

A Study of the Stress Coping Skills of Graduates and Post-Student Techers

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Abstract

This study attempted to measure the stress management skills of graduate students in Bijapur City, Karnataka. The Jerabek Stress Management Inventory, answer sheet, scoring key, and standards were used. The mean and standard deviation were calculated from the raw data for the selected sample. The t-test was used to determine the significant difference between subgroups. The results show that the level of coping skills is high among college students and college students in Bijapur city, Karnataka. There is a significant difference between UG and PG subdivisions, Women's University and Karnataka University, Govt. private colleges and universities, arts and sciences, arts and social sciences, arts and commerce, arts and education, education and commerce, arts and sciences, government. and private arts, sciences and business in terms of their ability to cope with stress. There is no significant difference between governments. private colleges and universities, female humanities and social sciences faculty from universities on their ability to cope with stress. There is a significant difference between English and Kannada, Kannada and Bioinformatics, MCA and Medicinal Chemistry, Economics and Sociology, Economics and Women's Studies, Economics and Social Work, Sociology and Women's Studies, Sociology and Social Work, Women's Studies and Social Work, M.Ed. and M. Com, M. Com and MBA in the ability to cope with stress.

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Introduction

Stress is a demand on a person that is perceived as threatening and puts a strain on their resources. Stress therefore represents a perceived threat that, according to the individual, can strain or overwhelm one's own resources. Stress includes muscle tension; Your heart rate increases and your breathing seems faster. Both a lethargic person and a person who always has to do something can suffer from stress. The term stress refers to situations that create demands, constraints or opportunities. However, a stressful situation for one person can be a neutral event for another. Whether a creative situation is stressful for us or not depends on how we evaluate the life event and how we assess our ability to cope with it.

Coping skills: Coping skills are a special way of dealing with difficulties: they influence the way we identify problems and try to solve them. People who are doing well don't just know how to do something; They also know how to approach a situation for which they don't have an immediately available answer.

Stress and illness: There is increasing evidence that stress plays an important role in illness and health. Selye proposed a model of the body's response to stress called general adaptation syndrome (GAS), which includes three phases: alarm response, resistance and exhaustion. The alarm response is a familiar feeling to everyone and is commonly referred to as the "fight or flight" response. When resisted, the characteristic startle responses weaken and disappear, and the body appears to "return to normal." Exhaustion is a condition in which the body's resources are significantly depleted and the body loses resistance and further exposure to stress can lead to disintegration and death.

There are many causes of stress. Pressure and stress also come from within, of beliefs, attitudes and expectations about the world and ourselves, our habits and behaviors and our personality. Stress can be divided into several groups: physical stress, environmental stress such as noise and pollution, cultural expectations and more personal social expectations from family, friends and colleagues. For many people, the greatest stress comes from small everyday events.

Stress affects both the physical and emotional well-being of an individual. Coronary heart disease is prominent when it comes to them and stress along with hypertension follows heart disease; the second most common stress-related illness and probably those of the alimentary canal ranging from indigestion to ulcer. Two major problems are peptic ulcer and irritable bowel syndrome. Other illnesses include certain skin disorders and various types of mental and emotional disorders.

Stressful situations: Stress can have negative effects on behavior, thinking and physical functions because different people react to stressors and their effects

on various physical symptoms are often small. People in particular have difficulty dealing with multiple stressors that occur almost simultaneously.

Stress-arousing Situations: Stress can result from certain situations or developmental changes. Stressful events vary in many ways: duration, severity, predictability, degree of loss of control, the person's confidence, and suddenness.

Life Transition: Also changes in life, such as: E.g. studying, looking for a job, having a child and moving can be stressful. Puberty is a particularly stressful time due to physical changes, role changes and changes in the parent-child relationship.

Clinical Reactions to Stress

Among the disorders that seem most related to stress are adjustment disorders, posttraumatic disorders, and dissociative disorders.

Adjustment disorder: Adjustment disorder is a response to recent stress and usually resolves when stress levels decrease. Common symptoms of adjustment disorder include depression, anxiety, disruptive or reckless behavior, sleep problems, poor performance, and social withdrawal.

Posttraumatic disorders: Post-traumatic stress disorder (PTSD) can occur after extreme stress, such as natural stress

Dissociative disorders: Dissociative disorders are characterized by sudden, temporary changes in consciousness that make painful experiences more difficult.

Treating Stress-related Problems

A variety of approaches are used other alone or in combination to treat stress-related disorders.

Supportive Therapy: In supportive therapy, the therapist demonstrates acceptance and adopts a nonjudgmental attitude so that the client can relax enough to engage in problem-solving.

