



A Study On Coping Strategies Among Government School Students In Visakhapatnam District

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Abstract

The present paper was an attempt to establish the Coping Strategies of Government Schools in Visakhapatnam District. Various Indian and foreign studies were reviewed. The variables are Personal Inadequacy, All adolescents by nature cope with stressors by using productive and non-productive coping strategies. Adolescents and students in particular experience stress mainly due to academic examinations. Descriptive Survey method has been used in this study. The sample consisted of 200 students from Visakhapatnam district using stratified random sampling method. Self-report questionnaire developed by Carver(1997) to evaluate coping strategies for the students to find out the opinions on Coping Strategies among Government School students in Visakhapatnam district. The data were analyzed using various statistical methods like mean, SD, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables. The results indicated that with regard to Brief Coping Strategies, a significant difference was found among the students based on their demographic variables i.e., gender, parental monthly income and percentages of marks. According to their gender, female students are more Brief Coping Strategies than that of male students. According to their parental monthly income, above Rs. 75000/- parental monthly income of students are having more Brief Coping Strategies than that of the rest. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

Key Words: adolescence, childhood, education, growth, self-respect, students, stress, system

Introduction:

Adolescence is a stage of human development that occurs between childhood and adulthood. Although there are varying definitions of adolescence, adolescence is generally viewed as a stage where young people experience rapid growth of their body and mentality to full maturity during 12~25 years of age (Liu, 2001). In education system, adolescents are those receiving education in junior high schools, senior high schools, vocational high schools, colleges or universities. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus

suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behaviors. Stress in adolescence and less coping strategies may lead to negative effect on adolescence life. As a result, adolescents face different behavioral problems like depression, anxiety, substance abuse, conduct disorder, oppositional defiant disorder, attention deficit hyperactivity disorder and eating disorders. So, in this stage of life it is very necessary to find out the level of stress and coping strategies to overcome the stress.

Coping Strategies:

Stress and conflict may be alleviated by putting in the effort, resolving personal and interpersonal problems, and seeking to master, decrease, or endure the unpleasant conditions one meets. When dealing with stress, Active Issue Coping points out situations when people seek aid by trying to understand the center of the problem and solving it on their own or by seeking help, including (Source). Doing it Right: comprises simplifying the issue, getting to the crux of the matter, being calm and positive, and working independently to manage and address the situation. External resources, such as instructors or friends, may be sought out, or information may be gathered through different routes. Health psychology, environmental psychology, and medical fields are just a few examples of the many disciplines that have studied how people cope with life's challenges. Defining and categorizing coping techniques can help people better grasp what seems to be a vast subject.

Coping is a general phrase that encompasses various activities to resolve internal and external conflicts and expectations. That dynamic constellation of thoughts and actions that form managing emphasizes the concept of coping. Rather than focusing on the relatively unchanging moderator factors like personality characteristics, motivation patterns, or historical events in an individual's life like the loss of a parent as a kid, this method focuses on what individuals are thinking and doing during a stressful interaction.

How do you cope with challenges and the associated unpleasant emotions, whether present or anticipated? (Aldwin, 1994a).

According to White (1974), coping functions in the following three ways:

1. To enable individuals to continue securing adequate information about the environment,
2. To ensure that individuals can perform and process information in a manner that is both safe and effective, and
3. To enable people to retain their freedom of movement or autonomy.

Coping strategies traditionally have been divided into three broad categories; problem-focused coping refers to cognition and behaviours utilized to cope with a stressful situation. Social support and coping refer to using one's social networks to deal with a stressful situation.

Individuals may seek out their social networks in times of stress for emotional support (i.e., comforting or nurturance), esteem support (i.e., feeling good about themselves), or maintaining a sense of connectivity or camaraderie with others.

