

**ASSOCIATION BETWEEN PERCEIVED STRESS AND COPING
STRATEGY AMONG B.ED STUDENTS**



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CERTIFICATE

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Chapter-I

INTRODUCTION

Stress experienced by students in their practicum has been reported in enough studies to indicate that it is not an isolated phenomenon. In order to maximize the benefits of the teaching practicum for student teachers and for teacher educators, research is needed to address the concerns of students related to their teaching practice experiences. In this study stress involve the students' perceptions of demands on them (expressed concerns) associated with the teaching practicum, and their resources for coping (reported strategies. It is inevitable that, along with the rewarding and satisfying aspects of the teaching practicum, student teachers will also encounter a range of stressful experiences. "Teaching is considered to be among the professions in which employees are subject to high levels of stress...and is capable of exposing student teachers to situations that are similarly, if not more stressful than those experienced by practicing teachers. The novice status of the student teacher is such that the range of stressors with which they must cope will necessarily differ from the stressors that negatively impact on practising teachers. Their dual roles of student and novice teacher require that consideration be given to how students cope in both roles (Murray-Harvey et al., 2000).

Perceived Stress

The word stress is derived from the Latin word "stringi", which means, "to be drawn tight". Stress can be defined as any factor that threatens the health of the body or has an adverse effect on its functioning, such as injury, disease, or worry. According to Randy and David, "Stress is the subjective feeling produced by events that are uncontrollable or threatening." Constant stress brings about changes in the balance of hormones in the body which may lead to the situation or thought that makes us feel frustrated, angry, nervous, or anxious (R, 2012).

The definitions of stress range from simple, single word statements such as ‘tension’ or ‘pressure’ to complex physiological and psychological explanations that are given for responses to certain stimuli. This definition refers to the “demand made upon the adaptive capacities of the mind and body, a demand which, if continued beyond the ability of these capacities to respond, leads to the physical and psychological exhaustion and possibly ultimate collapse referred to by Seyle” (Murray-Harvey et al., 2000).

Sukumaran (2020) define the sources of stress as every circumstance or event that threatens to disrupt people’s daily functioning and causes them to make adjustments. These sources of stress are called “Stressors”. Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance. According to Frassrand excessive stress can be harmful to a student's academic performance and students who perceive their stress levels as very high may often become depressed. This depression can lead to mental health problems, such as excessive corrupted interpersonal relationships (R, 2012). The significance of the need to respond to the problem of student teacher stress lies in the evidence that stress affects teacher behaviour and this in turn reduces classroom effectiveness, particularly in relation to effects of lower pupil/teacher rapport, reduced pupil achievement and increased levels of pupil anxiety. Teacher stress is an enduring, complex problem that has been well documented in the literature, a literature that also proposes ways of managing, or coping with stressors inherent in teaching. More recently, the relationship between student teacher stress and teacher stress is being recognized with statistics to suggest that coping with the stress of teaching needs to be addressed at the preservice stage of a teacher’s career in order to help retain capable teachers who are leaving the profession because they find their work environment too stressful (Murray-Harvey et al., 2000).

Coping strategies

Stress is a dynamic interaction process between the individual and his or her environment. Therefore, the stress response does not depend solely on the existence of an environmental stressor, but also on how this stressor is perceived by the person (cognitive appraisal) and what resources and strategies he or she uses to cope (coping

process) (Freire et al., 2016). College can be a very stressful period in the lives of most students; however, some students cope with stress better than others. Many students who are able to handle stress well have effective stress coping skills (Khan, 2023). The first thing to do to prevent psychological distress and development of serious illness is to cope with stress effectively. Talking with friends and family, exercising, praying, or actively addressing the causes of stress have been identified as adaptive coping strategies that may enhance overall well-being. On the other hand, maladaptive and avoidance strategies, such as drinking or denying the existence of the stressful situation, have been found to be associated with depression (C. et al., 2017). The age and gender effects on perceived stress related to interpersonal stressors, coping with interpersonal stressors, and psychological adjustment among early and middle adolescents.

