significant sources of stress.



Stress level will differ based on individuals personality and how they respond to situations. Some people let everything roll off their back. To them, work stresses and life stresses are just minor bumps in the road. Others literally worry themselves sick.

Stress can affect all aspects of life, including emotions, behaviour, thinking ability and physical health. No part of the body is immune, but, because people handle stress differently, symptoms of stress can vary. Symptoms can be vague and may be the same as those caused by medical conditions. It is important to discuss them with doctor. People may experience any of the following symptoms of stress.

Emotional symptoms of stress include:

- Becoming easily agitated, frustrated and moody
- Feeling overwhelmed, like individual losing control or need to take control
- Having difficulty relaxing and quieting your mind
- Feeling bad about own self (low self-esteem), lonely, worthless and depressed
- Avoiding others.

Physical symptoms of stress include:

- Low energy
- Headaches

- Upset stomach, including diarrhea, constipation and nausea
- Aches, pains, and tense muscles
- Chest pain and rapid heartbeat
- Insomnia
- Frequent colds and infections
- Loss of sexual desire and/or ability
- Nervousness and shaking, ringing in the ear
- Cold or sweaty hands and feet
- Excess sweating
- Dry mouth and difficulty swallowing
- Clenched jaw and grinding teeth.

Stress has a major impact on mental and physical health. To cope with stressful events people use different coping strategies. Coping is defined as “constantly changing cognitive and behavioural efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person” (Lazarus and Folkman, 1984, p. 141). The two main categories of coping strategies are emotion-focused coping and solution-focused coping. Emotion-focused coping changes a person's emotional response to the stressor. Emotion-focused coping techniques are focused on reducing the negative emotional responses we might experience because of stressors. Problem-focused coping is about trying to deal with the stressor itself so as to avoid the stress response it is causing. Problem-focused coping involves finding practical ways to deal with stressful situations.

Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. That is coping strategies is which reduce stress. In contrast, other coping strategies may be coined as maladaptive, if they increase stress. According to WebMD and Everyday Health, identifying symptoms of stress is important so that they can be dealt with. These symptoms can include dizziness, teeth grinding, acid reflux, appetite loss, tension in shoulders, insomnia, weight loss or gain, forgetfulness and loss of sex drive. In some stress cases, such as those caused by quitting smoking, there are constipation, diarrhea, breathing issues and other higher-level physical symptoms. Coping mechanisms are ways to which external or internal stress is managed, adapted to or acted upon.

Counseling, a stress-management class or discussing problems with someone can be extremely helpful, according to WebMD and Everyday Health. Experimentation with relaxation techniques such as yoga until finding one or several that work can also be effective. Everyday Health points out that exercise is a good replacement activity for some bad habits and is a natural stress reliever. Eating healthfully and restricting intake of caffeine, alcohol and processed sugar also helps people handle stress. Some ways to relieve stress include listening to music, talking to a friend, eating healthy foods and laughing, according to Healthline. Drinking tea, practicing yoga, exercising and getting adequate sleep are also good ways to alleviate stress. Listening to soothing music, particularly classical music, affects the brain and body in a positive way by lowering blood pressure and reducing the stress-related hormone cortisol, explains Healthline. It also helps to call a close friend or loved one to feel reassured during stressful times. Alternatively, a person can try telling himself the reasons why he is stressed and what he can do to overcome the situation. Laughing is also a healthy habit that triggers the release endorphins, which improve mood.

A balanced diet is essential in maintaining healthy stress levels, notes Healthline. Instead of eating sugary and fatty foods, an individual should consume more fruits, vegetables and fish rich in omega-3 fatty acids. Green tea is a good alternative to coffee and energy drinks, as it contains antioxidants and the amino acid theanine, which has the ability to calm the nervous system.

Yoga, tai chi and meditation are systems of mindfulness that involve physical and mental exercises capable of preventing stress, says Healthline. People can also boost their mood immediately by doing simple exercises, such as walking around the office or stretching for a few minutes. Meditating for a few minutes a day helps reduce stress and anxiety. Deep breathing reduces blood pressure and increased heart rate that stress causes. Individuals perform both of these techniques by sitting up straight with eyes closed and slowly breathing, states WebMD.

Talking to others about what is causing the stress can help the stressed individual see things in different perspectives. Calming music lowers blood pressure and reduces a stress hormone known as cortisol, says Healthline. Exercising releases mood-lifting endorphins that combat stress, and a gratitude journal helps a person realize the positive aspects of life instead of the negative ones, notes WebMD. Exercise works well as a stress reliever because it increases endorphins that produce a feeling of well-being, notes Mayo Clinic. Movement also helps refocus the mind. Any physical activity works to help beat stress, including walking, running, swimming or biking. Yoga is a physical activity option that incorporates additional relaxation techniques, such as breathing and mindfulness.

Being mindful and present in the moment helps relax the mind and refocus, states WebMD. Meditation and guided imagery are two practices that create a calming effect. Meditation in particular focuses on breathing and controlling thoughts to reduce stress.

During stressful times, people often feel too busy to participate in hobbies or favorite activities. Taking a break from the stress to do a hobby, volunteer, create art, or otherwise do something enjoyable may increase relaxation, according to WebMD. The specific activity depends on the preferences and interests of the individual.

Reaching out to others provides a distraction and taps into a support network, says Mayo Clinic. Instead of withdrawing, an individual may feel better by meeting up with a friend, calling someone, or participating in a social event.

Coping strategies are also categorized as Confrontive coping, Distancing, Self-controlling, Seeking social support, Accepting responsibility, Escape-Avoidance, Planful problem-solving and Positive reappraisal.

- **Confrontive Coping:** describes aggressive efforts to alter the situation and suggests some degree of hostility and risk-taking. (Anger)
- **Distancing:** describes cognitive efforts to detach oneself and to minimize the significance of the situation. (Denial)
- **Self-Controlling:** describes efforts to regulate one's feelings and actions.
- **Seeking Social Support:** describes efforts to seek informational support, tangible support, and emotional support.
- **Accepting Responsibility:** acknowledges one's own role in the problem with a concomitant theme of trying to put things right. (Acceptance)
- **Escape-Avoidance:** describes wishful thinking and behavioral efforts to escape or avoid the problem. Items on this scale contrast with those on the Distancing scale, which suggest detachment. (Bargaining)
- **Planful Problem Solving:** describes deliberate problem-focused efforts to alter the situation, coupled with an analytic approach to solving the problem. (Acceptance)

• **Positive Reappraisal:** describes efforts to create positive meaning by focusing on personal growth. It often also has a religious dimension.

The women scored significantly higher than the men on the emotional and avoidance coping styles and lower on rational and detachment coping. The men were found to have more emotional inhibition than the women (M.Pilar Matud, 2004).

Early life stress in humans enhances the risk for psychopathologies, including excessive aggression and violence. The term **aggression** refers to a range of behaviors that can result in both physical and psychological harm to oneself, other or objects in the environment. This type of social interaction centers on harming another person, either physically or mentally.

Aggression can take a variety of forms, including:

- Physical
- Verbal
- Mental
- Emotional

Aggression can also serve number of different purposes:

- To express anger or hostility
- To assert dominance
- To intimidate or threaten
- To achieve a goal
- To express possession
- A response to fear
- A reaction to pain
- To compete with others

Psychologists also distinguish between two different types of aggression:

1. Impulsive Aggression

Impulsive aggression, also known as affective aggression, is characterized by strong emotions, usually anger. This form of aggression is not planned and often takes place in the heat of the moment.

When another car cuts you off in traffic and you begin yelling and berating the other driver, you are experiencing impulsive aggression.

2. Instrumental Aggression

Instrumental aggression, also known as predatory aggression, is marked by behaviors that are intended to achieve a larger goal. Instrumental aggression is often carefully planned and usually exists as a means to an end.

Hurting another person in a robbery or car-jacking is an example of this type of aggression. The aggressors goal is to obtain money or a vehicle, and harming another individual is the means to achieve that aim.

There are some factors which affect aggression----

Researchers have suggested that individual who engage in affective aggression, defined as aggression that is unplanned and uncontrolled, tend to have lower IQs than people who display predatory aggression. Predatory aggression is defined as aggression that is controlled, planned and goal-oriented.

Number of different factors can influence the expression of aggression. Biological factors can play a role. Men are more likely than women to engage in physical aggression. While researchers have found that women are less likely to engage in physical aggression, they also suggest that women do use non-physical forms such as verbal aggression, relational aggression, and social rejection.

Environmental factors also play a role, including how people were raised. People who grow up witnessing more forms of aggression are more likely to believe that such violence and hostility are socially acceptable. Bandura's famous Bobo doll experiment demonstrated that observation can also play a role in how aggression is learned.

Children who watched a video clip where an adult model behaved aggressively toward a Bobo doll were more likely to imitate those actions when given the opportunity.

There are several causes of aggression---

Biological causes

Genetic predisposition - A particular characteristic present in parents is likely to be passed on to their children. Certain character traits are hereditary. Copsps (in Bauer & Shea 16 1999:71) agrees that approximately 30% of fathers and 20% of mothers of children with attention deficit hyperactivity disorder have inherited the disorder themselves.

The genetic element called the Y chromosome that is transmitted from father to son is associated with abnormal tallness (asynchrony) and abnormal aggressiveness in the males comprising the normal XY constitution (Groebel & Hinde 1989:48). Thus, those males with a XYY constitution manifested hyper-aggressiveness and also maintained an unusual, 'supermale' image. Any child with this XYY chromosome abnormalities is amenable to aggression, since he is exposed to all intricacies of parental, familial and cultural influences during his development. The chromosomally abnormal children can be identified by an increased incidence of severe temper tantrums and more behaviour problems, i.e. lability of mood and unstable impulsivity and a lower Intelligence Quotient (IQ) than that of the control group, delayed speech development and dyslexia, although they seem to perform on average in Mathematics.

