

Coping Strategies Adopted By the Secondary Student Teachers to Overcome Stress

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Abstract

Stress can come to an individual in form and one cannot imagine a life without stress. One should know the ways to overcome stress through the positive coping strategies that can be used in their daily lives. This research study was undertaken to study the coping strategies used by the Secondary student teachers. The descriptive survey method was used for the study. To assess the coping of secondary school student teachers, a coping strategy tool was developed by the investigator. The coping strategy tool contained both the positive coping strategies and negative coping strategies. The sample size of the study was 120 secondary student teachers of the B.Ed colleges in South Chotanagpur division of Jharkhand. The data obtained for the survey was analyzed by using percentage, mean, SD. The study revealed that the most common Negative coping strategy used by 120 secondary student teachers is not taking the blame on themselves with the Mean of 3.3 and SD Of 0.9. The study also revealed that the most common Positive coping strategy used by 120 secondary student teachers is spending time with their family members with the Mean of 4.4 and SD Of 0.7.

Keywords - Stress, Coping strategies, Secondary student teachers

1. INTRODUCTION

According to Lazarus and Folkman (1984), stress is a condition or sensation that occurs when a person perceives that demands exceed the personal and social resources that the individual can mobilise. This implies that stress is a part of life and has many causes, and that the degree of stress in our lives is heavily influenced by factors such as the individual's physical health, the way we handle our interpersonal relationships, the commitments that we have made and responsibilities that we taken, the degree of others' reliance on and expectations of us, the support received from others at any point of time and the number of changes or stressful situations we go through in our lives. The matter of fact is that stress can have both positive and negative impacts on people. For few people fear of things might motivate individuals who lead to achievement of all creativity but for others it might cause a hindrance in their performances which might result in failure.

Coping typically entails adapting to or enduring unfavorable events or circumstances while maintaining a good self-image and emotional balance. Coping happens in the context of perceived stressful life transitions. Thus, coping means adapting to unexpected demands or pressures. This involves a bigger effort and use of energy than is required in normal living tasks. Continuous intensification of effort can lead to high levels of stress hormones, as well as physical deterioration and sickness.

Students' health and academic performance may suffer as a result of stress. Coping strategies are unique approaches that people use to deal with stress. Active and avoidant coping techniques are the two types of coping mechanisms. Active coping strategies are behavioural or psychological reactions that aim at modifying the nature of the stressor or how one perceives it. Avoidant coping techniques, on the other hand, lead people into activities like use of alcohol or withdrawal that prevent them from dealing with stressful circumstances directly. Avoidant coping is regarded to be a psychological risk factor for adverse responses to stressful incidents in life, whereas active coping is thought to be a better method to dealing with stress.

2. RATIONALE OF THE STUDY

The student teachers pursuing the course of Bachelor in Education are thought to have no burden of academics. But the fact is that there are multiple tasks to be done the student teachers at a time to keep up the pace of learning. It has been acknowledged that many of the student teachers are married or join this course after a gap from their academics. In addition, students feel a lot of strain as they attempt to adjust to academic life and life in general, especially those who are away from home for the first time. When academic work and other obligations combine to overwhelm students in the midst of the semester, they frequently exhibit stress-related behaviors. According to Krishnan Lal, today's pupils face new educational obstacles. It is a well-known fact that a student teacher's psychological state of mind affects their performance. Academic stress has an impact on the psychological well-being of student teachers. To become a successful teacher, student instructors must be in good physical and mental health, with an emphasis on psychological well-being. The National Education Policy 2020 has also laid stress on the quality of teacher workforce in general and distribution of effective teachers across schools. Also all must be very well versed in the latest advances in education and pedagogy.

Chen (2008) asserts that there is a link between coping methods and psychological well-being in college. Positive coping strategies have been shown to have considerable moderating effects on psychological health concerns. According to several researches, self-efficacy is one of the primary coping mechanisms that help to increase university students' performance (Freire et al., 2020). According to Towbes and Cohen (1996), stress may be a serious concern for university students who have to adjust to academic, social, and individual obstacles. Most students are always under pressure to achieve well academically. Knowing our strengths makes it possible to cope psychologically and emotionally with stress at university. Respecting your limitations, choosing priorities, avoiding comparisons, leisure activities (viewing movies, reading, sports, meeting with friends), assertiveness, community building, cognitive restructuring, and social networking can all be coping methods. Li et al. (2018) studied 262 Chinese university students and discovered that self-esteem had a moderating role in the link between social support and academic accomplishment.