Drugs and sedatives: Medications and sedatives act on the nervous system and allow for a temporary reduction in stress. This treatment is often combined with psychological therapy.

Relaxation Training: Relaxation training is a structured approach to reducing tension, which also helps reduce feelings of stress to the point where a person can focus on solving problems.

Systematic Desensitization: Systematic desensitization is a process that aims to eliminate fear in certain situations through the combination of relaxation techniques and imagining the presence of fear-related stimuli.

Cognitive Modification: Cognitive modification is the process by which we learn to think or interpret anxiety-provoking situations differently.

Social Intervention: Social intervention includes not only the treatment of the person affected by the disorder, but also the involvement of family members in the treatment process.

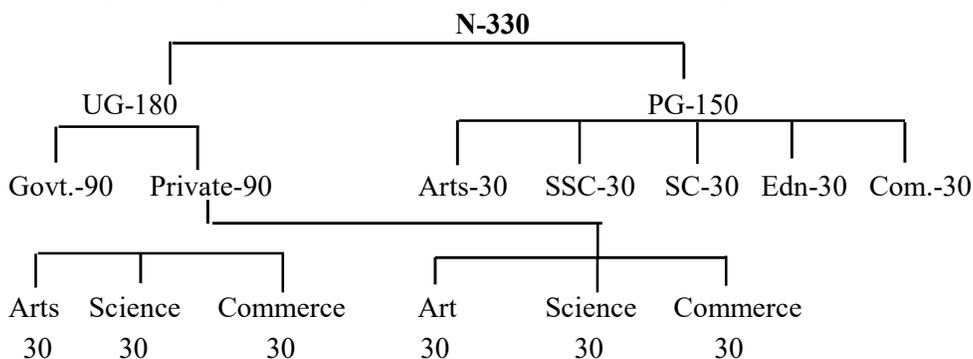
Statement of the Problem

“A Study of Stress Coping Skill of Graduates and Post-graduate Students of Bijapur City”

Method

a) Sample

The study was conducted on a sample of 330 undergraduate and Post-graduate students of Bijapur city in the of Karnataka state. The stratified random sampling was adapted for the present study. The sample design is as follows:



b) Materials

Stress Coping skills inventory by Jerabak, Answer sheet, Scoring key and Norms.

c) Procedure

The students sat comfortably; The answer sheet was distributed to the students and they were asked to fill in their personal information. An inventory was then taken and the following instructions were given: “This test is designed to assess how you deal with stress. Read each statement carefully and indicate how often it applies to you. For the test to be valid, all questions must be answered. There is no time limit, but this test can typically be completed in 20 minutes. Once students were finished, their answers were graded using the grading key.

Redults and Discussion

Means and standard deviations were determined for the selected sample. The t-test was used to determine significant differences between subgroups.

Null hypothesis 1

There is no Stress Coping Skill among the college and university students.

Table 1: Mean score of Stress Coping Skills of college and university

Group	N	Mean	SD
All UG and PG students	360	223.16	41. 81

As shown in Table 1, all undergraduate and postgraduate students fall into the “ability to cope with high levels of stress” category. The ability to cope with stress varied greatly between PG and UG students as shown in the standard deviation value shown in Table 1. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis. Accordingly, the ability to cope with stress was found to be high among undergraduate and postgraduate students of a women’s university in Karnataka, India.

Null hypothesis 2

There is no significant difference between the respective sub-groups in their level of Stress Coping Skills.

Table 2: Significant difference between the different sub-groups in their Stress Coping Skills.

Variable	Sub-group	n	Mean	SD	Obtained 'to-value	Level of significance
level of education	Under-graduate	120	210.85	19.47	133.99	Significant at 0.05 level
	Post-Graduate	300	205.85	20.46		
Institution	Women university	300	224.96	37.51	21.87	Significant at 0.05 level
	Karnataka university	60	225.66	32.47		
level of education	Govt. college	40	220.5	29.15	0.46	Not Significant at 0.05 level
	Private college	60	238.33	39.37		
Faculty	KSWUB-ARTS	80	220.5	29.15	0.45	Not Significant at 0.05 level
	KSWUB-SCIENCE	40	229.5	29.71		
Faculty	KSWUB-ARTS	80	220.5	29.15	1.43	Not Significant at 0.05 level
	KSWUB-SOCIAL SCIENCE	40	213.0	34.88		
Faculty	KSWUB-ARTS	40	220.5	29.15	3.43	Significant at 0.05 level
	KSWUB-COMMERCE	60	221.0	37.13		