Psychoneurology - Children who are hyperactive, inattentive and disruptive could be afflicted with a neurologic disease called encephalitis (Bauer & Shea 1999:72). Such children are considered 'brain damaged' or 'behaviour disordered'. Due to the distaste of the word 'damage', the name of the condition was changed to 'minimal brain dysfunction'. This caused aggressive behaviour in children.

It was discovered that an important transmitter called serotonin is an important regulator of self-esteem and aggression as well as one's position in the social hierarchy (Sylvester 1997:75). High levels of serotonin are associated with high self-esteem, smooth control and social status, and the converse is also true. Low levels of serotonin are related to impulsive, reckless, violent or suicidal behaviour (Bauer & Shea 1999:75). Neurochemical researchers discovered

that people who use alcohol to deal with depression increase their serotonin levels for a short term. Thereafter, it depletes stored serotonin and finally increases their impulsive control (Bauer & Shea 1999:75).

All individuals in all societies, irrespective of age, are known to be temperamental. Observable temperamental characteristics include withdrawal, poor attention span, insensitive reaction, distractibility and moodiness. Temperament is adaptable and has a genetic component.

Family related causes

Discipline - Szyndrowski (2005:9) observed that between 3,3 and 25 million children throughout the world experience some form of domestic violence each year. This ongoing process of child maltreatment may cause disturbances in their care-taking. Bauer and Shea (1999:120) state that extreme measures of discipline may lead to child abuse and child neglect. Child abuse may take verbal, physical, mental and sexual harassment forms. Under those circumstances, the victim's health and welfare is harmed. Child neglect refers to the parent's failure to provide for the physical, medical, emotional or educational needs of the child by the individual responsible for his/her welfare. Research findings state that family interaction patterns and parental discipline practices strongly affect the development of aggressive behaviour in children. Parental behaviour may teach children some values, morals, problem-solving techniques and pro-social behaviour. If parents intervene ineffectively in the lives of their children the parents may inspire children with aggressive behaviour in their general conduct.

Upbringing

The most vulnerable learners come from one-parent households, which may be due to bereavement, divorce or the unmarried status of the existing parent. It may also be related to being left in the foster care of grandparents or being left alone by living parents who work in urban areas (Hernandez 1994:19). Rural secondary school learners develop on their own towards adulthood and have to learn values from the street. These children are more at risk to aggression because they experience more alienation, indifference and antagonism. Bauer and Shea (1999:117) acknowledge that the absence of the father figure in the family may lead to low self-esteem, susceptibility to group influence and juvenile delinquency. Obviously, the age-segregated peers will take advantage of the situation and thus fill the void left by parents (Safran 1995:66) and the learners may not learn the culturally established patterns of co-operation and mutual concern (Bauer & Shea 1999:102). Eventually, the learners will only depend on social settings comprising a small circle of friends with a 20 limitation of their friendships to school bus, telephone conversations and pre-arranged activities (Farmer & Hollowell 1995:154; Bauer & Shea 1999:117).

Aggressive parents

Research indicates that between 50% and 75% of male aggressors also abuse their children (Bauer & Shea 1999:9). Parents who are aggressive during disagreements, may ultimately handle disharmony in a noisy and moody way. In the heat of the moment, either party may indulge in verbal offensives or subject another to physical aggression. A boy-child who observes his father regularly beating his mother each time they have differences, is likely to batter his partner in an attempt to coerce her unto submission (Szyndrowski 2005:11). A girl-child who observes that her mother subjects her partner to verbal slurs, will learn to humiliate others verbally if things do not go her way. Szyndrowski (2005:9) says that parents who address their children in vulgar language terms may imprint such behaviour in them and subsequently adapt it to their way of life..

In the end, the children who witnessed abusive relationships are likely to exhibit problems relating to authority, psychosomatic complaints, fear and distrust of close relationships or patterns of over-compliance and fearfulness (Szyndrowski 2005:10).

Parental substance abuse

Parents who abuse substances try to maintain a closed home environment where everyone is controlled. That is problematic to adolescents who aspire to develop personal autonomy and a sense of self (McAdams & Lambie 2003:1). There is limited space for personal freedom, since they have to yield to their irrational parents. Thus, adolescents may also fall into the dependency syndrome. Ultimately, they'd fail to establish and maintain meaningful, wholesome relationships with others. Since old habits have a propensity to stabilize (in Szyndrowsky 2005:9) aggressive learners take their learned roles as enablers to the classrooms whereby both colleagues and educators alike may be recruited as co- 22 conspirators in drug abuse (Powell et al 1995:55). This badly influences the school environment.

In a way, such children learn the skill of denial (of the problem). They have difficulty in expressing their feelings; they learn to keep their feelings to themselves. Finally, these children cannot deal with emotionally charged situations appropriately.

Parental role models

Some learners like to use as models their fathers' use of alcohol and drugs, as well as how they terrorize their mothers and siblings. They may also rape girls while in a drunken stupor in gang-polluted areas like the Cape Flats. Physical fights may be a good alternative when reason is relegated to cowardice. Struggling for recognition, such learners may rebel against any authority in order to be praised and equally feared. A heartbreaking incident occurred whereby a six-month pregnant lady educator was kicked in the stomach by an angry learner (Mohamed & Nandipha 2005:23). The learner had the audacity to do harm to the educator because it was customary for parents to storm the schoolyard and beat up their children's educators for reprimanding or disciplining them.

Environmental causes

Community related causes

Most secondary school learners residing in rural areas do not have before and after school programmes that help to prevent them from admiring the antisocial lifestyles that surround them. Seeing their models and other people in their neighbourhood gaining more respect and status because of their notoriety might adversely inspire young adolescents to emulate them. And in instances of experiencing rejection, the learner may indulge in aggressive behaviour to be accepted by gangsters (Christie, Jolivetti & Nelson 2000:1).

Learners who come from abusive families are sometimes withdrawn. They mostly meditate about the possible panaceas to their social problems that make life more and more meaningless with each passing day. However, armed with a denial skill, they learn to attain emotional support by antisocial means (Forgatch & Patterson 1998:86).

Peer culture

The peer culture is perceived to be in conflict with that of adults. Secondary school learners typically turn to their peers for guidance in matters of dress, identity, social attitudes and "acceptable" behaviour (Bauer & Shea 1999:10). To be accepted in a group, a new member should conform. Carter (2002:30) observed that groups are often gregarious

in nature. If aggression is considered an acceptable norm among the members, it is expected of everyone to conform to its culture. Demonstration of disruptive behaviour on others in and out of the classroom may be a fitting way to gain peer approval or recognition (Gable, Arllen & Hendrickson 1995).

Among the peer group, individual perception doesn't count. Each member is dependent on their daily negotiation of conflicting information of who they want to be and what they are told they were (Carter 2002:30). The approval-disapproval syndrome is neither consistent nor empowering, for the peers develop precarious self-images and are forever engulfed in doubt (Carter 2002:30).

Recently, there has been an upsurge of female gangs that are independent of the males (Lal et al 1993:16). All gangs, irrespective of gender, commit the following acts: disruptive and antisocial behaviour, face-to-face confrontations, intimidation, assaults, fights, defying authority, vulgar language use, committing illegal and violent acts (Lal et al 1993: 20). Very important, however, is that youth gangs exist primarily for social reasons and their illegal activities are usually crimes of vandalism. Vandalized property is a common sight in the schools being studied.

Substance abuse

Alcohol, the most accessible drug to secondary school learners, often produces psychomotor stimulation effects that lead to increases in sensation-seeking and impulsivity, as well as increases in confrontational and provocative behaviour (Breslow & Smothers 2004:6). Powell et al (1995:35-6) state that 19% of the secondary school learners use alcohol weekly. Breslow and Smothers (2004:6) observe that aggressive behaviour associated with the stimulation effects includes sexual aggression, family and marital violence, child abuse and suicide. Alcohol dampens feelings of stress and anxiety, it diminishes fear and disinhibits aggressive behaviour that could be inhibited by fear, it heightens pain sensitivity and the significance of provocation. Heightened pain, in itself, expedites aggressive behaviour (Breslow & Smothers 2004:6). Alcohol interferes with the user's cognitive functioning, particularly the executive functioning, because the intoxicated person can't select appropriate response options and can't effectively inhibit behaviours (Breslow & Smothers 2004:7). Accordingly, Powell et al (1995:36) say that acute intoxication also leads to slurred speech, unsteady gait, perceptual distortions and mood swings. Eventually, anyone intoxicated with alcohol, will fail to monitor his/her own behaviour to assess its appropriateness.

School related causes

Educator role models

Carter (2002:28) observed that educators who terrorise learners into submission for any reason might synchronously incite intolerance and fear, especially if they are further managed with hostility and conflict in lieu of the school ethos. Thus, boys would adopt the dictatorial model of the male educators and girls would be enticed by the verbal aggression of their female educators. Carter (2002:97) posits that a battery of hostile and abusive remarks by educators sow antagonistic feelings in learners.

Educator-learner relationships

Duncan (1999:129-30) posits that learners react aggressively if their classroom environment continues to further the alienation, as opposed to a controlled classroom milieu. Mostly, such a situation is aimed at suppressing behaviour instead of teaching any skills. Ideally, educators should be pillars of strength and hope in this relationship. However, there are unhappy educators at schools who are characterised by low retention levels, poor support to their learners, little allocation of time to develop the curricula, rare completion of their paperwork and failure to plan ahead.

