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Review Of Research



STRESS COPING ABILITY OF PROSPECTIVE TEACHERS-A STUDY



A. Joakim

Assistant Professor , Government College of Education for Women ,
Coimbatore.

ABSTRACT

The study was intended to find out the stress coping ability of prospective teachers from various colleges of education in Coimbatore district. Data was collected from a sample of 400 prospective teachers used random Sampling Technique. Stress coping ability scale constructed and standardized by Investigator Mean, Standard Deviation and 't' value were calculated for the analysis of data. The result revealed that gender, locality exhibited significant difference but, Type of management, marital status had no significant difference in respect of their stress coping ability of prospective teachers.

KEYWORDS :stress coping ability ,random Sampling Technique , standardized.

INTRODUCTION

Education is like an ocean and as broad in its dimensions that all other concepts may be considered as rivers and streams. Education is a man making process; its specific role is to accelerate the holistic development of the body, mind, intellect and emotions. It is through the process of education that savage tendencies are streamlined into constructive channels. In this sense, education is an ongoing process, which drags a person out of darkness, poverty, and misery and leads him to enlightenment property and happiness. Education is essential for the growth and development of an individual as well as of society. In education, this crucial and all pervasive role is played by the teachers for the development of socio-cultural ethos of society. Teachers shape the destiny of children.

Education plays a key role in community development. So a teacher should acquire and develop proper social skills during their training period. Stress is a complex phenomenon. It is very subjective experience. It depends largely on background experiences, temperament and environmental conditions. Stress is a part of life and is generated by constantly changing situations that a person must face. Stress is any temporary circumstances that threaten or perceived to threaten our well being and thereby tax our coping abilities. 'Coping' is an active effort to master, reduce or tolerate the demands created by stress. The stress coping is the adjustment mechanism shown by an individual to the demand, which can be a threat, a challenge or any kind of change which require the body to adopt, it is very essential for a teacher to adjust himself to the workload and the other pressures of their job. The dimensions aggression, distancing, distraction, self destruction, self controlling, seeking social support and planful problem solving.

REVIEW OF RELATED LITERATURE

Plante et al., (2001) examined "The Association between Strength of Religious Faith and Coping with Daily Stress". Recent research has examined the positive relationship between religious faith and both physical and mental health. Results suggest that religious faith was not associated with coping with daily stress. Sebastain and Pragash (2007) conducted a study on "Stress management of higher secondary students in relation to their Academic achievement". The finding of the study revealed that academic achievement of the higher secondary students does not depend upon their stress management. Christopher J. McCarthy et al., (2010) examined "Coping, Stress, and Job Satisfaction as Predictors of Advanced Placement Statistics Teachers' Intention to Leave the Field". Results indicated that teachers' preventive coping resources and job satisfaction were positively related, whereas both constructs were negatively related to classroom stress and teachers' plans to leave the profession.

Statement of the problem

The problem selected for the present study is stated as: "Stress Coping Ability of Prospective teachers- A study"

OBJECTIVES OF THE STUDY

- 1.To construct and validate a scale for measuring the Stress coping ability of prospective teachers.
- 2.To find out the effect of background variables namely Gender, locality, type of management and marital status in Stress coping ability of prospective teachers.

HYPOTHESES FRAMED

The following are the major null hypotheses framed for the present investigation.

- 1.There exists no significant difference between the Stress coping ability of prospective teachers categorized on the basis of Gender
- 2.There exists no significant difference between the Stress coping ability of prospective teachers categorized on the basis of locality,
- 3.There exists no significant difference between the Stress coping ability of prospective teachers categorized on the basis of type of management,
- 4.There exists no significant difference between the Stress coping ability of prospective teachers categorized on the basis of marital status.

Method of the study

Normative survey method was used for this study

Sample

The present study was conducted on a sample of 400 prospective teachers from various colleges of education in Coimbatore district using stratified random sampling technique. The prospective teachers selected differ in their Gender, locality, type of management and marital status.

Tools used

The tool used for the present study were,

1. Stress coping ability scale constructed and standardized by Investigator

Statistical techniques used

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

Comparison of Stress coping ability of prospective teachers based on background variables.

SL. NO	Variable	N	Mean	S.D	't'	Remark	
1.	Gender	Male	59	40.14	8.95	2.27	S
		Female	341	43.00	8.48		
2.	Locality	Urban	250	41.75	8.61	2.52	S
		Rural	150	43.97	8.43		
		Unmarried	67	43.60	9.59		
3.	Type of management	Government	86	42.27	8.33	0.38	NS
		Private	314	42.67	8.68		
4.	Marital status	Married	333	42.38	8.38	0.96	NS
		Unmarried	67	43.60	9.59		

S=Significant

NS=Not Significant

Major findings of the study

(i) The calculated value ($t=2.27$; $P<0.05$) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference between male and female prospective teachers in their Stress coping ability" is rejected. i.e. There existed significant difference between male and female prospective teachers in their Stress coping ability. The mean values showed that female prospective teachers possess more Stress coping ability than male prospective teachers. (ii) The calculated value ($t=2.52$; $p<0.05$) which is significant at 0.05 level. Therefore the null hypothesis "There exists no significant

difference between rural and urban prospective teachers in their Stress coping ability” is rejected. i.e. Stress coping ability of prospective teachers statistically differ with their locality. The mean values showed that urban prospective teachers possess more Stress coping ability than rural prospective teachers. (iii)The calculated value ($t=0.38$; $p>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference between government and private college prospective teachers in their Stress coping ability” is accepted i.e. there existed no significant difference between government and private college prospective teachers in their Stress coping ability. Stress coping ability of prospective teachers does not statistically differ with the type of management of the college of education. (iv)The calculated value ($t=0.97$; $p>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference between unmarried and married prospective teachers in their Stress coping ability is accepted i.e. There existed no significant difference between unmarried and married prospective teachers in their Stress coping ability. That is Stress coping ability of the prospective teachers does not statistically differ with their marital status.

CONCLUSION

To sum up, the following conclusions have been reached in the light of the present investigation. The gender, locality exhibited significant difference but, Type of management, marital status had no significant difference in respect of their stress coping ability of prospective teachers.

The present investigation aimed at studying the Stress coping ability of prospective teachers. The findings of the study have certain implication in improving Stress coping ability of prospective teachers. Measures like Appraisal-focused strategies attempt to modify thought processes associated with stress. People alter the way they think about a problem by approaching it differently or altering their goals and values. Problem-focused strategies aim to deal with the cause of the problem or stressor. People try to change or eliminate the source of stress by researching the problem and learning management skills to solve it. Emotion-focused strategies address the feelings associated with the stressor. People modify the emotions that accompany stress perception by releasing, distracting, or managing their mental state. Positive coping strategies successfully diminish the amount of stress being experienced and provide constructive feedback for the user. Examples of adaptive coping include seeking social support from others (social coping) and attempting to learn from the stressful experience (meaning-focused coping). Maintaining good physical and mental health, practicing relaxation techniques, and employing humor in difficult situations are other types of positive coping strategies. Proactive coping is a specific type of adaptive strategy that attempts to anticipate a problem before it begins and prepare a person to cope with the coming challenge.

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A. Joakim

Assistant Professor , Government College of Education for Women ,Coimbatore.

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