3. STATEMENT OF THE PROBLEM

The problem under taken by the investigator is stated as “**Coping Strategies adopted by the Secondary Student Teachers to overcome Stress**”.

4. OBJECTIVE OF THE STUDY

1. To find out the negative coping strategies used by the secondary student teachers
2. To find out the positive coping strategy used by the secondary student teachers.

5. METHODOLOGY

For investigation and collection of the data descriptive survey method was used to find the coping strategies used by the secondary student teachers of South Chotanagpur division of Jharkhand.

6. SAMPLE

In the present study, the sample would only include the Secondary teacher education institutes of South Chotanagpur division of Jharkhand. From this division 10 teacher Institutes were selected and from all the pre service institutes only 12% student teachers would be selected randomly. The total sample size is 120.

7. TOOLS USED

Coping Strategies tool contained 30 statements framed by the researcher and the statements were framed under the supervision and guidance of the experts. The coping strategy tool comprised of 10 statements of negative coping strategies and 20 statements of positive coping strategies.

8. STATISTICAL TECHNIQUES USED

The purpose of the study was to find out the typical coping strategies both positive and negative used by the student teachers in the college of education, frequency distribution and descriptive statistics including mean and standard deviation were used to summarize the findings.

9. ANALYSIS AND INTERPRETATION

9.1. To find the Negative coping strategies used by the student teachers

The first objective of the study was to find the Negative Coping Strategies used by the student teachers of South Chotanagpur division of Jharkhand. In order to find out the negative coping strategies used by the student teachers the negative items were computed separately. The mean and standard deviation were computed and presented in the table below.

Table 1: Mean and Standard Deviation of Negative Coping Strategies used by Student teachers

SL.NO	Negative coping strategy items	N	M	SD
1.	Avoid the situation	120	1.8	0.8
2.	Yelling on others	120	3.3	1.2
3.	Hurt oneself in anger	120	3.3	1.3
4.	Never take up the blame	120	3.4	0.9
5.	Never share problems with others	120	2.6	1.0
6.	Struggle to solve the problem	120	2.9	1.2
7.	Interact with less people	120	2.1	0.9
8.	Leave everything and do nothing.	120	2.2	1.1
9.	Don't know how to react to stressful situations	120	2.5	1.0
10.	Blame myself for taking so much stress	120	2.2	1.0

Figure 1: Mean and Standard Deviation of Negative Coping Strategies used by Student teachers



As it is presented in table 1, never taking up the blame and yelling on other people appeared to be the first top two negative stress coping strategies utilized by student teachers to deal with a stressful situation. Avoiding the situation was found to be the least preferred one.

9.1.1 Frequency Distribution of Negative Coping Strategies

To describe the percentage of the student's use of negative coping strategies, a frequency distribution for each item was computed and presented in the table below.

Table 2: Frequency distribution of Negative Coping Strategies used by Student teachers

SL.NO	Negative coping strategy items	SA (%)	A (%)	UD (%)	D (%)	SD (%)
1.	Avoid the situation	0	5	9.1	46	39
2.	Yelling on others	19	29.7	19	26	4.9
3.	Hurt oneself in anger	24.7	28	11.5	23.9	10.7
4.	Never take up the blame	13.2	38.8	30.5	13.2	3.3
5.	Never share problems with others	0.8	26.4	23.9	31.4	16.5
6.	Struggle to solve the problem	9.0	35.5	11.5	31.4	11.5
7.	Interact with less people	1.6	8.2	15.7	47.9	25.6
8.	Leave everything and do nothing.	4.9	10.7	19.8	36.3	27.2
9.	Don't know how to react to stressful situations	4.1	14.8	28	38.8	13.2
10.	Blame myself for taking so much stress	3.3	12.3	11.5	47.9	23.9