Age-related increases in maladaptive coping and psychological symptoms were expected. Furthermore, it was predicted that girls, compared with boys, show higher interpersonal stress, a maladaptive coping pattern, and more internalizing problems. In contrast, it was hypothesized that boys report more externalizing problems. The second aim of this study was to examine the associations of perceived stress and coping with emotional and behavioral problems. It was expected that adaptive coping is inversely linked with adjustment problems and maladaptive coping is positively linked (Babicka-Wirkus et al., 2021). Coping strategies have often been classified into two broad categories: problem and emotion focused strategies. Problem-focused strategies employed behavioral activities, such as action and planning, while emotion-focused strategies involved expressing emotion and altering expectations (Brougham et al., 2009).

Perceived stress among B.Ed students

Perceived stress can be defined as the feelings and thoughts someone has about the level of stress they are currently experiencing or over a period of time (Shaw et al., 2017). Stress levels among the college student population have been excessively studied and well documented, revealing consistencies among the causes and implications of the levels of stress experienced. Across all disciplines, receiving good grades, a demanding workload, being assigned excessive homework, having time and deadline pressures, financial concerns, and ultimately earning one's degree all

contribute to feelings of stress (Levin, 2021). Generally speaking, university education aims to offer students the opportunity to experience positive stress, i.e. eustress (positive stress), via motivation to perform well in a class or to face challenging and difficult tasks. However, in some instances these may lead to distress such as feeling of worry about exam performance (Keejia & Yap, 2020). University students are at that point of academic career where they are about to enter the professional regions. At this stage they are faced with many problems, as much of the literature reflects which hinders their performance and interpose the achievement of the desired goals. These problems which may be termed as stressors can be categorized as academic, financial, time or health related, and self imposed. In addition to its sleep deprivation, social activities, job responsibilities and, having boy/girl friend are also some other factors which turn the heads of the students (Talib & Zia-ur-Rehman, n.d.). A student's life is subjected to different kinds of stressors, such as the pressure of academics with an obligation of success, uncertain future and difficulties envisaged for integration into the college system. These students face social, emotional and physical and family problems which may affect their learning ability and academic performance. Stress levels among college students are higher than those of people at any other stage of life, a poll has found. In addition, the poll found that college students have a higher predisposition toward experiencing depression sometime during their four years at college (Kumar & Bhukar, n.d.). Excessive stress can be harmful to a student's academic performance and students who perceive their stress levels as very high may often become depressed. This depression can lead to other mental health problems, such as excessive drinking or indiscriminate use of other substances. Thus, academic stressors cover the whole area of learning and achieving, as well as adjusting to a new environment, in which a great deal of content must be assimilated in a seemingly inadequate period of time. Moreover, excessive stress may lead a student to drop out of college (Seyedfatemi et al., 2007). Stressful environment has left college students vulnerable to mental health problems, such as anxiety, depression, self-harm, and suicidality. In addition, female students reported stress-related issues, such as low self-esteem, pressure from exams, and depression. Higher levels of general and academic stress were also shown to be greater in female students than their male counterparts. However, no gender differences in coping with stress were found (Graves et al., 2021).

Coping strategies used by B.Ed students

For busy college students, finding coping strategies to deal with issues such as depression, anxiety, perceived stress, and low quality of sleep can prove challenging (Zhang et al., 2019). (AMPONSAH, 2019) suggested variety of strategies that people use to reduce the amount of stress they experience and to lessen its harmful effects. Some strategies are ones that most of us use naturally and habitually, whereas others are special techniques that can be learned. Some strategies are individual ones; to be done on one's own in contrast social strategies depend of the presence of other people.

Altering Bodily Reactions Stress equals tension for many people. This often means tight muscles, high blood pressure, constricted blood vessels in the brain, and chronic over secretion of hormones. Fortunately; many of these tension responses can be controlled by variety techniques some ages old, some quite new.

Relaxation through meditation has ancient roots in many parts of the world. For centuries in eastern cultures, ways to calm the mind still the body's tensions have been practiced. Today Zen discipline and yoga exercises from Japan and India are part of daily life for many people both there and, increasingly, in the west. In our own culture, a growing number of people have been attracted to work shops and therapy in relaxation training and to various forms of meditation. Just as stress is the nonspecific response of the body to any demand made on it, there is growing evidence that complete relaxation is a potent anti's tress, response. The relaxation response is a condition in which muscle tension, cortical.