Educator interaction and instruction

Negative reinforcement Bauer and Shea (1999:146) define 'negative reinforcement' as 'the contingent of an aversive stimulus that results in increased behaviour production to escape or avoid the aversive stimulus'. Educators who present learners with too difficult tasks during instruction, reinforce the learners' off-task behaviour. When learners

are attracted to and focuses on something else other than the content imparted to them during the lesson, their behaviour is said to be off-task. According to DePaepe, Shores, Jack and Denny (1996:316), learners engage in aggressive behaviour in order to escape or avoid the educators' aversive 31 instruction. Instructing behaviourally disordered learners to perform tasks that expose their knowledge level, is likely to expedite their aggressiveness and lower their level of compliance (Harrison, Gunter, Reed & Lee 1996:184). Learners with language problems, as observed by Harrison et al (1996:185), may choose to act out, so that they disengage from the lesson upon experiencing failure to respond appropriately to questions.

Uncritical instruction

Uncritical instruction does not incorporate the background, experience, knowledge and interests of the learners and the authentic tasks in the teaching-learning process. The critical pedagogy based on the critical theory (Bauer & Shea 1999:149) posits that any didactic milieu that emphasises form rather than meaning and correctness over creativity and divergent thinking stimulates learners' aggression. Compared to the dialogical educator/learner interactions, uncritical instruction is educator-centered and is therefore unhelpful. Since it is characterized by competition and less co-operation, learners may manifest confrontational and antagonistic body language whenever they are assigned a task (Carter 2002: 31). Often learners fail to acquire meaningful listening skills. Powerful or gifted learners domineer and are also heaped with lots of praises while their weaker counterparts may be condemned viciously. Secondary school learners who are criticized negatively feel alienated and belittled. Thus they adopt a negative attitude towards lessons and finally behave aggressively so as to draw attention.

Curriculum and language problems

All instructional materials and activities designed against the learners' interests may be considered too boring and complex to be comprehended. Learners find the curricular tasks too individualistic, especially if groupwork is not central in their instruction (Cornwell and Bawden 1992). If the learners are denied the opportunity to learn from their peers in class, they indulge in disruptive behaviour as a way to escape the embarrassment.

Learners who are not competent in the language of instruction would always feel marginalized by their more capable peers. The language of the curriculum should accommodate less competent learners, else they will opt for disruptive behaviour for fear that they may be less favoured by the level of difficulty of the content that uses the language that undermines their intellectual abilities. Aggressive reactions become a norm to them.

Survey findings, recently reviewed by Smith (1984), have shown repeatedly that men have more favorable attitudes than women toward aggressive and violent behavior in realms as diverse as international relations and war, social control and law enforcement, interpersonal relations, and the portrayal of violence on television. Specifically, the traditional male role encompasses norms of chivalry as well as aggressiveness (see Eagly & Crowley, 1986). On the other hand, the traditional female gender role places little emphasis on aggressiveness. Also, the primacy that this role gives to caring and other communal qualities (see Eagly & Crowley, 1986) may favor behaviors incompatible with aggressiveness toward other people. In addition, the female gender role emphasizes avoiding physical harm to oneself. In particular, rules of caution and avoidance of strangers, intended in part to lessen the possibility that girls and women become victims of sexual assault (e.g., see U.S. Department of Justice, 1979), may lead women to be less aggressive than men in situations in which physical retaliation is likely.

REVIEW OF LITERATURE

Coping strategy to stress and gender difference:

- **J. T. Ptacek Ronald E. Smith Kenneth L. Dodge (1994)** conducted a study gender difference in coping with stress and revealed that Although men and women were similar in their cognitive appraisal of the situation, they nonetheless reported differences in preparatory coping. Women reported seeking social support and using emotion-focused coping to a greater extent than men, whereas men reported using relatively more problem-focused coping than women.
- **[M.Pilar Matud \(2004\)](#)** showed that the women scored significantly higher than the men on the emotional and avoidance coping styles and lower on rational and detachment coping. The men were found to have more emotional inhibition than the women.
- **[Enderl and Parker, \(1990\)](#)** have found that women tend to use coping strategies that are aimed at changing their emotional responses to a stressful situation, whereas men use more problem-focused or instrumental methods of handling stressful experiences.
- **[Ptacek et al., \(1994\)](#)** aslo found the same result as **[M.Pilar Matud \(2004\)](#)**.
- **Heike Eschenbeck et.al., (2007)** conducted a study that focuses on gender effects and interactions between gender, type of stressful situation, and age-group in coping strategies in childhood and adolescence. Finding shows that girls scored higher in seeking social support and problem solving, whereas boys scored higher in avoidant coping.
- **Tamres, L. K et. al., (2002)** used meta-analysis to examine recent studies of sex differences in coping. Women were more likely than men to engage in most coping strategies. The strongest effects showed that women were more likely to use strategies that involved verbal expressions to others or the self—to seek emotional support, ruminate about problems, and use positive self-talk. These sex differences were consistent across studies, supporting a dispositional level hypothesis. Other sex differences were dependent on the nature of the stressor, supporting role constraint theory.
- **Brougham, R. R. et. al., (2009)**, conducted a study to examine the sources of stress (academics, financial, family, social, and daily hassles) and coping strategies (self-help, approach, accommodation, avoidance, and self-punishment) of 166 college students. The relationship between sex, specific sources of stress, and coping strategies was also investigated. Students completed a stress assessment inventory and a stress coping inventory based on a 5-factor revised COPE model (Zuckerman and Gagne Journal of Research in Personality, 37:169–204, 2003). Results found that college women reported a higher overall level of stress and greater use of emotion-focused coping strategies than college men. College men and women also reported different coping strategies for different stressors; however the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women.
- **Broderick, P. C. (1998)** Investigated the preference for ruminative or distracting coping in 174 4th- and 5th-grade students. Participants' coping styles were assessed for academic, family, and peer problem situations by means of quantitative and free response analyses. Girls were more likely than boys were to endorse a ruminative approach to deal with all stressors. Spontaneous responses to vignettes depicting problems revealed that girls produced more ruminative and self-focusing responses to all problem areas, whereas boys used more problem-solving and distraction.

- **Eaton, R. J., & Bradley, G. (2008)**, conducted a study that investigated the role of gender and negative affectivity (NA) in stressor appraisal and coping selection. Differential exposure to stressors was controlled by requiring participants to rate the stressfulness of identical hypothetical scenarios. As predicted, women rated the scenarios as more stressful than men, and perceptions of stressfulness increased with participant NA. Women endorsed the use of emotion-focused coping strategies more than men, even when perceived stressfulness was controlled. NA predicted use of both emotion- and avoidance-focused coping, although only the latter association remained significant after controlling for stressor appraisals. Gender × NA interaction effects were not significant.
- **Rosario, M., Shinn, M., Mørch, H., & Huckabee, C. B. (1988)** summarized that two theories have been advanced to explain gender differences in coping. Socialization theory states that women are socialized into using less effective coping strategies than men. Role constraint theory affirms that no gender differences in coping exist when men and women occupy the same roles. Three studies, where the roles occupied by women and men were the same, were conducted to test the theories. Two of them also compared role constraint and socialization theories for social support. The results for coping did not support the socialization theory and partially supported the role constraint theory. With one exception, men and women did not differ in the ways they coped with similar role stressors. The results for social support indicated that women reported using more support than men in similar role situations. These findings suggest that higher levels of psychological disturbance among women cannot be attributed to their coping styles independent of their social roles.

Aggressiveness and Gender difference:

- **Smith (1984)**, have shown repeatedly that men have more favorable attitudes than women toward aggressive and violent behavior in realms as diverse as international relations and war, social control and law enforcement, interpersonal relations, and the portrayal of violence on television.
- **Bjorkqvist, Lagerspatz, & Kaukainen, (1992)** revealed that in Finland adolescent girls are much more likely to engage in indirect aggression than teenage boys.
- **John Archer (2012)** showed sex differences in physical aggression are found early in childhood, and are maintained through childhood into adulthood. There is a smaller difference for verbal aggression. Girls show more indirect aggression throughout childhood, in particular in adolescence.
- **Kaj Björkqvist (1994)** argued that it is incorrect, or rather, nonsensical, to claim that males are more aggressive than females.
- **Kirsti M. J. Lagerspetz et.al (1998)** found that girls made greater use of indirect means of aggression, whereas the boys tended to employ direct means. Because indirect aggression has rarely been satisfactorily studied with tests of aggression, this finding may help to explain 1) the generally lower correlation found between peer-rated and self-rated aggression in girls than among boys (indirect means not being so readily recognized by the subject as a kind of aggression) and 2) the low stability of aggressiveness in girls often found in developmental studies.
- **Archer, John (2004)** found that direct, especially physical, aggression was more common in males and females at all ages sampled, was consistent across cultures, and occurred from early childhood on, showing a peak between 20 and 30 years. Anger showed no sex differences. Higher female indirect aggression was limited to later childhood and adolescence and varied with method of measurement. The overall pattern indicated males' greater use of costly methods of aggression rather than a threshold difference in anger.

- **Jerry L. Deffenbacher (2003)**, tested hypotheses from state-trait anger theory applied to anger while driving. High and low anger drivers drove equally often and as many miles, but high anger drivers reported more frequent and intense anger and more aggression and risky behavior in daily driving, greater anger in frequently occurring situations, more frequent close calls and moving violations, and greater use of hostile/aggressive and less adaptive/constructive ways of expressing anger. In low impedance simulations, groups did not differ on state anger or aggression; however, high anger drivers reported greater state anger and verbal and physical aggression in high impedance simulations. High anger drivers drove at higher speeds in low impedance simulations and had shorter times and distances to collision and were twice as likely to crash in high impedance simulations. Additionally, high anger drivers were more generally angry. Hypotheses were generally supported, and few gender differences were noted for anger and aggression.