As presented in table 2, the frequency of distribution for participants’ responses on the Likert scale of each coping technique is described one by one as follow. For the item no. 1: Avoid the situation, the data shows majority 39 % (Strongly Disagree) and 0 % of the student teachers (Strongly Agree). The item no. 2: Yelling on others as a coping strategy is used by only 29.7 % (Agree) and 4.9 % (Disagree). The item no. 3, 24.7 % (Strongly Agree) that they hurt oneself in anger and 10.7 % (Disagree). The item no. 4: To never take up the blame only 38.8 % (Agree) and 3.3 % (Strongly Disagree). The item no. 5: To not share problem with others as a way of coping strategy is used by 26.4 % (Agree) and only 31.4 % (Disagree). The item no. 6, 35.5 % (Agree) and 31.4 % (Disagree) in respect to struggling with solving problem. The data for item no. 7 shows that 47.9 % (Disagree) to interact with less people and only 1.6 % (Strongly Disagree). Item no. 8: Leave everything and do nothing, 36.3 % (Agrees) and 4.9 % (Strongly Disagree). Item no. 9, 38.8 % of student teachers (Disagree) that; they do not know how to react to the stressful situation and only 4.1 % (Agree). Item no. 10: blaming oneself for taking stress is done by few of student teachers i.e. 12.3 % (Agree) and only 47.9 % (Disagree).

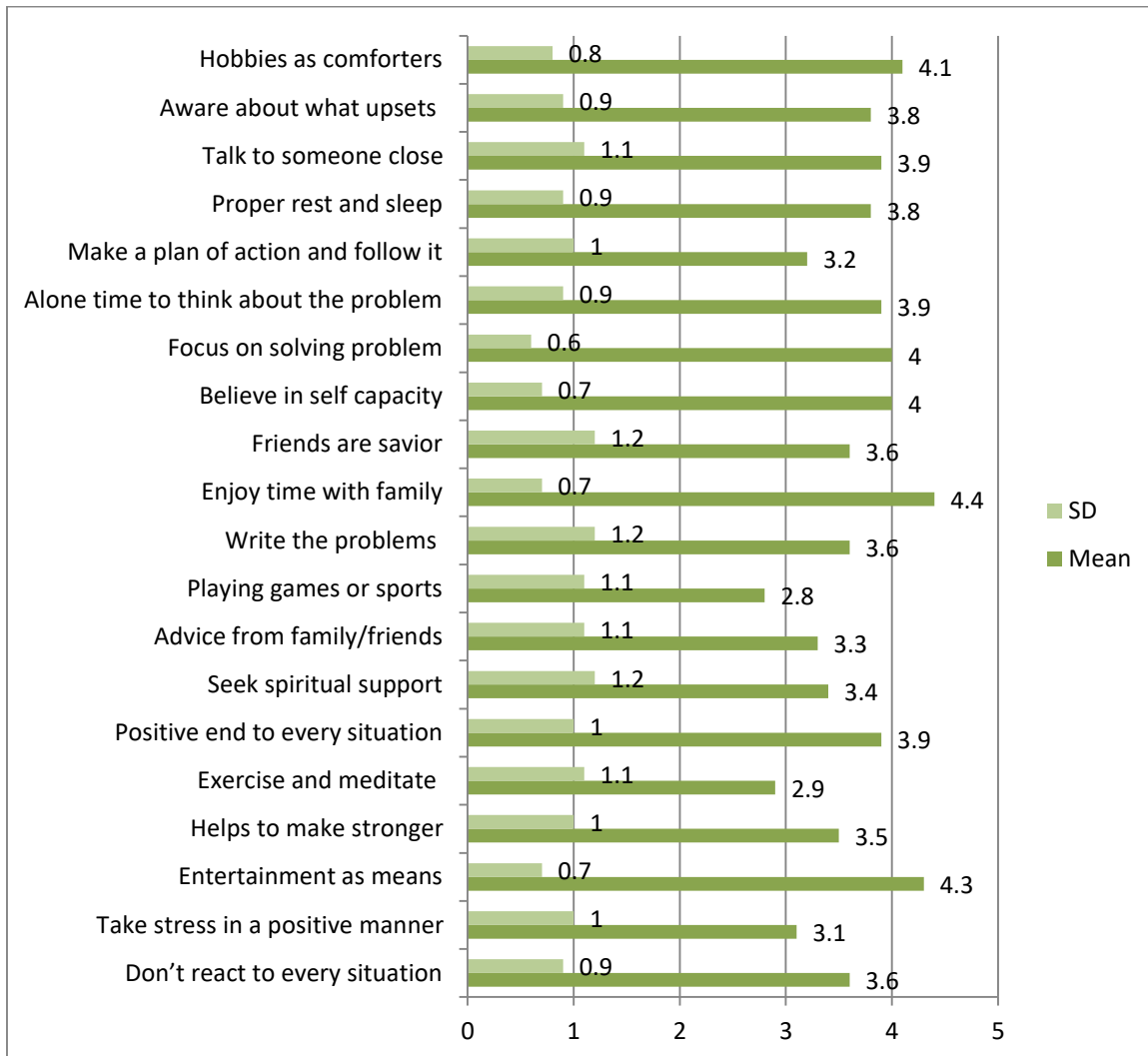
9. 2. To find the Positive coping strategies used by the student teachers