Theoretical frameworks of coping

Coping is conceptualized in the literature in four ways

1. The person-centred approach argues that people's personality traits have a significant role in handling stress.
2. Various sorts of stress "pull" for different coping processes, according to stimuli-based methods to stress management.
3. The interaction approaches posit that individual and situational characteristics interact to influence the coping process and,
4. In the transactional method, the person, the problem, and the coping influence each other in a reciprocal relationship.

Person-based approaches have focused on defense mechanisms, personality traits and perceptual styles to understand how people cope with stress. The focus of defense mechanisms is to regulate emotions, whereas the focus is on personality characteristics. And the other hand, perceptual styles focus on people processing incoming information. However, a significant limitation of person-based theories of coping is that they ignore the diversity of socio-cultural contexts and do not acknowledge that different environmental demands may elicit different modes of coping.

Need and Importance of the study:

Everyone is stressed to some extent. The way you respond to stress, on the other hand, has a significant impact on your overall well-being. Stress is defined as any type of change that causes physical, emotional, or psychological strain. Stress is your body's reaction to anything that requires your attention or action. Students are exposed to a wide range of potentially stressful situations in their daily academic lives, which can have a negative impact on both their academic achievement and their health. Among the factors that may be weakened by academic stress are self-efficacy expectations, which are regarded as one of the most important determinants of student engagement, persistence, and academic success. Sometimes the best way to deal with stress is to change your situation. Other times, changing your response to a situation is the best strategy. Short-term and long-term stress are both possible. Both can cause a variety of symptoms, but chronic stress can take a serious toll on the body and have long-term health consequences. As a result, they must be educated on healthy coping strategies. Counselling sessions and other student support systems must be better organized to address issues such as career guidance, healthy coping behaviors, time management, and improving self-esteem among those affected. It is also important to pay attention to making the study environment in the classroom less stressful and free of excessive academic load (Joseph, 2021). This

would accomplish the aim of reducing academic stress, improving academic performance, and minimizing anxiety.

At this stage, identification of the chief sources of academic stress and coping strategies of the students assume enormous importance. Students have different personal characteristics. In addition to these, many studies have accentuated the opposite relation between academic stress and coping strategies. If the educational accomplishments are to succeed in deriving most advantageous benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescents who have emotional and social problems cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of schooling gets spoiled. They become a problem to themselves as well as to the home, school and community. So understanding of academic problems of students is needed to help them to solve their problems. It is under this background, an attempt has been made to study the academic stress and Coping strategies. There are parents who want their children to opt for a particular professional course and pressure them to be in their footsteps; the results are exhaustion and stress leading to psychological disorders. Parent's expectations are highly improbable and particular and they encumber the students. The push to get higher grades is a regular occurrence, particularly at pre-adolescence when children are susceptible to the imposition of subjects much against their interest and aptitude. Parents should inspire and educate children on the importance of learning new things and not set percentages as targets. Hence, the researcher taken up the study on "**A study on Coping strategies among Government High school Adolescents**".

Objectives of the study:

1. To study the level of Coping Strategies among Government School Students in Visakhapatnam district.
2. To study the significant differences among the perceptions of students towards Coping Strategies among Government School Students in Visakhapatnam district. according their socio-economic backgrounds viz., Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Hypotheses of the study:

1. There is a high level of Coping Strategies among Government School Students in Visakhapatnam district.
2. There will be no significant differences among the perceptions of students towards Coping Strategies among Government School Students in Visakhapatnam district. according their socio-economic backgrounds viz., Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Review of Related Literature:

Radhamani, K. (2020) studied on “Causes and Coping Techniques of Academic Stress among Higher Secondary Students”. Academic stress is a part of every student’s life. In fact, higher secondary students are the only cluster to face high level of academic stress in their school life. There are many factors such as depressing school environment, disturbed family environment and discouraging society may lead the students to be under stress. If the students have compromise and utilize their personal time for studies, they may be frustrated which in turn cause stress among students. Schools should take effective strategies for reducing academic stress among students. Parents should also provide delighted and peaceful living environment to their children to avoid stressful experience. This study discusses about the causes and the coping techniques to overcome academic stress among higher secondary students.