Supportiveness of the environment Life in societies is the most powerful weapon 'in the struggle for life thus it was that thousands of years before humans appeared association of animals in social units was preparing the way for human society (chapin, 1913) We all cope with stress as individuals, but for a lifetime of effective coping and for the continued success of our species, it is necessary for us to band together with our families, friends, and neighbours (at home and throughout our small planet). Isolation can lead to inadequate coping and is itself the cause of much stress. Much contemporary research points to the improvement in coping that can come from being part of a social support network and from living and working in a healthy environment.

Modifying Cognitive Strategies: A powerful way to handle stress more adaptively is to change our evaluations of stressors and our self-defeating cognitions about the way we are dealing with them. We need to find a different way to think about a given situation, our role in it and the causal attributions we make to explain the undesirable outcome.

Social support network: Social support refers to the resources provided by other persons this resources can include material· aid socio-emotional support and informational aid the persons who can provide these resources for an individual are those with whom he are she has significant social relationships such as family members friends coworkers and neighbours There is now a sizable body of evidence showing that the presence of social support makes people less vulnerable to stress. When people have other people they can turn to, they are better able to handle job stressors, unemployment, marital (Kumar, 2015).

Significance of the study

The exploration of the association between perceived stress and coping strategies among B Ed students is of paramount significance as it provides valuable insights into the psychological well-being of future educators. Understanding how these students perceive and manage stress can inform educational institutions, policymakers, and mental health professionals in developing targeted interventions and support systems to enhance resilience and promote a positive learning environment. This research holds the potential to contribute to the overall well-being and effectiveness of B.Ed students, ultimately influencing the quality of education they will impart in their future teaching careers.

Statement of the problem

This study investigates the relationship between perceived stress and coping strategies among Bachelor of Education (B.Ed) students. Utilizing a mixed-methods approach, the research aims to identify patterns, correlations, and nuanced insights into stressors and coping mechanisms. The findings will contribute to the existing literature and inform tailored interventions for supporting the well-being and success of B.Ed students in their academic and future professional pursuits.

Operational definition

Perceived stress: Perceived stress among B.Ed students will be operationally defined as the self-reported assessment of the extent to which individuals subjectively perceive stress in their academic, personal, and anticipatory experiences during their Bachelor of Education program.

Coping strategies: Coping strategies among B.Ed students will be operationally defined as the diverse set of conscious and behavioral responses employed by individuals in the face of perceived stressors during their Bachelor of Education program.

Objectives of the study

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To find out relationship between perceived stress and coping strategies among B.Ed students.
2. To find out difference among male and female B.Ed students on perceived stress.
3. To find out difference among male and female B. Ed students on coping strategies.

Hypothesis of the study

1. There will be no significant relationship between perceived stress and coping strategies among B.Ed students.
2. There will be no significant difference in perceived stress among male and female B.Ed student.
3. There will be no significant difference in coping strategies among male and female B. Ed students.

Delimitations of the study:

1. The study is limited to 100 B.Ed students from Jammu district.
2. The study has been only quantitative in nature.

Chapter-II

REVIEW OF LITERATURE

A crucial component of every research is the literature search. The results of such a search have several advantages. A conceptual framework can be developed with its assistance, since it offers a source of research ideas, ideas, an orientation to existing knowledge, an assessment of feasibility, and details on the research methodology to be employed. The present study examined the following:

1. Stress and coping strategies
2. Perceived stress among B.Ed students
3. Coping strategies among B.Ed students
4. Perceived stress and coping strategies among B.Ed students

Stress and coping strategy

(Bdair, 2020) conducted a study to examine to assess stressors as perceived by applied health sciences students and their coping strategies at Al-Ghad colleges. 123 undergraduates were selected by convenient sampling. Data were gathered using the University Student Stress (USS) scale, a 22-item questionnaire designed to measure stress, and the COPE inventory scale, which gauges how beneficial different coping mechanisms are in relation to one another. The results showed that the top four stressors for the participants were waiting for results or grades, financial expenses, thinking about the future, and studying for a test. Transportation was the least frequent stressor that participants reported. The top four managing substance use was the least common coping method used by individuals, but active coping, positive reinterpretation and growth, planning, and religious coping were all used. In conclusion, Al-Ghad college students employ certain beneficial coping mechanisms in response to a variety of bio-psychosocial stressors that have an impact on their academic performance and general health.