The second objective of the study was to find the Positive Coping Strategies used by the student teachers of North Chotanagpur division of Jharkhand.. The mean and standard deviation were computed and presented in the table below.

Table 3: Mean and Standard Deviation of Positive Coping Strategies used by Student teachers

SL.NO	Positive coping strategy items	N	M	SD
1.	Don't react to every situation	120	3.6	0.9
2.	Take stress in a positive manner	120	3.1	1.0
3.	Entertainment as means	120	4.3	0.7
4.	Helps to make stronger	120	3.5	1.0
5.	Exercise and meditate	120	2.9	1.1
6.	Positive end to every situation	120	3.9	1.0
7.	Seek spiritual support	120	3.4	1.2
8.	Advice from family/friends	120	3.3	1.1
9.	Playing games or sports	120	2.8	1.1
10.	Write the problems	120	3.6	1.2
11.	Enjoy time with family	120	4.4	0.7
12.	Friends are savior	120	3.6	1.2
13.	Believe in self capacity	120	4.0	0.7
14.	Focus on solving problem	120	4.0	0.6
15.	Alone time to think about the problem	120	3.9	0.9
16.	Make a plan of action and follow it	120	3.2	1.0
17.	Proper rest and sleep	120	3.8	0.9
18.	Talk to someone close	120	3.9	1.1
19.	Aware about what upsets	120	3.8	0.9
20.	Hobbies as comforters	120	4.1	0.8

Figure 2: Mean and Standard Deviation of Positive Coping Strategies used by Student teachers



As it is presented in table 3, relaxing or enjoying time with family with the Mean value 4.4 and SD 0.7 and entertainment to overcome stress with mean value 4.3 and SD 0.7 appeared to be the first top two positive stress coping strategies utilized by student teachers to deal with a stressful situation. Playing games and sports was found to be the least one.

9.2.1 Frequency Distribution of Positive Coping Strategies

To describe the percentage of the student’s use of positive coping strategies, a frequency distribution for each item was computed and presented in the table below.

Table 4: Frequency distribution of Positive Coping Strategies used by Student teachers

SL.NO	Positive coping strategy items	SA (%)	A (%)	UD (%)	D (%)	SD (%)
11.	Don't react to every situation	15	53.3	14.1	16.6	0.8
12.	Take stress in a positive manner	10	30	25.8	30.8	3.3
13.	Entertainment as means	45	47.5	5	1.6	0.8
14.	Helps to make stronger	18.3	39.1	25	15	2.5
15.	Exercise and meditate	10	30	16.6	34.1	9.1
16.	Positive end to every situation	32.5	46.6	9.1	9.1	2.5

