

INFLUENCE OF STRESS COPING STRATEGIES IN OVERCOMING EMOTIONAL PROBLEMS AMONG ADOLESCENCE STUDENTS

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Abstract

The main objective of this research is to look At Influence of Stress Coping Strategies in Overcoming Emotional Problems Among Adolescence Students. The present investigation was conducted 21 adolescents students in government school in Dindigul formed the sample of the study. Single group pretest treatment, post-test design and purposive sampling technique were followed. The present study has single group experimental method was adopted in the investigation. The results show that there is no significant mean difference between pre and post test scores of overcoming emotional problems of undergraduate teacher trainees. There is no significant mean difference between pre and post test scores of stress coping strategies undergraduate teacher trainees. The finding of study Correlation value is (0.614) strong positive value relationship between the post -test emotional problems and stress coping strategies of adolescence students.*

Keyword; Stress Coping Strategies, Emotional Problems

INTRODUCTION

Generally students at all levels experience some forms of stress depending on their academic workload and environment. Emotions are the product of perception.

Emotion is a subjective feeling and the experience of emotion differs from person to person. Every emotional experience involves many physical and physiological changes in the organism. Undergraduate teachers experience various emotions such as anger, worry, frustration, anxiety during the teaching-learning process. Problems these experienced emotions in innate part of a teacher training programs. Now day's teachers often face burnout, frustration, anxiety, lack of interpersonal skill, self-destructive behavior and other related problems. There is a discussion of teaching emotional problems of stress coping strategies for undergraduate teacher trainees that would help them to positive emotions and negative emotions. Hence, the investigator selected this problem to overcome the emotional problems of adolescents students. This study attempts to explore the possibility of using the emotional problems stress coping strategy in adolescents students.

OBJECTIVES OF THE STUDY

1. To identify the level of emotional problems of adolescents students
2. To develop the stress coping model strategies to overcome emotional problems.
3. To implement the stress coping model strategies to overcoming, emotional problems, among adolescents students
4. to find out influence in overcoming emotional problems among adolescents students

HYPOTHESES OF THE STUDY

Following are the hypotheses

1. There is a significant mean difference between pre and post test scores of overcoming emotional problems of undergraduate teacher trainees.
2. There is a significant mean difference between pre and post test scores of stress coping strategies undergraduate teacher trainees.
3. There is no significant correlation between pre test scores on overcoming emotional problems and stress coping strategies.
4. There is no significant correlation between post test scores on overcoming emotional problems and stress coping strategies.

STATEMENT OF THE PROBLEM

The investigator has thought of the conduct of the present study and which is entitled **“INFLUENCE OF STRESS COPING STRATEGIES IN**

OVERCOMING EMOTIONAL PROBLEMS AMONG ADOLESCENCE STUDENTS-.”

RESEARCH METHOD

The present study has single group experimental method was adopted in the investigation.

SAMPLE

The present investigation was conducted 21 adolescents students in government school in Dindigul formed the sample of the study. Single group pretest treatment, post-test design and purposive sampling technique were followed.

TOOLS USED

The following tools used in this study

- Stress Coping Strategies Scale
- Emotional Problems of Adolescence Students Scale

STATISTICAL TECHNIQUES

The following statistical techniques used in this study

- Descriptive analysis (mean, sd)
- Differential analysis (t test)
- Correlation analysis