(Isa & Palpanadan, 2020) identified the level of Malaysian lecturers' stress and the major prevalence causes of stress among them. 609 respondents were randomly selected. In this study, a survey method was employed. The instrument for gathering

data was a questionnaire with four Likert scales. There were 33 components in three sections of the instrument. The findings showed that Malaysian lecturers experienced stress at low levels. Three main factors which included the university factor, social factor and individual factor had significant relationships to lecturers' stress. In addition, work load, work environment, networking, health, and financial factors also were seen as major prevalences that contributed to the lecturers' stress issue.

Hammad et al. (2020) examined the impact of professional education-related stress on medical MBBS students and the range of coping mechanisms they employ. A total of 500 students participated in this study. The tools used were Perceived Stress Scale-14 (PSS14) and ACOPE to measure the stress level and coping strategies among the students. The results of PSS-14 indicated that major bulk of students had high stress level and the ACOPE score indicated a moderate level of abilities of the students to cope with the stress. In conclusion medical students frequently experience stress, and most of the time they lack the skills necessary to manage it efficiently. This has a negative impact on both their personal and professional performance.

(moring et al., 2021) examined relationships between perceived stress, coping, and diabetes self-care activities among college students with type 1 diabetes. Tools used were an online self-report questionnaire (Perceived Stress Scale, Brief COPE, Summary of Diabetes Self Care Activities). The results showed that there is significant variations in the perceived stress levels for maintaining a healthy diet and taking care of one's feet as revealed by an ANOVA analysis. A simple linear regression analysis revealed significant correlations between humor and exercise, between blood glucose testing and acceptance, planning, and active coping, and between active coping and positive reframing and healthy diet. In conclusion, our findings suggest that having good coping mechanisms and stress management will enhance diabetic self-care. Programs for educating college students with type 1 diabetes ought to cover both psychosocial and self-care aspects of health.

Basith et al. (2021) conducted a study to analyse the relationship between academic stress, coping and academic achievement. The samples of 184 students (73 male and 111 female) were taken with a simple random sampling technique. The instruments used in collecting data are the Scale for Assessment Academic Stress and the Stress Coping Style Inventory. Coping was at a moderate level dominated by active emotional coping. Academic stress and coping are significantly impacted by several

demographic characteristics. While there is no discernible association between academic achievement and intercorrelation, there is a relationship between a number of indices of academic stress and coping.

Graves et al. (2021) examined stress, coping mechanisms, and gender differences in undergraduate students towards the end of the semester. 448 university students enrolled in three different undergraduate exercise science courses were part of the study. Perceived Stress Scale and Brief Cope were the tools used to assess the variables under study. T-tests was the statistical analysis used to detect gender differences for the stress levels and coping strategies. The findings of the study revealed females indicated higher levels of stress than their male counterparts in addition used the emotion-focused coping dimension and endorsed the use of four coping strategies more often than males.

Labrague et al. (2017) conducted studies from 2000 to 2015 on stress and coping strategies in nursing students. PubMed, CINAHL, MEDLINE, and PsycINFO were the main databases used for the literature search. The findings of the study revealed that the Nursing students experience varying degrees of stress. Stress from patient care, workloads and tasks, and unfavourable interactions with faculty and staff were the main sources of stress that were found. Nursing students frequently used problem-solving techniques such setting goals for difficulties, utilizing a variety of approaches, and deriving significance from upsetting situations as coping mechanisms.

(Shiferaw et al., 2017) explored the perceived stress level, and the coping strategies among B.Sc Nursing students. 193 students who were chosen from a typical batch of Generic B.Sc. Nursing students using a proportionate stratified random sampling technique. The results showed that Intrapersonal circumstances were the most frequent source of stress. Students employed unhealthy coping mechanisms regardless of their educational attainment, marital status, or race. There is a strong correlation between academic performance and stressors such as interpersonal and environmental stressors, maladaptive coping mechanisms and stressors were also noted. In conclusion, every batch of nursing students thought they were under stress. Enhancing the knowledge and use of counseling and guide services was necessary.

(Ghareeb & Mohamed, 2016) conducted a study to investigate the factors causing occupational stress and coping strategies among the academicians' staff at Hafr Al-Batin university in Saudi Arabia. Ninety-one academic staff members, including

professors, associate professors, assistant professors, lecturers, and instructors of various nationalities, made up the target population. Tools used were Faculty Stress Index [FSI]. The results revealed that academicians report a moderate degree of job stress. Walking, making lists, eating a healthy diet, and getting enough sleep were the most popular coping mechanisms for physical stress. For psychological stress, the most popular coping mechanisms included praying, thinking positively, going shopping, and talking to someone. In conclusion, academicians experience occupational stress, however it's not a serious issue.