Faculty	KSWUB-ARTS	80	238.33	39.37	19.41	Significant at 0.05 level
	KSWUB-EDUCATION	60	229.5	29.71		
Faculty	KSWUB-EDUCATION	40	238.33	39.37	26.48	Significant at 0.05 level
	KSWUB-COMMERCE	60	213.0	34.88		
Faculty	GOVT.ARTS	40	238.33	39.37	13.8	Significant at 0.05 level
	GOVT. SCIENCE	80	221.0	37.13		
Faculty	GOVT.ARTS	40	238.33	39.37	13.8	Significant at 0.05 level
	GOVT.COMMERCE	80	229.5	34.88		
Faculty	GOVT.SCIENCE	40	238.33	29.71	87.65	Significant at 0.05 level
	GOVT.COMMERCE	40	221.0	37.13		

Table 2 reverses the resulting t-values into 133.99, 21.87, 3.43, 19.41, 26.48, 13.8, 13.8, 13.8, and 87.65 are each larger than the t-values in the table. The formulated null hypothesis was therefore rejected in favor of the alternative hypothesis. It can be concluded that there is a significant difference in the ability to cope with stress between the individual subgroups.

And Table – 2 also shows that the t-value obtained is 0.46. 0. The values 45 and 1.43 are lower than in the t-table: the value is at the 0.05 significance level. Therefore, the formulated null hypothesis was accepted in the case of the art and education students at the Women’s University. Therefore, it was found that there was no significant difference between the subgroups in the ability to cope with stress.

Null hypothesis 3

There is no significant difference between the respective sub-groups in their level of Stress Coping Skills.

Table 2: Significant difference between the different sub-groups in their Stress Coping Skills.

Variable	Sub-group	n	mean	SD	Obtained 'to-value	Level of significance
Department	English	20	217.5	29.91	12.61	Significant at 0.05 level
	KANNADA	20	221.0	28.61		
Department	MCA	20	260.0	32.86	12.81	Significant at 0.05 level
	Bioinformatics	20	223.0	30.51		
Department	MCA	20	260.0	32.86	88.42	Significant at 0.05 level
	Pharmaceutical Chemistry	20	232.0	43.34		

Department	Economics	20	218.0	24.89	35.22	Significant at 0.05 level
	Sociology	20	227.0	24.71		
Department	Economics	20	218.0	24.89	48.99	Significant at 0.05 level
	Women's studies	20	231.0	28.61		
Department	Economics	20	218.0	24.89	37.87	Significant at 0.05 level
	Social work	20	229.0	39.23		
Department	Sociology	20	227.0	24.71	15.10	Significant at 0.05 level
	Women's studies	20	231.0	28.61		
Department	Sociology	20	227.0	24.71	6.89	Significant at 0.05 level
	Social work	20	229.0	39.23		
Department	Women's studies	20	231.0	28.61	6.69	Significant at 0.05 level
	Social work	20	229.0	39.23		
Department	M.Ed.	40	213.0	34.88	60.16	Significant at 0.05 level
	M.Com	40	213.0	33.15		
Department	M.Com	20	204.5	31.85	10.29	Significant at 0.05 level
	MBA	20	234.5	36.15		

Table 2 reverses the resulting t-values into 12.61, 12.81, 88.42, 35.22, 48.99, 37.87, 15.10, 6.89, 6.69, 60.16 and 10.29 are each larger than the t-values shown in the table. Therefore, the formulated null hypothesis was rejected in favor of the alternative hypothesis. It can be concluded that there is a significant difference in the ability to cope with stress between the individual subgroups.

Results and Conclusions

- 1) Students of colleges and universities in Bijapur, Karnataka have a high level of stress management skills.
- 2) There is a significant difference between the sub-divisions like UG and PG, Women's University and Karnataka University, Govt. private colleges and universities, arts and sciences, arts and social sciences, arts and commerce, arts and education, education and commerce, arts and sciences, government. and private art, science and business in stress management skills.
- 3) There is no significant difference between governments. Private colleges and universities, faculties of arts and sciences, arts and social sciences of women's universities at the level of their ability to cope with stress.
- 4) There is a significant difference between English and Kannada, Kannada and Bioinformatics, MCA and Pharmaceutical Chemistry, Economics and Sociology, Economics and Women's Studies, Economics and Social Work,

Sociology and Women's Studies, Sociology and Social Work, Women's Studies and Social Sciences studies natural sciences. Work, M.Ed. and M. Com, M. Com and MBA level stress management skills.

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