



Coping strategy among polytechnic colleges students of Kashmir

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Abstract

The aim of the study was to assess the coping strategy among the polytechnic college students of Kashmir. The total sample selected for the present study was 400 and out of 400, 200 were rural and 200 urban polytechnic college students. Coping Strategies Scale by A.K. Srivastava (2001) was used to measure the coping strategies of the polytechnic college students. The study revealed that both the groups of polytechnic college students have the similar coping strategies to cope up the situations.

Keywords: coping strategies, polytechnic college students, Kashmir

Introduction

As a Social-personality psychologist, Richard Lazarus became interested in explaining the dynamics of troublesome experiences. He developed and tested a transactional theory of Stress and Coping (TTSC). Lazarus, 1966 believed that stress as a concept had heuristic value, but in and of itself was not measurable as a single factor. Lazarus (1966) contended that stress did not exist in the event but rather is a result of transaction between a person and his or her environment. As such, stress encompasses a set of cognitive, affective, and coping factors. Stress had become a popular construct in psychological, psychosomatic, and nursing research. Including his own research findings, Lazarus's (1966) book, "Psychological stress and the coping process" represents an elegant theoretical integration of all the research findings on stress and its interrelationship with health through the early 1960s. The theoretical framework that Lazarus posed to explain the complex phenomenon of stress was a major impetus for the field of cognitive psychology because his frame work consistently emphasized the important role that appraisal or self-evaluation plays in how a person reacts, feels and behave. Academic Stress among students is increasing day by day and has become a matter of great concern nowadays. Academic stress is a pervasive problem round the world. According to (Lee & Larson 2000; Lou & Chi 2000) "Academic Stress can be conceptualized as a student's cognitive appraisal of and coping with the academic-related stressors and psychological or physiological response to the stressor". Having knowledge about the cause of academic stress among students will make the educational administrator know how to monitor and control the stress factors that are responsible for causing academic stress. (Murphy & Archer 1996) found in their research that when stress becomes extensive and negative, students experience psychological impairment and physical fatigue. Academic Stress affects the social life of students within the institute as well as outside the institute. The goals pertaining to student's life gets highly affected in terms of the commitments made by the student in fulfilling or achieving those goals. Altbach (1970) states that graduate students often feel that faculty exert power over their lives and they feel that their own life is powerless. The other stress which

students feel is difficulty in achieving social intimacy. They often lack time for leisure. Abouserie (1994) 1996^[1] found that students experience academic stress during each semester exam, the greatest amount of academic stress results from taking and studying for exams, a large amount of content to master in a small amount of time. Examining of sources of academic stress faced by the students at various institutions is very important. The information gathered from the research will help the educationist to pay more attention to such factors leading to academic stress among the students and can be used as the remedial measure for their betterment and sound development. Academic work demand a high level of stress that graduate and undergraduate students have been reporting long ago. Most graduate and undergraduate students experience grade pressures and identity crises that cause students to have problems with stress. Coping is the process by which people try to manage the perceived discrepancy between the demands and resources they appraise in a stressful situation. Coping strategies are thus stable characteristics of persons who transcend all stressful situations. Coping is the process where by individuals adjust or perceived the demands or stress of the event or situation in order to suit oneself (Green, Muir, Gradewell, and Green 1996). In other words, coping allows people to use various skills to manage the difficulties they face in life. Stressors will only surface once individuals are unsuccessful in coping with the stress they had experienced.

Objectives of the study

The following objectives have been formulated for the present investigation:

- To study coping strategy of Polytechnic Colleges students of Kashmir.
- To compare rural and urban Polytechnic College students of Kashmir on coping strategy.

Hypothesis

Following hypothesis have been formulated for the present study.

- Rural and Urban Polytechnic College students do not differ significantly on coping strategy.

Operational definitions of variables

- **Coping Strategy:** Coping Strategy for the present study refer to the scores obtained by the subjects on A.K. Srivastava Coping Strategies Scale (2001). It consists of 50 items.
- **Polytechnic college students:** Students of polytechnic colleges refer to those students who are enrolled in different Govt. Polytechnic colleges of Kashmir.

Methodology

The total sample was 400 and out of 400, 200 were rural and 200 urban college students. The percentage of rural polytechnic college students is 50% and urban polytechnic college students is also 50%.

Table 1

	N	Percent
Rural Polytechnic College Students	200	50.0
Urban Polytechnic College Students	200	50.0
Total	400	100.0

Tools used

The following tools were used for the present study

- Coping Strategies Scale by A.K. Srivastava (2001).

Statistical Treatment

- Mean
- SD
- T-test

Analysis and Interpretation

Table 1: Showing the mean comparison between Rural and Urban Polytechnic College Students on behavioural approach dimension of Coping Strategies

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
RPCS	200	26.44	7.610	2.123	Sig. at 0.05 level
UPCS	200	28.11	8.116		

RPCS = Rural Polytechnic College Students;
UPCS = Urban Polytechnic College Students

Table 1 The above table shows the mean comparison between the rural and urban polytechnic college students on behavioural approach dimension of coping strategies. The results of the table indicates that there is a significant mean difference between rural polytechnic college students and urban polytechnic college students on behavioural approach dimension of coping strategies. The table reveals that the mean favours urban polytechnic students which means they have better behavioural approach which includes confronting; planning; taking decisions; competing activities; seeking social support (instrumental) self-control.

Table 2: Shows the mean comparison between Rural and Urban Polytechnic College Students on Cognitive Approach dimension of Coping Strategies.