Abdul Karim Suhag, Raheela Khan, Hina Hameed & Shoaib Ahmed Jagerani (2019) studied on “Coping Strategies among Secondary School Students Against Stress and Anxiety-A Phenomenological Study”. The objective of this phenomenological study was to discover the coping strategies developed by male students victimized by relational hostility. The experiences and coping strategies developed by secondary school male students studying from sixth to tenth grades are explored in this study. Ten students were randomly selected from all the students identified by their teachers who had either suffered relational aggression. The research tool was semi structured interviews for data collection. Primary data from the targeted research field was collected. The study covered stress and anxiety, interpersonal relationships, expectation of one’s self and from others, stress from daily life challenges and stress of the time management vis a vis the coping strategies for the same. Students felt stressed because of the persistent fear and humiliation as a result of multifold relational complexities.

Umar, Usman Sani (2019) studied on “Impact of Academic Stress and Coping Strategies among Senior Secondary School Students in Kaduna State, Nigeria”. The study was a descriptive survey research design. Stratified random sampling and simple random sampling techniques were employed to obtain a sample difference of 300 students in Kaduna Central Senatorial District of Kaduna State, Nigeria. Results revealed significant between academic stress of male and female students and no significant difference in academic stress of rural and urban location school students. Based on the findings of this study, it was recommended that parents should help their children to develop strategies for coping with academic stress whenever they occurred and students that have more academic stress should be guided by teachers, parents and school counsellors.

Himanshu Shekhawat (2018) studied on “Academic Stress In School Students And Coping Strategies”. Academic stress among school students has become a serious issue and has gained prominence among researchers and policy makers. Parents pressurise their kids for unending improvement in academic performance and this pressure is the most important cause of academic stress among students. The competitive environment at the school demanding the student to always prove something also poses tremendous

pressure among students. Examination related anxiety is also directly related to academic stress among students. The study examines the sources of academic stress in school students and strives to provide some realistic and practical solution to the problem.

Khulud (2017) studied on “Stressors and Coping Strategies among General Secondary Students in Governmental Schools in North West Bank”. A descriptive quantitative design was used to collect data from students from government secondary schools. A stratified random sampling method was used to select (39) schools followed by a simple random sampling method used to select (334) students. The rate of stress among females was higher than males (61.4%>38.6%), and it was higher among the humanities branch students than the scientific branch students (69.2%>30.8%) with no significant differences ($P>0.05$). The (ARS) was the main domain of stressors it was higher among female and the humanities branch students with significant differences ($P<0.05$).

Variables: Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

The present study is collected from the perceptions of students towards Coping Strategies among Government School Students in Visakhapatnam district.

Sample:

According to the research, the survey will be conducted 200 students in Government Schools of Visakhapatnam district.

Statistical Techniques Used

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the ‘t’ - test and Analysis of Variance have been used by the investigator.

Table 1 : Various Levels of Overall score of BRIEF –cope

BRIEF Cope	Percent
Below	6.00
Below Average	21.33
Average	53.50
High	19.17
Total	100.00

Table 2. observed that, out of total 600 students, 6.00% of the students are having Less coping strategies, whereas 21.33% are having below moderate coping strategies, 53.50% are having Moderate coping strategies and 19.17% are having high coping strategies.