17.	Seek spiritual support	19.1	37.5	20	15	8.3
18.	Advice from family/friends	13.3	42.5	14.1	24	5.8
19.	Playing games or sports	9.1	24.1	20	35	11.6
20.	Write the problems	27.5	37.5	8.3	22.5	4.1
21.	Enjoy time with family	57.5	35	5.8	0.8	0.8
22.	Friends are savior	23.3	41.6	15	11.6	8.3
23.	Believe in self capacity	27.5	53.3	14.1	3.3	0.8
24.	Focus on solving problem	24.1	60	13.3	2.5	0
25.	Alone time to think about the problem	27.5	52.5	9.1	7.5	3.3
26.	Make a plan of action and follow it	11.6	33.3	30	22.5	2.5
27.	Proper rest and sleep	25	47.5	16.6	9.1	1.6
28.	Talk to someone close	40.8	35.8	8.3	11.6	3.3
29.	Aware about what upsets	24.1	50	15.8	8.3	1.6
30.	Hobbies as comforters	35	51.6	8.3	4.1	0.8

As presented in table 4, the frequency of distribution for participants' responses on the Likert scale of each positive coping technique is described one by one as follow. For the item no. 1: Don't react to the situation, the data shows majority 53.3 % of the student teachers (Agree) and only 0.8 % (Strongly Disagree). The item no. 2, 30.8 % (Disagree) and do not stress in a positive manner where as 25.8 % (Undecided). The item no. 3: Entertainment as a means is used by majority 47.5 % (Agree) and only 0.8 % (Strongly Disagree). The item no. 4: take stress to make them stronger 39.1 % (Agree) and only 2.5 % (Strongly Disagree). The item no. 5: Exercise and Meditation as a way of coping strategy is used by 30 % (Agree) and 34.1 % (Disagree). The item no. 6, 46.6 % (Agree) that there is a positive end to every situation and only 2.5 % (Strongly Disagree). The data for item no. 7 shows that 37.5 % (Agree) seeks spiritual support and only 8.3 % (Strongly Disagree). Item no. 8: Taking advice from family/Friends, 42.5 % (Agree) and 5.8 % (Strongly Disagree). Item no. 9: Playing games and sports to release stress is used by 24.1 % of student teachers (Agree) and 35 % (Disagree). Item no. 10: Writing down the problems is done by majority of student teachers i.e. 37.5 % (Agree) and 22.5. % (Disagree). For the item no. 11: Enjoying time with family, the data shows majority 57.5 % of the student teachers (Strongly Agree) and only 0.8 % (Strongly Disagree). The item no. 12: Friends are considered as saviors by 41.6 % (Agree) and 8.3 % (Strongly Disagree). The item no. 13, majority 53.3 % (Agree) believes in self capacity and only 0.8 % (Strongly Disagree). The item no. 14, majority 60 % (Agree) focuses on solving problems and 0 % (Strongly Disagree). The item no. 15: Taking alone time to think about the problem is used by 52.5 % (Agree) and only 3.3 % (Strongly Disagree). The item no. 16: Making a plan of action and following it is done by 33.3 % (Agree) and 30 % (Undecided). The data for item no. 17 shows that 47.5 % (Agree) takes proper sleep and rest and only 1.6 % (Strongly Disagree). Item no. 18: Talking to someone close is done by 40.8 % (Strongly Agree) and 3.3 % (Strongly Disagree). Item no. 19, 50 % of student teachers (Agree) that they are aware about what upsets them and 1.6 % (Strongly Disagree). Item no. 20: Hobbies as comforters are used by majority of student teachers i.e. 51.6 % (Agree) and only 0.8. % (Strongly Disagree).

10. CONCLUSION

There are various coping strategies that can be used to overcome the stress like exercising, meditation, Yoga, deep breathing, avoid too much thinking, avoid blaming oneself for the situation but individuals do not know and unknowingly prefer coping strategies like drinking, smoking, eating too much, avoiding people and staying alone, spending too much time alone that can lead to depression. Awareness is very important with respect to which positive and negative coping strategies are to be used and what will be the effect of it in our health. Also, in regular intervals workshop or programs should be organized in the institutions to maintain mental health of every individual.

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