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
RPCS	200	14.95	5.248	0.855	Insignificant
UPCS	200	14.51	4.918		

RPCS = Rural Polytechnic College Students;
UPCS = Urban Polytechnic College Students

Table 2: The above table Shows the mean comparison between Rural and Urban Polytechnic College Students on

Cognitive Approach dimension of Coping Strategies. The table reveals that the two groups differ insignificantly on cognitive approach dimension which includes Intellectualization; Positive reinterpretation; Cognitive reappraisal; seeking social support for emotional reasons; Negotiation. This means that both the groups have similar cognitive approach strategies.

Table 3: Shows the mean comparison between Rural and Urban Polytechnic College Students on Cognitive Behavioural Approach dimension of Coping Strategies.

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
RPCS	200	21.43	6.629	2.578	Sig. at 0.05 level
UPCS	200	19.69	6.868		

RPCS= Rural polytechnic college students
UPCS= Urban polytechnic college

Table 3 shows the mean comparison between Rural and Urban Polytechnic College Students on Cognitive behavioural Approach dimension of Coping Strategies. The table shows that (t value 2.578 >= 0.05) the two groups viz rural polytechnic and Urban Polytechnic College Students differ significantly. The table further shows that means favours RPCS which means they have better cognitive behavioural approach which helps them to manage their problems by changing the way they think and behave and includes intellectualization; positive; reinterpretation; cognitive reappraisal; seeking social support for emotional reasons; negotiation.

Table 4: Showing the mean comparison between Rural and Urban Polytechnic College Students on Behavioural Avoidance dimension of Coping Strategies

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
RPCS	200	23.98	7.708	0.897	Insignificant
UPCS	200	24.67	7.674		

RPCS = Rural Polytechnic College Students;
UPCS= urban polytechnic college students.

The table 4 shows the mean comparison between rural and urban polytechnic college students on behavioural avoidance dimension of coping strategies. The table reveals that the two groups viz rural polytechnic college students and urban polytechnic college students show insignificant difference on behavioural avoidance dimension of coping strategies. The table reveals that the two groups have similar behavioural avoidance strategies which includes restraint coping; inhibition of action; turning towards religion; escaping; behavioural disengagement; acceptance; withdrawal; feeling helpless.

Table 5: Showing the mean comparison between Rural and Urban Polytechnic College Students on Cognitive Avoidance dimension of Coping Strategies

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
RPCS	200	19.92	8.565	2.307	Sig. at 0.05 level
UPCS	200	18.06	7.526		

RPCS = Rural Polytechnic College Students;
UPCS = Urban Polytechnic College Students

Table 5 shows the mean comparison between Rural and Urban Polytechnic College Students on Cognitive Avoidance dimension of Coping Strategies. The table shows that (t-value 2.307 ≥ 0.01) that the two groups differ

significantly on cognitive avoidance dimension of coping strategy. The table reveals that mean favours rural polytechnic college students on this dimension which means rural polytechnic college students have better cognitive avoidance approach which includes Rationalization; Distancing; Cognitive restructuring; Resignation than their counterparts.

Table 6: Showing the mean comparison between Rural and Urban Polytechnic College Students on composite score of Coping Strategies

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
R P C S	200	106.71	17.636	0.880	Insignificant
U P C S	200	105.03	20.338		

RPCS = Rural Polytechnic College Students;
 UPCS = Urban Polytechnic College Students.

Table 6 shows the mean comparison between Rural and Urban Polytechnic College Students on composite score of Coping Strategies. The table shows that the two groups viz rural polytechnic college students and urban polytechnic college students show insignificant difference on composite score of coping strategy. This means that both the groups have the better coping strategies to cope up the situations. Therefore the hypothesis No. 1, which reads as, “Rural and Urban Polytechnic College students do not differ significantly on coping strategy” stands accepted.

Conclusion

- A significant mean difference was found between rural polytechnic college students and urban polytechnic college students on behavioural approach dimension of coping strategies. Urban polytechnic students have better behavioural approach which includes confronting; planning; taking decisions; competing activities; seeking social support (instrumental) self-control.
- Rural and urban polytechnic college students differ insignificantly on cognitive approach dimension which includes intellectualization; positive reinterpretation; cognitive reappraisal; seeking social support for emotional reasons; negotiation.
- Both the groups’ i.e. rural and urban polytechnic college have similar cognitive approach strategies.
- Rural and urban polytechnic college students differ significantly on cognitive behavioural approach dimension of coping strategies. Rural polytechnic college students have better cognitive behavioural approach which helps them to manage their problems by changing the way they think and behave and includes intellectualization; positive; reinterpretation; cognitive reappraisal; seeking social support for emotional reasons; negotiation.
- Rural and urban polytechnic college students on behavioural avoidance dimension of coping strategies show insignificant difference.
- The two groups viz, rural and urban polytechnic college students have similar behavioural avoidance dimension of coping strategies. Rural and urban polytechnic college students have similar behavioural avoidance which includes restraint coping; inhibition of action; turning towards religion; escaping; behavioural disengagement; acceptance; withdrawal; feeling helpless.
- Rural and urban polytechnic college students on cognitive avoidance dimension of coping strategies

differ significantly. Rural polytechnic college students have better cognitive avoidance approach than their counter parts which includes rationalization; distancing; cognitive restructuring; resignation.

- Rural and urban polytechnic college students on composite score of coping strategies show insignificant difference.
- Both rural and urban polytechnic college students have the better coping strategies to cope up the situations.

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