Graph-1 : Various Levels of Overall score of BRIEF -cope

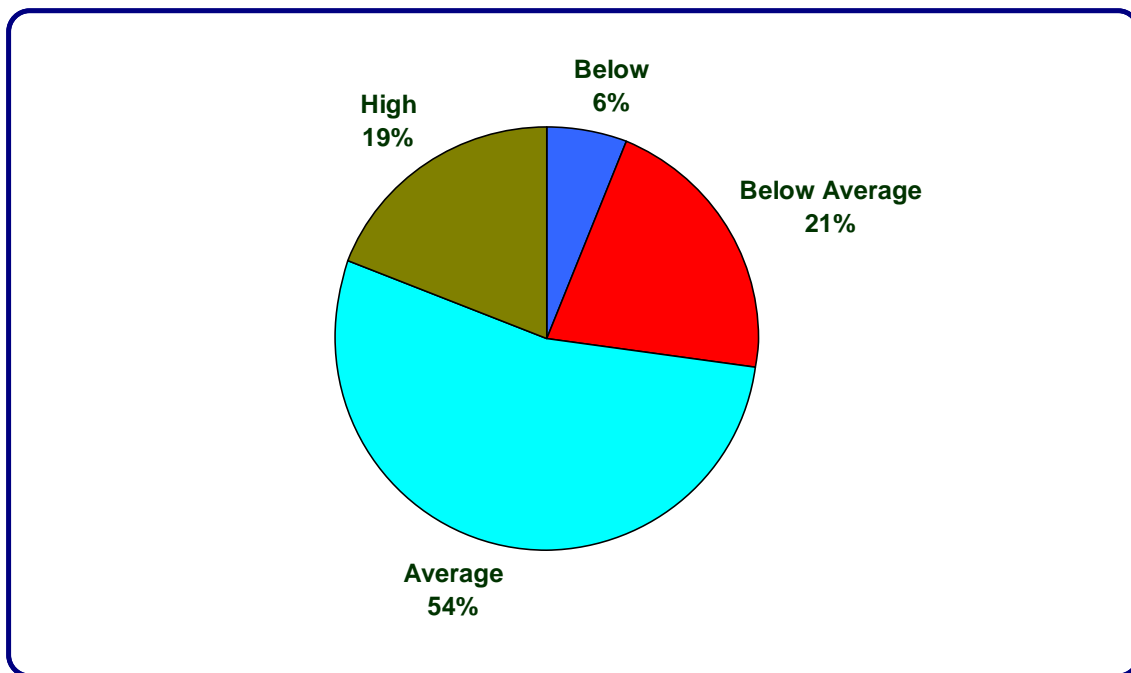


Table 2. Mean, SD and 't'/'F'- values of students based on their socio-economic variables towards Brief Coping Strategies.

Variable	Category	Mean	Std.Dev.	t'/'F'-Value	p-Value
Gender	Male	78.41	11.35	4.54**	0.00
	Female	83.28	14.20		
Class	9th Class	78.24	11.84	3.52**	0.00
	10th Class	81.82	13.04		
Type of School	Zilla Parishad High School	79.57	12.04	1.10 ^{NS}	0.27
	Municipal High School	80.73	13.32		
Place	Day Scholar	79.81	12.73	0.62 ^{NS}	0.53

of Stay	Hosteller	80.49	12.26		
Parental monthly Income	Below Rs. 25000/-	76.34	10.71	6.26**	0.00
	Rs. 25,001 to 50,000/-	79.93	12.29		
	Rs. 50,001 – 75000/-	81.36	13.50		
	Rs, 75,000 Above	84.50	11.41		
Percentage of Marks	Below 50	78.18	8.93	2.80*	0.05
	50 – 60	78.39	11.66		
	60 – 70	80.12	13.44		
	70 – 80	79.91	10.11		
	Above 80	84.65	14.57		

Table 2, revealed that, the total mean scores of Brief Coping Strategies between boy and girl students were 78.41 and 83.28 and SD values were 11.35 and 14.20 respectively. The obtained 't'-value of gender (male and female) is 4.54 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Brief Coping Strategies of male and female students and shows that female students are more Brief Coping Strategies than that of male students.

With respect to class, mean scores of Brief Coping Strategies between 9th and 10th class students were 78.24 and 81.82 and SD values were 11.84 and 13.04 respectively. The obtained 't'-value was 3.52 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Brief Coping Strategies of 9th and 10th class students and shows that 10th class students are more Brief Coping Strategies than that of 9th class students.