- **Crick, Nicki R.; et.al. (1997)** This research was designed as an initial attempt to assess relational aggression in preschool-age children. Our goal was to develop reliable measures of relational aggression for young children and to use these instruments to address several important issues (e.g., the relation between this form of aggression and social-psychological adjustment). Results provide evidence that relationally aggressive behaviors appear in children's behavioral repertoires at relatively young ages, and that these behaviors can be reliably distinguished from overtly aggressive behaviors in preschool-age children. Further, findings indicate that preschool girls are significantly more relationally aggressive and less overtly aggressive than preschool boys. Finally, results show that relational aggression is significantly related to social-psychological maladjustment.

- **Paquette, J. A., & Underwood, M. K. (1999)** found that gender differences were explored in experiences of social and physical aggression of adolescents (39 boys and 37 girls; mean age 13.8). They reported the frequency of experiencing physical aggression and social aggression, described in detail past incidents of peer victimization, and completed the Self-Perception Profile for Adolescents. The most common social aggression reported was being gossiped about, and the majority of adolescents reported that the aggressor was of the same gender. Although both genders reported equal frequencies of social aggression, girls thought about it more and were more distressed by it than were boys. Frequency of social aggression was more strongly related to girls' self-concepts than to boys'. This research provides evidence that young adolescents, and especially victimized girls, are hurt by social aggression.

- **Salmivalli, C., & Kaukiainen, A. (2004)**, looked for evidence supporting the hypothesis that girls are more indirectly aggressive than boys by 1) comparing the average scores of girls and boys on the Direct Indirect Aggression Scales [Björkqvist et al., 1992b], and 2) by comparing the distributions of boys and girls in five cluster groups representing different 'aggression profiles', or combinations of values in physical, verbal, and indirect aggression. The subjects were 526 children in three separate age groups: 10, 12, and 14 years. While boys were, on average, both directly and indirectly more aggressive than girls, the cluster analysis revealed a group of highly aggressive adolescents whose use of aggression was predominantly indirect.

➤ **SIGNIFICANCE OF THE STUDY:**

The aim of the present study is to see the difference in coping strategy towards stress and aggression (inward and outward) among male and female bank employees (20-35 years of age). This study can help in understanding the nature of job pressure which costs and does have an impact on aggression and coping strategy towards stress of bank employees. This will show how.

METHODOLOGY

a) **RESEARCH PROBLEM:** A study on coping towards stress and aggression of bank employees: Comparison across gender.

b) **OBJECTIVES:**

1. To determine the significant difference between male and female employees with respect to their coping strategy to stress.
2. To determine the significant difference between male and female employees with respect to their aggression level.
3. To determine need based measures for those having higher aggression and poor coping.

c) **HYPOTHESES:**

1. Ho- There is no significant difference between male and female employees with respect to their coping strategy to stress.
2. Ho- There is no significant difference between male and female employees with respect to their aggression level.
3. Ho- There is no significant relationship between coping strategy and aggression level among female employees.
4. Ho- There is no significant relationship between coping strategy and aggression level among male employees.

d) **SAMPLE**

The sampling technique for the present study is mainly purposive. Total 100 individuals (50 males and 50 females) between the age of 20-35 years, have been selected for the study.

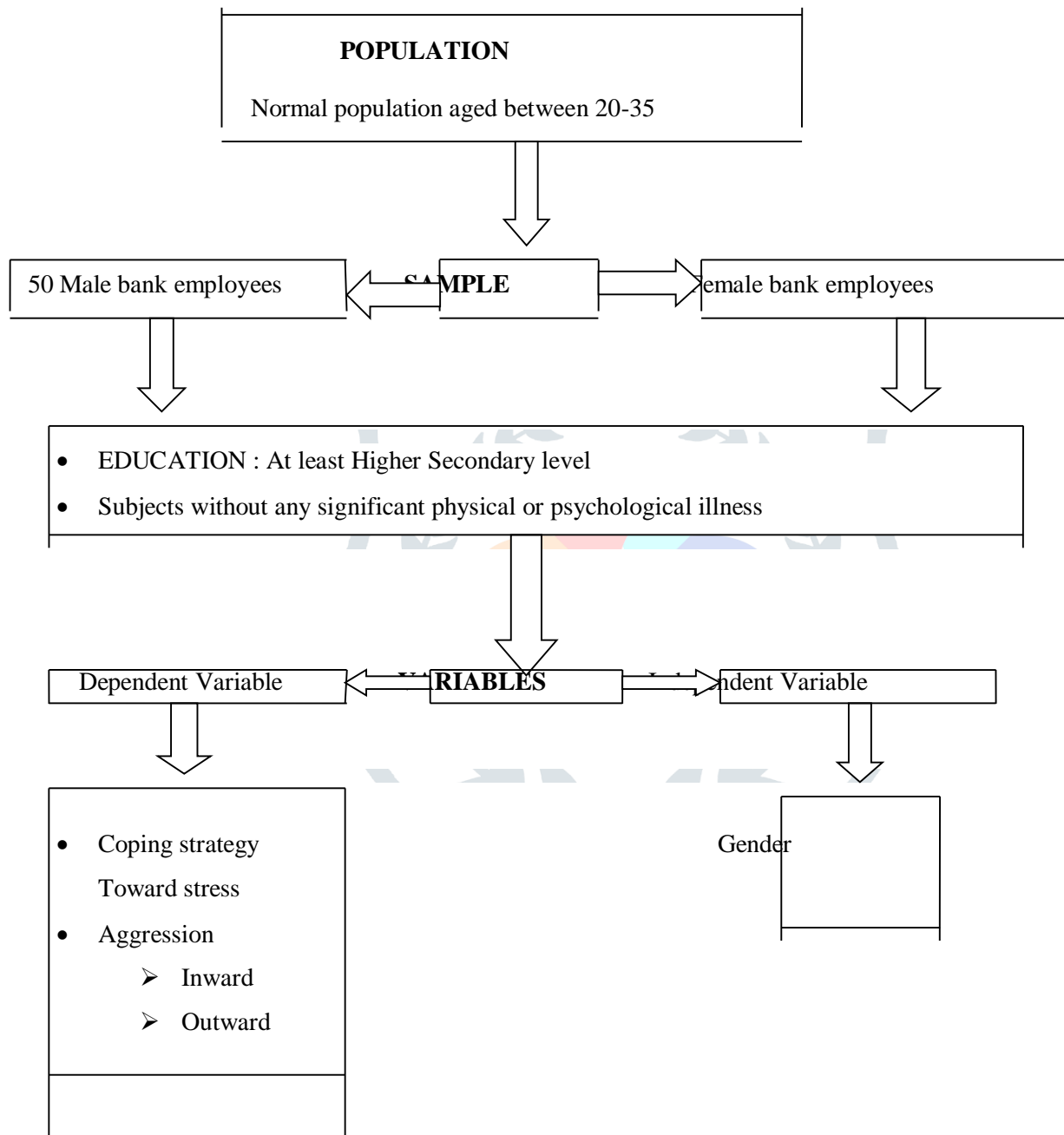
INCLUSION CRITERIA

- Age between 20-35 years.
- Educational qualification must be H.S level.
- Both male and female can participate in this study.
- Working in bank both government and private.

EXCLUSION CRITERIA

- History of any psychiatric illness.
- Individuals use substance in dependence level.
- Individuals having any traumatic experience within 3 months.

SCHEMATA OF THE STUDY



CONCEPTS AND OPERATIONAL DEFINITION OF VARIABLES:

For this study the variables are defines as follows:

1. *Coping Strategy*: A coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict.
2. *Aggression*: The term **aggression** refers to a range of behaviors that can result in both physical and psychological harm to oneself, other or objects in the environment.
3. *Gender*: It refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

e) DESCRIPTION OF THE TOOLS:

Following tools are used to collect data in this study:

- Information schedule
- General health questionnaire
- Ways of coping questionnaire
- State Trait Anger Expression Inventory -2 (STAXI-2)

- **INFORMATION SCHEDULE**

It is the record of the demographic information about the such as their name, age, sex, educational qualification, occupation, family income per participants month, medical condition, substance history and special note (if any).

- **GENERAL HEALTH QUESTIONNAIRE-28 (GHQ-28, Goldberg and Hillier, 1979)**

- *Name of the author(s)*- Goldberg and Hiller (1979)
- *Number of items* – 28
- *Dimensions or domains* - It consists of four subscales for somatic symptoms, anxiety and insomnia, social dysfunction and severe depression.
- *Reliability* - 0.8
- *Validity*- 0.88
- *Scoring* - Scoring was done by GHQ method (0-0-1-1) as suggested by Goldberg and Hillier (1979). Threshold for case identification was taken as 4 to 5, i.e, score signifies non psychiatric and 5 signifies a psychiatric case. Total score ranges from 0 to 28.

- **WAYS OF COPING QUESTIONNAIRE (WOC- Folkman and Lazarus,1980)**

- *Name of the author(s)*- Folkman and Lazarus (1980)
- *Number of items* – 66
- *Dimensions or domains* – Eight types of coping strategy.
- *Reliability* - Chronbach's alpha for the full WOC is 0.94.
- *Validity*- Good predictive validity.
- *Scoring* - It is a four point Likert scale ranging from 0-not used to 3-used a great deal.

Item no.	Scale
6, 7, 17, 28, 34, 46	Confrontive coping
12, 13, 15, 21, 41, 44	Distancing
10, 14, 35, 43, 54, 62, 63	Self controlling
8, 18, 22, 31, 42, 45	Seeking Social Support
9, 25, 29, 51	Accepting Responsibility
11, 16, 33, 40, 47, 50, 58, 59	Escape Avoidance
1, 26, 39, 48, 49, 52	Planful Problem Solving
20, 23, 30, 36, 38, 56, 60	Positive Reappraisal

• **STATE TRAIT ANGER EXPRESSION IVENTORY -2 (STAXI-2, Thomas M. Brunner, Charles D. Spielberger, 1999)**

- *Name of the author(s)*- Thomas M. Brunner, Charles D. Spielberger (1999)
- *Number of items* – 57
- *Dimensions or domains* – STAXI-2 includes six scales plus an Anger Expression Index (an overall measure of total anger expression). The six scales are as follows:

The State Anger Scale assesses the intensity of anger as an emotional state at a particular time. It has three sub-scales.