DATA ANALYSIS

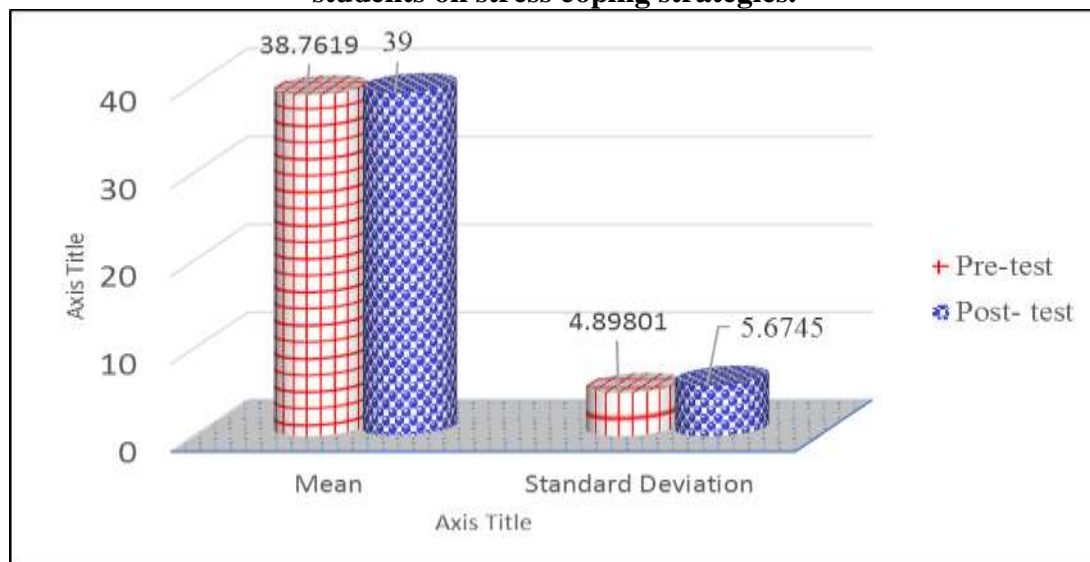
Table: 1
‘t’ values between the pre-test and post-test mean scores of adolescence students on emotional problems.

Emotional problems	Mean	Standard Deviation	“t” Value	Level of Significance
Pre-test	36.2381	3.26963	0.214	Not Significant
Post- test	6.4762	3.38554		

Table:2
‘t’ values between the pre-test and post-test mean scores of adolescence students on stress coping strategies.

Stress coping strategies	Mean	Standard Deviation	“t” Value	Level of Significance
Pre-test	38.7619	4.89801	0.165	Not Significant
Post- test	39.0000	5.67450		

Figure.:1
 ‘t’ values between the pre-test and post-test mean scores of adolescence students on stress coping strategies.



CORRELATION ANALYSIS

Table: 3

‘r’ between the pre-test and post -test emotional problems and stress coping strategies of adolescence students

Variable	Test	‘r’ Value	Test	‘r’ Value
Emotional Problem Stress coping strategies	Pre test	0.435*	Post test	0.614*
	Pre test		Post test	

FINDING OF THE STDY

1. The calculated' value 0.214 is less than that the critical value 2.08 at 0.05 level of significant ,Hence there is significant difference between the pre-test and post-test mean scores of adolescence students in overcoming emotional problems and therefore the null hypothesis is accepted.
2. The calculated' value 0.165 is less than that the critical value 2.08 at 0.05 level of significant, Hence there is no significant difference between the pre-test and post-test mean scores of adolescence students on stress coping strategies and therefore the null hypothesis is accepted.
3. Correlation value is (0.614*) strong positive value relationship between the post -test emotional problems and stress coping strategies of adolescence students

DISCUSSION

The finding of this study supports the results of Ganesan, Y., et.al (2018), The result of this study indicated that the majority of university students have a moderate level of stress. There was a significant inverse relationship between stress level and coping strategies among undergraduates. Gustems-Carnicer, J., et.al (2019). it is important to recognize and address the harmful effects of stress on well-being and academic achievement, to avoid long-term problems in professional and personal life.

CONCLUSION

In the process of stress coping strategies, when the stress coping strategies suggested are carried out successfully and efficiently, the students' stress coping strategies and overcoming emotional problems improve significantly. Therefore, in overcoming emotional problems among undergraduate teacher trainees should be provided with activities to proceed in stress coping strategies that are enriched with stress coping strategies solving activities. The importance of taking systematic steps in stress coping strategies process should be emphasized for the undergraduate teacher trainees. Hence there is a need to steer sour efforts towards the implementation of stress coping strategies in overcoming emotional problems among undergraduate teacher trainees during pandemic situations.

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