With respect to type of school, mean scores of Brief Coping Strategies between Zilla Parishad High school and Municipal High School students were 79.57 and 80.73 and SD values were 12.04 and 13.32 respectively. The obtained 't'-value was 1.10 and the p-value is 0.27 which is not significant at any level. This shows that there is no significant difference in the total scores of Brief Coping Strategies of Zilla Parishad High school and Municipal High School students and shows that Zilla Parishad High school and Municipal High School students are similar attributes.

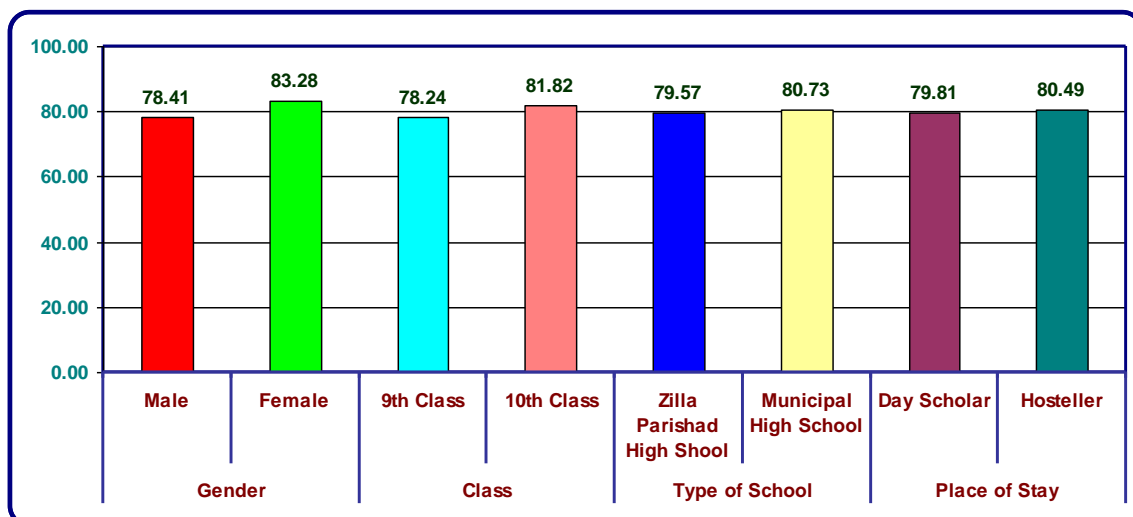
With respect to place of stay, mean scores of Brief Coping Strategies between Day Scholar and Hosteller were 79.81 and 80.49 and SD values were 12.73 and 12.26

respectively. The obtained 't'-value was 0.62 and the p-value is 0.53 which is not significant at any level. This shows that there is no significant difference in the total scores of Brief Coping Strategies of Day Scholar and Hosteller and shows that Day Scholar and Hosteller are similar attributes.