The Trait Anger Scale assesses how often angry feelings are experienced over time. It has two sub-scales.

The Anger Expression and Anger Control scales assess four relatively independent traits:

- Expression of angry feelings towards other persons or objects in the environment (Anger Expression Out).
 - Holding in or suppressing angry feelings (Anger Expression-In).
 - Controlling angry feelings by preventing the expression of angry feelings towards other persons or objects in the environment (Anger Control-Out).
 - Controlling angry feelings by calming down or cooling off (Anger Control-In).
- *Reliability* - Alpha coefficients for the normative data of STAXI-II, including both the general and psychiatric population, were above .84 for all scales and subscales, except for T-Ang/R, which had an alpha coefficient of .76 and .73 for women and men, respectively.
 - *Validity*- Good predictive validity.
 - *Scoring* - It isa 4-point rating scale.

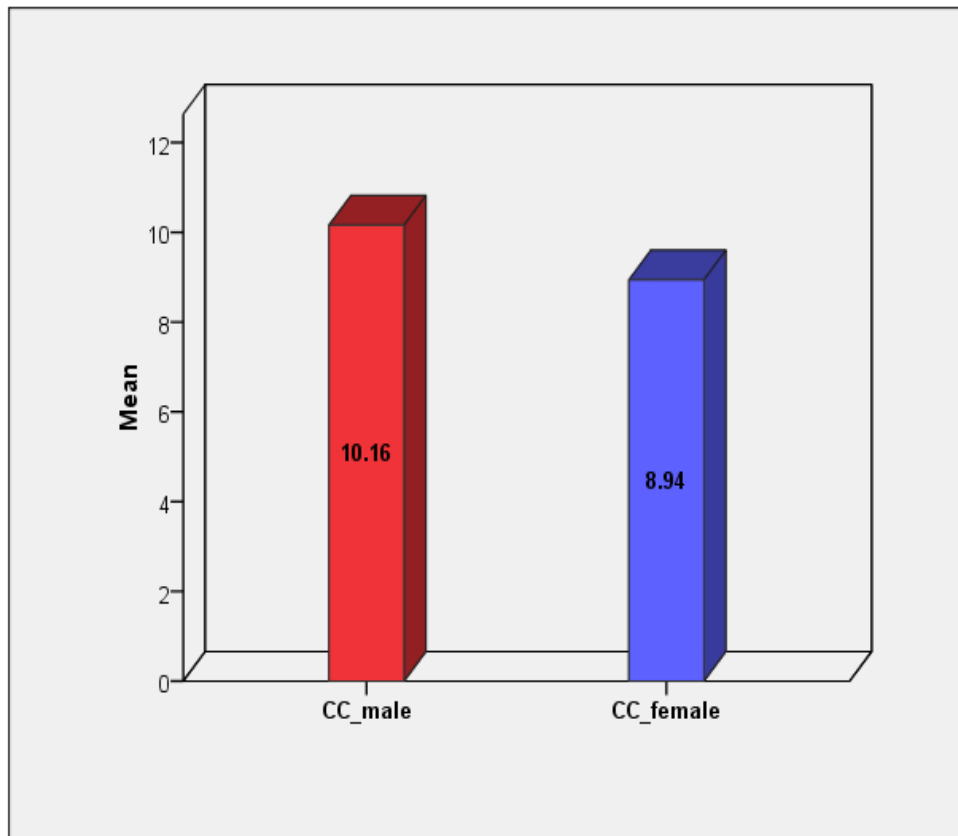
f) STATISTICAL ANALYSIS

For the present study Mean, Standard Deviation, t-test and Correlation are to be used.

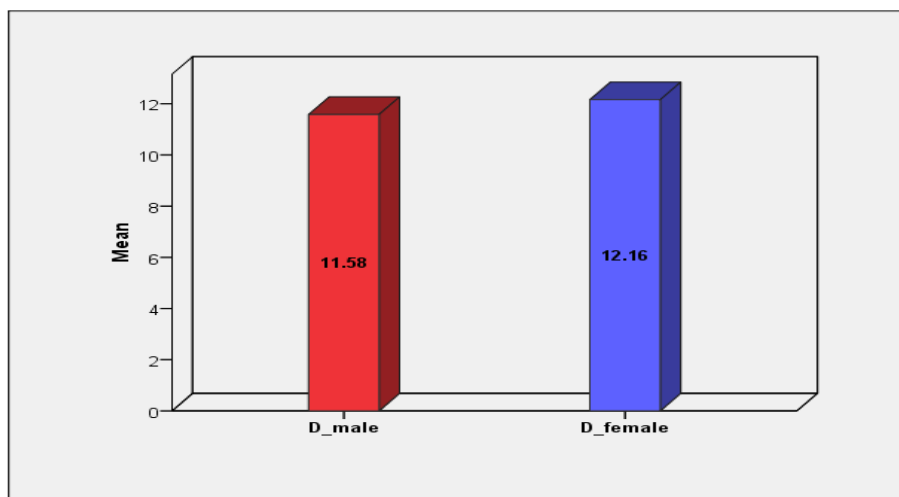
RESULTS**Table 1: DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR WAYS OF COPING STRATEGIES**

	Gender	No. of cases	Minimum	Maximum	Mean	Std. Deviation	Test result	Remarks
CC	Male	50	3	15	10.16	2.606	.036	Significant
	Female	50	3	15	8.94	3.100		
D	Male	50	4	19	11.58	4.151	.533	non-Significant
	Female	50	3	18	12.16	5.076		
SC	Male	50	6	21	14.92	5.562	.130	non-Significant
	Female	50	5	21	13.32	4.888		
SSS	Male	50	0	18	10.46	4.248	.005	Significant
	Female	50	5	18	12.90	4.210		
AR	Male	50	2	12	7.66	2.890	.038	Significant
	Female	50	0	12	6.44	2.901		
EA	Male	50	5	24	16.66	6.245	.000	Significant
	Female	50	3	17	10.68	3.560		
PPS	Male	50	5	18	14.82	3.988	.000	Significant
	Female	50	3	18	10.24	3.842		
PR	Male	50	7	21	15.88	3.805	.024	Significant
	Female	50	3	21	17.76	4.350		

If the **Test result is less than .05** then the statistic is considered to be significant[meaning that one can be 95% confident that the difference between the means of the two groups(here, Male and Female) is not due to chance].

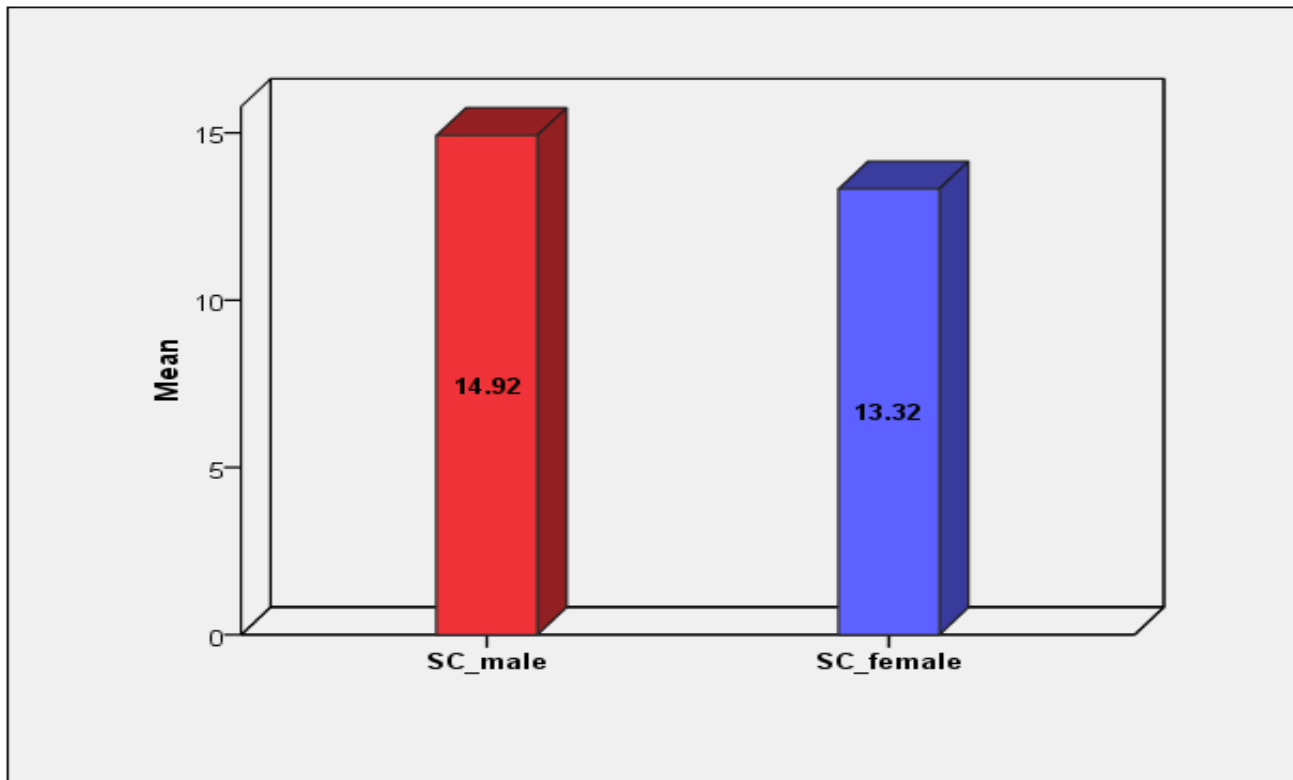
GRAPHICAL REPRESENTATION**Figure 1: DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR CONFRONTIVE COPING STRATEGIES**