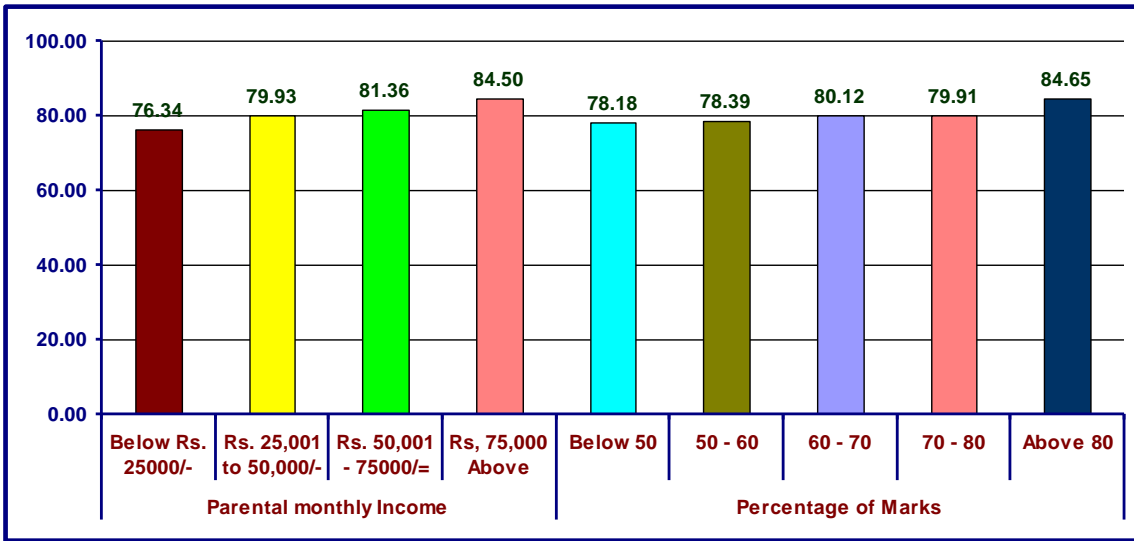
With respect to parental monthly income, mean scores of Brief Coping Strategies among students for below Rs. 25000/- monthly income of parents was 76.34, for Rs. 25001 to 50000 was 79.93, for Rs. 50001 to 75000 was 81.36 and Rs. 75000 and above was 84.50 and SD values were 10.71, 12.29, 13.50, and 11.41 respectively. The obtained 'F'-value was 6.26 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Brief Coping Strategies of students based on their parental monthly income and shows that Rs. 75000/- above parental income of students are more Brief Coping Strategies than that of the rest.

With respect to Percentage of Marks, mean scores of Brief Coping Strategies among students for below 50 percentage of marks was 78.18, whereas it was for 50 – 60 percentage of marks was 78.39. for 60-70 percentage of marks was 80.12, it was for 70-80 percentage of marks was 79.91 and it was for above 80 percentage of marks was 84.65 and SD values were 8.93, 11.66, 13.44, 10.11 and 14.57 respectively. The obtained 'F'-value was 2.80 and the p-value is 0.05 which is significant at 0.05 level. This shows that there is a significant difference in the total scores of Brief Coping Strategies of students based on their percentage of marks and shows that students who are having above 80 percentage of marks are more Brief Coping Strategies than that of the rest.

Graph 51: Comparison between mean score of Brief Coping Strategies among students based on their Gender, Class, type of school and Stay at Place.



Graph 52: Comparison between mean score of Brief Coping Strategies among students based on their parental monthly income and Percentages of marks.



Findings and conclusions of the study:

1. Out of total 200 students, 6.00% of the students are having Less coping strategies, whereas 21.33% are having below moderate coping strategies, 53.50% are having Moderate coping strategies and 19.17% are having high coping strategies.
2. With regard to Brief Coping Strategies, a significant difference was found among the students based on their demographic variables i.e., gender, parental monthly income and percentages of marks. According to their gender, female students are more Brief Coping Strategies than that of male students. According to their parental monthly income, above Rs. 75000/- parental monthly income of students are having more Brief Coping Strategies than that of the rest. According to their percentages marks, students who are having above 80 percentage of marks are more Brief Coping Strategies than that of the rest.
3. It was noticed that, no significant difference was found among the students based on demographic variable i.e., class, type of school, and place of study and they attributes similar towards Brief Coping Strategies.

Recommendations:

- The government has to prioritise trained psychologists to improve coping strategies and academic motivation.
- The government should recruit psychologists post in Schools and Colleges.
- Provide adequate guidance, counseling and other programs that can be designed to promote the psychological well-being of the students.
- Schools should provide more support and care to help students cope with various stressors and identify students having stress reactions as soon as possible. Besides, through use of emotion-related questionnaires, schools can keep a close eye on students' physical and mental conditions and provide consulting services to avoid development of physical or mental problems in students. If necessary, schools can also refer students to professional consulting institutions.
- Teachers and school guidance counselors should collaboratively guide students on how to develop good study habits, thereby enhancing their academic success.
- Parents should help their children to develop strategies for coping with academic stress whenever they occur;

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