[CC Stands for—Confrontive Coping]

Figure 2 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR DISTANCING COPING STRATEGIES

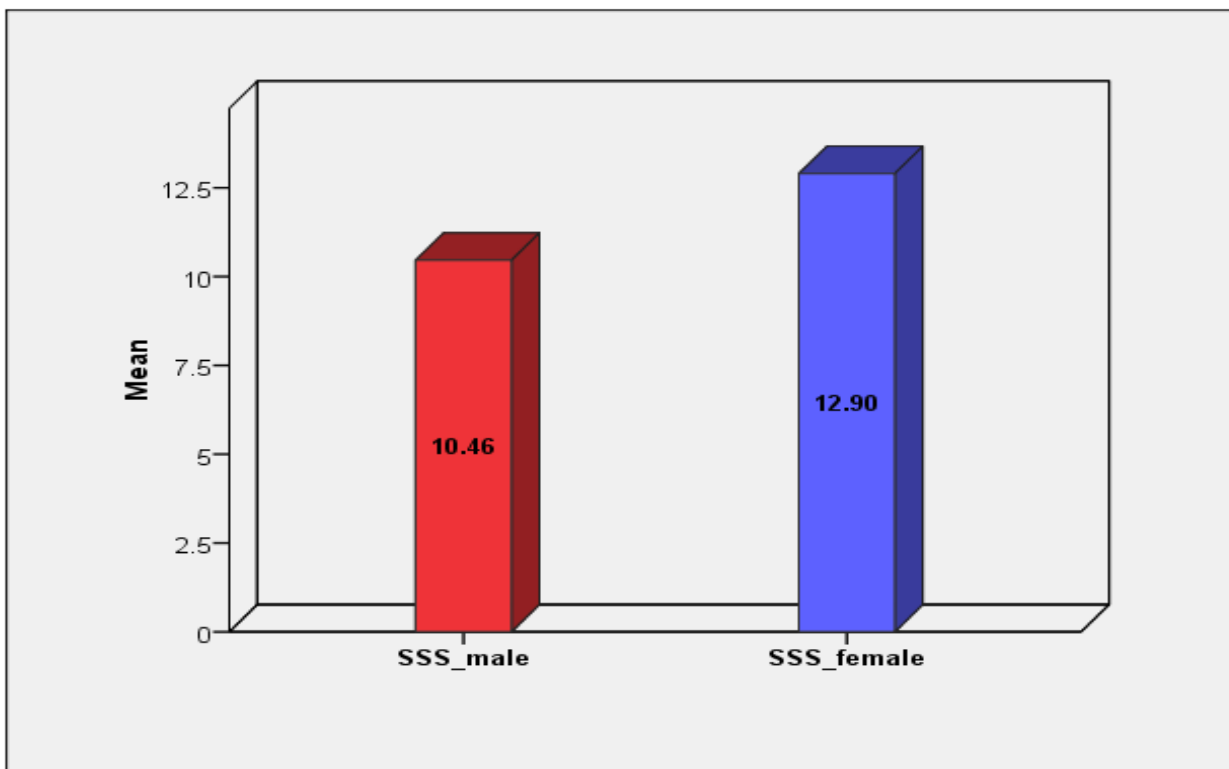
[D Stands for—Distancing]

Figure 3 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR SELF- CONTROLLING COPING STRATEGIES



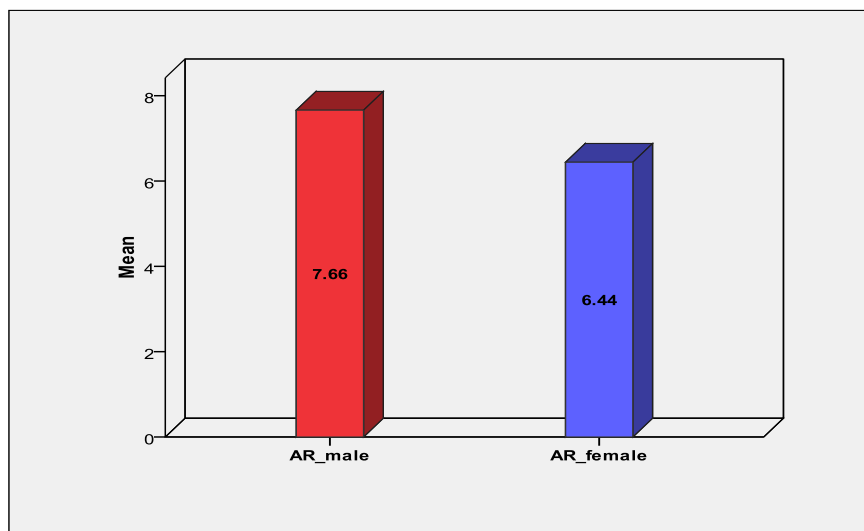
[SC Stands for—Self- Controlling]

Figure 4 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR SEEKING SOCIAL SUPPORT COPING STRATEGIES



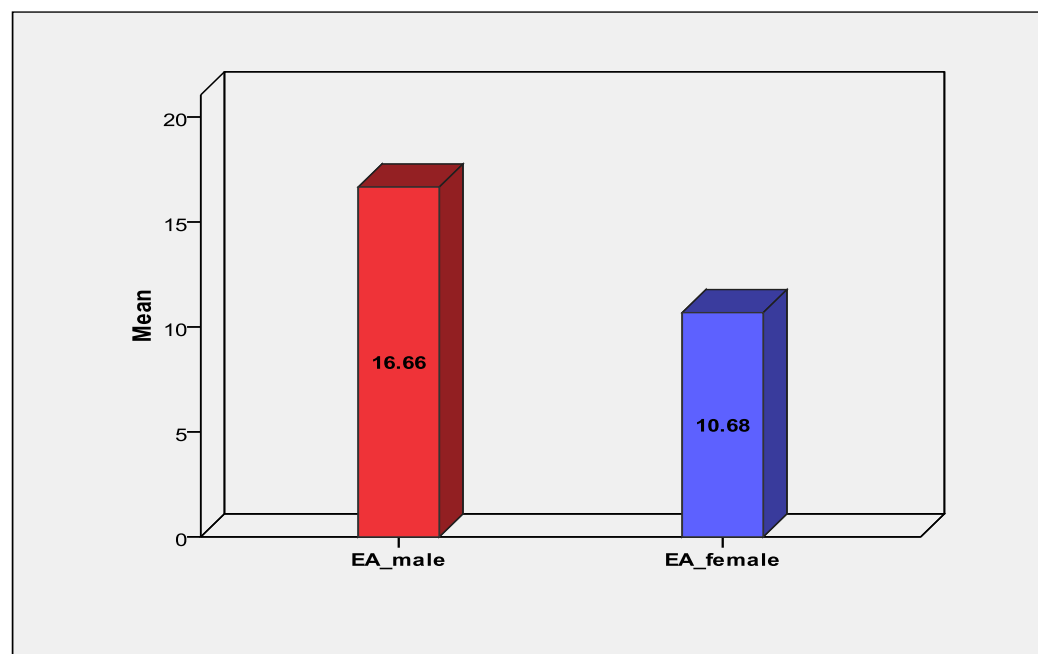
[SSS Stands for—Seeking Social Support]

Figure 5 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ACCEPTING RESPONSIBILITY COPING STRATEGIES



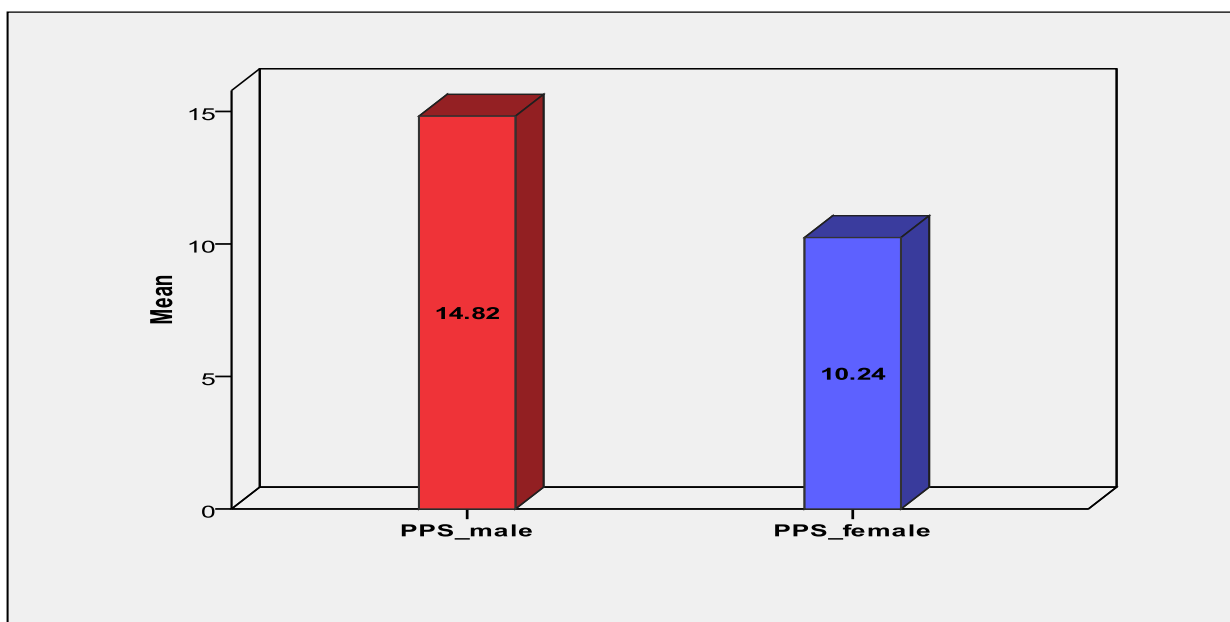
[AR Stands for—Accepting Responsibility]

Figure 6 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ESCAPE AVOIDANCE COPING STRATEGIES



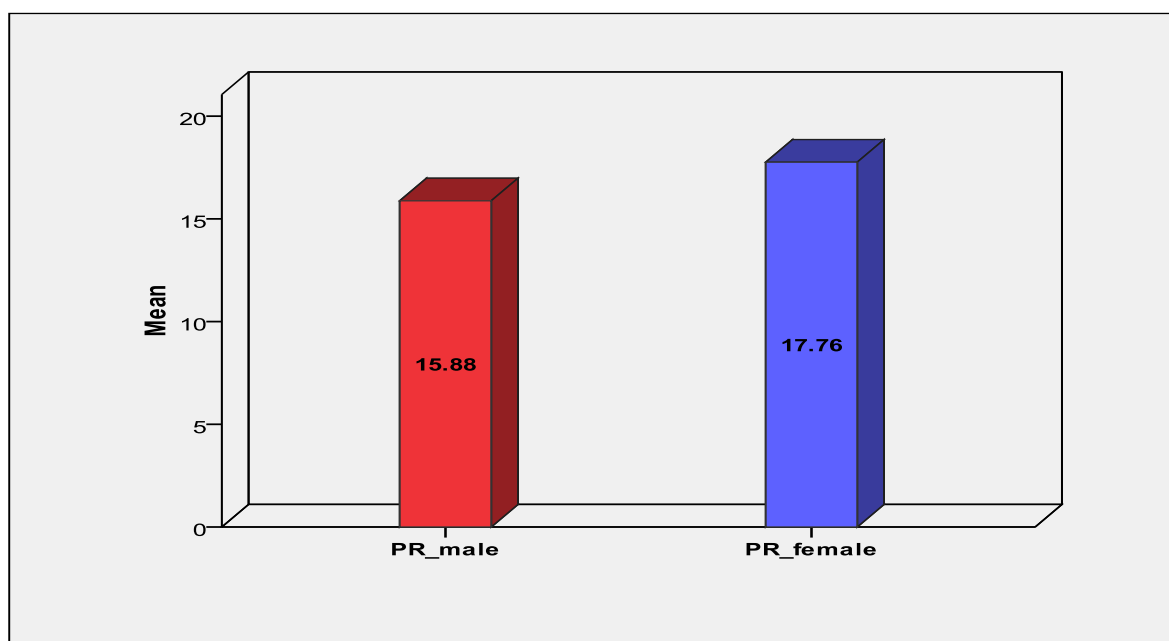
[EA Stands for—Escape Avoidance]

Figure 7 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR PLANFUL PROBLEM SOLVING COPING STRATEGIES



[PPS Stands for—Planful Problem Solving]

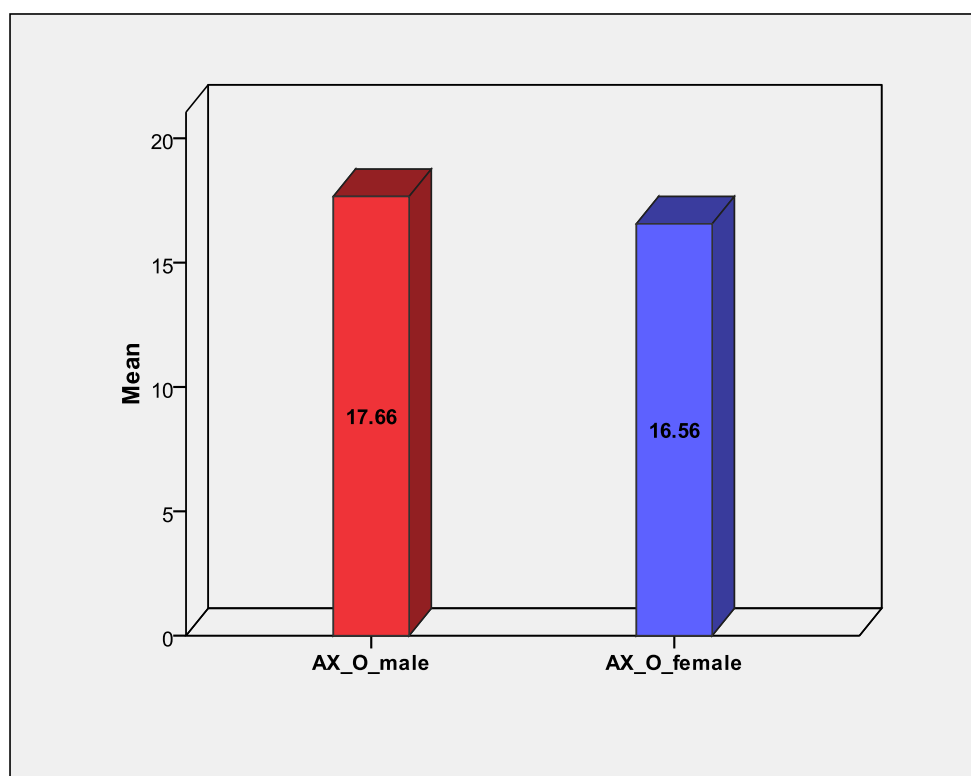
Figure 8 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR POSITIVE REAPPRAISAL COPING STRATEGIES



[PR Stands for—Positive Reappraisal]

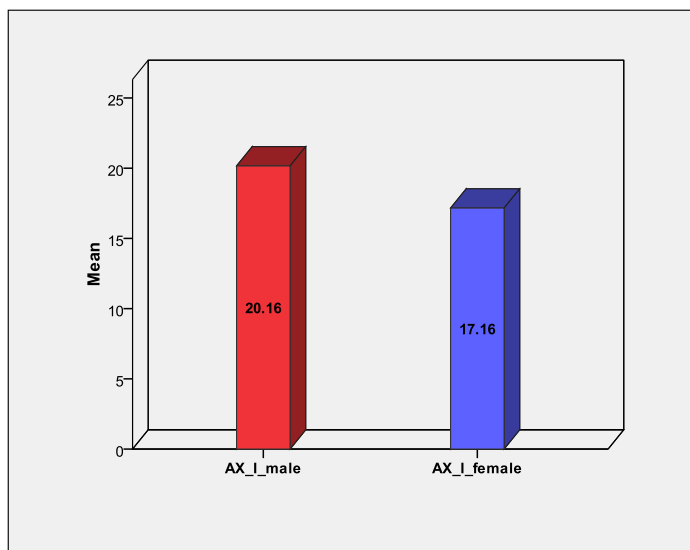
Table 2: DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ANGER LEVEL

	Gender	No. of cases	Minimum	Maximum	Mean	Std. Deviation	Test result	Remarks
AX_ O	Male	50	10	26	17.66	3.988	.166	non-Significant
	Female	50	11	26	16.56	3.887		
AX_I	Male	50	12	29	20.16	4.377	.000	Significant
	Female	50	11	25	17.16	3.291		
AC_ O	Male	50	8	32	24.84	6.702	.407	non-Significant
	Female	50	9	32	25.94	6.504		
AC_I	Male	50	8	32	22.24	6.927	.324	non-Significant
	Female	50	11	32	23.56	6.373		

GRAPHICAL REPRESENTATION**Figure 1 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ANGER EXPRESSION -OUT LEVEL**

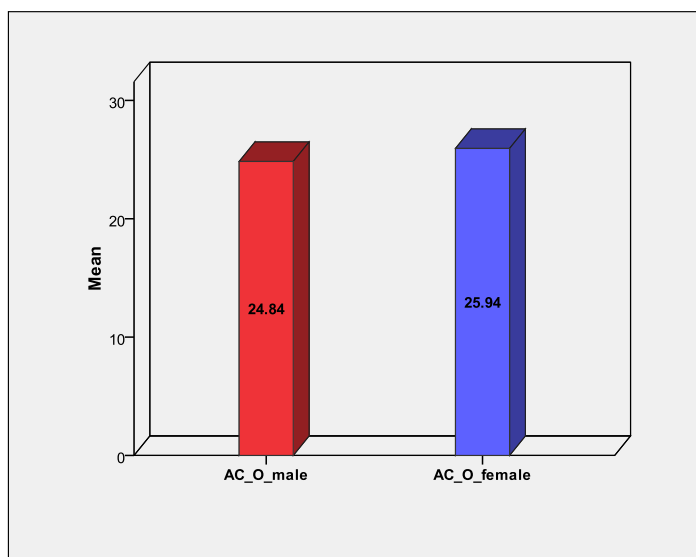
[AX-O Stands for—Anger Expression-Out]

Figure 2 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ANGER EXPRESSION – IN LEVEL



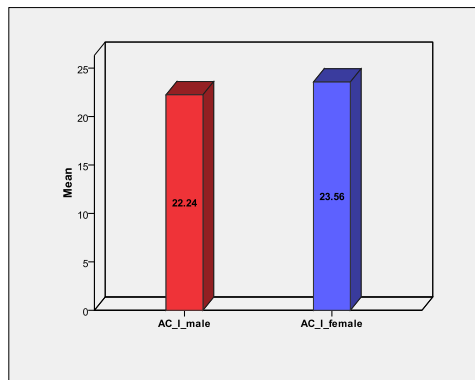
[AX-I Stands for-Anger Expression- In]

Figure 3 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ANGER CONTROL-OUT LEVEL



[AC-O—Stands for—Anger Control-Out]

Figure 4 : DIFFERENCE BETWEEN MALE AND FEMALE BANK EMPLOYEES WITH RESPECT TO THEIR ANGER CONTROL –IN LEVEL



[AC-I Stands for—Anger control –In]

If the **Test result is less than .05** then the statistic is considered to be significant [meaning that one can be 95% confident that the difference between the means of the two groups (here, Male and Female) is not due to chance].

Table 3: Relation between Coping Strategy and Anger level among Female employees

STAXI_2 ↴	Ways of Coping →	CC	D	SC	SSS	AR	EA	PPS	PR
AX_O	Pearson Correlation	.098	-.197	-.098	-.144	-.055	.301*	-.034	-.010
	Sig. (2-tailed)	.500	.170	.500	.320	.705	.034	.816	.945
AX_I	Pearson Correlation	.209	.158	.162	-.012	-.050	.072	-.124	.078
	Sig. (2-tailed)	.145	.272	.262	.934	.729	.617	.390	.589
AC_O	Pearson Correlation	-.194	-.107	.016	-.002	.031	-.218	.025	-.114
	Sig. (2-tailed)	.178	.458	.912	.986	.833	.129	.863	.431
AC_I	Pearson Correlation	-.029	-.056	-.227	-.090	.108	-.148	.024	-.144
	Sig. (2-tailed)	.840	.697	.112	.535	.456	.303	.866	.317

* Correlation is significant at the 0.05 level (2-tailed).

Table 4: Relation between Coping Strategy and Anger level among male employees.

STAXI_2 ↴	Ways of Coping →	CC	D	SC	SSS	AR	EA	PPS	PR
AX_O	Pearson Correlation	.041	-.036	-.320*	.019	-.033	-.055	-.232	.265
	Sig. (2-tailed)	.779	.804	.024	.895	.819	.706	.104	.063
AX_I	Pearson Correlation	.220	.160	.280*	.055	.146	.451**	.095	-.153
	Sig. (2-tailed)	.125	.267	.049	.703	.310	.001	.511	.288
AC_O	Pearson Correlation	-.036	.209	.233	-.050	.203	.133	.067	-.053
	Sig. (2-tailed)	.805	.146	.104	.728	.158	.356	.645	.716
AC_I	Pearson Correlation	.070	.329*	.279	-.170	-.021	.185	.310*	.003
	Sig. (2-tailed)	.628	.020	.050	.239	.883	.197	.029	.985

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION

Table-1 represents difference between Male and Female with respect to their coping strategy. It can be seen that in case of **Confrontive Coping** mean of Male employees is 10.16 with a Standard Deviation of 2.606 and the mean of Female employees is 8.94 with a Standard Deviation of 3.100 and there is a significant difference found in Male and Female with respect to their Confrontive Coping. In case of **Distancing** mean of Male employees is 11.58 with a Standard Deviation of 4.151 and the mean of Female employees is 12.16 with a Standard Deviation of 5.076 and there is no significant difference found in Male and Female with respect to their Distancing. In case of **Self-Controlling** mean of Male employees is 14.92 with a Standard Deviation of 5.562 and the mean of Female employees is 13.32 with a Standard Deviation of 4.888 and there is no significant difference found in Male and Female with respect to their Self-Controlling. With respect of **Seeking Social Support** mean of Male employees is 10.46 with a Standard Deviation of 4.248 and the mean of Female employees is 12.90 with a Standard Deviation of 4.210 and there is a significant difference found in Male and Female with respect to their Seeking Social Support. In other part of **Accepting Responsibility** mean of Male employees is 7.66 with a Standard Deviation of 2.890 and the mean of Female employees is 6.44 with a Standard Deviation of 2.901 and there is a significant difference found in Male and Female with respect to their Accepting Responsibility. In case of **Escape-Avoidance** mean of Male employees is 16.66 with a Standard Deviation of 6.245 and the mean of Female employees is 10.68 with a Standard Deviation of 3.560 and there is a significant difference found in Male and Female with respect to their Escape-Avoidance. In case of **Planful Problem Solving** mean of Male employees is 14.82 with a Standard Deviation of 3.988 and the mean of Female employees is 10.24 with a Standard Deviation of 3.842 and there is a significant difference found in Male and Female with respect to their Planful Problem Solving. With respect of **Positive Reappraisal** mean of Male employees is 15.88 with a Standard Deviation of 3.805 and the mean of Female employees is 17.76 with a Standard Deviation of 4.350 and there is a significant difference found in Male and Female with respect to their Positive Reappraisal.

Table-2 represents difference between Male and Female employees with respect to their Anger level. It can be seen that in case of Male mean of AX-O (Anger Expression –Out) is 17.66 with a Standard Deviation of 3.988. In case of Female mean of AX-O is 16.56 with a Standard Deviation of 3.887 and there is no significant difference

found in Male and Female with respect to AX-O. In case of AX-I (Anger Expression-In) mean of Male employees is 20.16 with a Standard Deviation of 4.377 and mean of Female employees is 17.16 with a Standard Deviation of 3.291 and there is a significant difference found in Male and Female with respect to AX-I. With the respect of AC-O (Anger Control-Out) mean of Male employees is 24.84 with a Standard Deviation of 6.702 and mean of Female employees is 25.94 with a Standard Deviation of 6.504 and there is no significant difference found in Male and Female with respect to AC-O. In case of AC-I (Anger Control-In) mean of Male employees is 22.24 with a Standard Deviation of 6.927 and mean of Female employees is 23.56 with a Standard Deviation of 6.373 and there is no significant difference found in Male and Female with respect to AC-O.

Table-3 represents relation between Coping Strategy and Anger level among Female employees. It can be seen that there is a significant relationship found out between AX-O and Escape Avoidance among Female employees and no significant difference is found between other domain of coping and anger level.

Table-4 represents relation between Anger level among Male employees. It can be seen that there is a significant relationship found out between AX-O and Self-Controlling₋.320, AX-I and Self-Controlling₋.280, AX-I and Escape Avoidance₋.451, AC-I and Distancing₋.329 and AC-I and Planful Problem Solving₋.310 and no significant difference is found between other domain of coping and anger level.

DISCUSSION

Stress is the body's way of responding to any kind of demand or threat. It has also been defined as "the pattern of specific and nonspecific responses as organism makes to stimulus events that disturb its equilibrium and tax or exceed its ability to cope" (Zimbardo, 1998). To cope with stressful events, people use different coping strategies. Many studies show that coping strategies vary in gender.

Present study shows that **significant gender difference** is found in **confrontive coping, seeking social support, accepting responsibility, escape avoidance, planful problem solving, and positive reappraisal**. Women seek more social support and use positive reappraisal when face stressful situation in comparison to male. This finding is also supported by the work of Tamres, L. K et.al., (2002). On the other hand, male scored significantly higher in confrontive coping, accepting responsibility, escape avoidance, and planful problem solving in comparison to female. Thus it can be seen that, women used emotion-focused coping to the greater extent whereas men used relatively more problem focused coping in comparison to women. This finding is also supported by Endler and Parker, (1990).

Anger is one of the basic emotions that every individual born with. It is associated with negative feelings and sometimes motivates a person to find solution to a problem. However, increasing stressful life style or early life stress in humans enhances the risk for psychopathologies, including excessive aggression and violence which stem from extreme level of anger and various way of expressing it.

Present study shows that **significant gender difference** is found only in **Anger Expression-In (AX-I)**. Males scored higher in AX-I that means they experience intense angry feelings, but they tend to suppress these feelings rather than expressing them either physically or verbally in comparison to females.

The relationship between coping responses and anger expression and control is also an interest area of this study. A **significant positive relation** is found between **Anger Expression –Out (AX-O)** and **escape avoidance** coping strategy in case of **female** suggesting that they frequently express their anger in aggressive behavior directed toward other persons or objects in the environment and use escape - avoidance mostly to cope with stressful events.

In case of **male** bank employees a **significant negative relation** is found between **Anger Expression –Out (AX-O)** and **self controlling** coping suggesting males who are poor in regulating their feeling and action and express their anger in aggressive behavior directed toward other persons or objects in the environment. The

significant positive relations are found between **Anger Expression – In (AX-I)** and **self controlling** and **escape avoidance** suggesting males who experience intense angry feelings, but tend to suppress these feelings rather than expressing them either physically or verbally, use self controlling coping strategy and escape avoidance coping strategy at times. The **significant positive correlations** are also found between **Anger Control –In (AC-I)** and **planful problem solving** and **distancing**, indicate that males who expend a great deal of energy in calming down and reducing their anger as soon as possible, use planful problem solving to cope with stressful situation. The development of internal controls over the experience and expression of anger is generally seen in a positive light, but it can reduce the person's awareness of the need to respond with assertive behavior when this might facilitate a constructive solution to a frustrating situation. This may lead a person to use distancing coping response.

CONCLUSION

- 1) There is significant difference between male and female with respect to their confrontive coping, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal.
- 2) There is significant difference between male and female with respect to their Anger Expression-In.
- 3) There is significant relationship between AX-O and EA in case of female employees.
- 4) There is significant relationship between AX-O and SC, AX-I and SC, AX-I and EA, AC-I and D, AC-I and PPS.

LIMITATION OF THE STUDY

As it is a time bound study, after making all kind of necessary arrangements I started data collection from to within that short time period I could take data only from 50 male and 50 female (total 100) bank employees. This small sample size reduced the ability to generalize the findings and also restricted the scope of using more sophisticated statistical techniques.

FUTURE DIRECTION

Research with these variables with a large sample size can be done for the better prediction from the findings.

APPLICATIVE VALUE OF THE STUDY

The present study aims at studying the level of stress and anger of the bank employees both male and female. It also studies the rate of use of coping strategies by both the genders in workplaces. The results will help in improving the working environment, work culture and work conditions of the banks. The problems faced by female employees can also be reduced

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