(Britt et al., 2016) examined how resources and perceptions alter the amount of financial stress felt by college students and how this relates to academic achievement. Findings from a survey of 2,236 college students in the Midwest show that factors such as negative perceptions, lower mastery, fewer financial resources, more subjective financial knowledge, and financial and personal stressors are all linked to higher levels of financial stress. Academic achievement and financial stress were not related, while financial stress was strongly correlated with financial resources, financial stressors, and objective financial knowledge.

(Mahfouz & Alsahli, 2016) conducted a study on the stress level and coping strategies among students who were newly in Practicing the clinical training in different hospitals, at the Nursing College. The sample consisted of three tools for data collection: which included a sociodemographic profile sheet, two scales; Perceived Stress Scale-14 (PSS 14) to assess stress level, and Adolescent Coping Orientation for Problem Experiences (ACOPE) to assess the students' coping strategies. The results showed that the percentage of stress level was higher in kids at level five, with illiterate and nonworking moms, whereas pupils whose fathers work for the government have a higher stress level than those whose fathers do not. The results also demonstrated that the further the distance to Nursing School, the greater the stress on the students; additionally, the majority of subjects tend to utilize more good coping mechanisms than negative or harmful ones.

(Madhyastha et al., 2014) examined stress, coping and gender differences in final year medical students. 117 final year medical students from a medical college in coastal Karnataka. Professional Student Stress Survey to measure stress and Carver's Brief COPE to measure coping were administered. Results showed that academic performance and professional identity issues caused greater stress. Among the major

coping approaches, problem coping was used more by the group. In conclusion the findings of the study indicate that the stress management courses in medical schools are desperately needed. While issue coping was commonly employed by students, the requirement for coping skills training is justified by the clear contribution of maladaptive coping to increased stress.

(Song & Chae, 2014) examined the differences in stress levels and stress coping strategies according to the degree of emotional intelligence in nursing students. 367 nursing students from three universities in Gyeonggi and Chungnam provinces. Data were collected through a self administered questionnaire in December 2012 and subsequently analyzed. Tools used were independent t-tests, one-way ANOVA and Scheffe tests. The results showed that Nursing students exhibited slightly higher emotional intelligence than the average. Nursing students have elevated levels of perceived stress and clinical practice stress. Additionally, they tend to employ problem-focused coping mechanisms more frequently than emotion-focused ones. In conclusion, these findings imply that in order for nursing students to manage stress more successfully, treatments aimed at enhancing their emotional intelligence are required.

(Palmer & Rodger, 2009) conducted a study to examine mindfulness, stress and coping among university students. 135 first-year university residents who were part of the sample answered questions about their individual differences in mindfulness, coping mechanisms, and perceived stress. The finding of the study showed significant negative correlations between emotional and avoidant coping and perceived stress, while significant positive relationships were found between mindfulness and rational coping. In conclusion, the results of this study advance our knowledge of the relationship between coping strategies and mindfulness, which raises the possibility of improving counselling services and programming for first-year college students during their frequently challenging adjustment.

(Attiya et al., 2007) conducted a study on stress and the coping strategies among medical students of the University of Basrah for the year 2005. The study involved 300 students selected randomly. The results showed that 44.6% of medical students reported feeling stressed. The first year of students had the highest frequency of stress, followed by the third and fifth years. Female students had much higher rates of stress than male students, and those who were originating from neighbouring

governorates as well as those with longer wait times. Academic difficulties, together with contemporary political and security concerns, were the main sources of reported stress.

(Gentry et al., 2007) examined gender differences in sources of stress and coping strategies in Hawaii. A statewide cross-sectional telephone-survey of 1518 participants was conducted during the spring and summer of 2006. The results showed that Women reported higher overall perceived stress levels and men perceived more stress from personal factors. When it came to the perceived capacity to handle stress, there were no gender differences. Men were more likely to employ maladaptive and avoidance coping mechanisms, whereas women were more likely to use adaptive coping mechanisms. In conclusion, Strategies for improving people's ability to manage stress can be created. Adaptive coping methods like exercising and actively combating stressors may be introduced into interventions for men, whereas interventions for women might emphasize the increased usage of coping mechanisms like prayer and talking to friends and family.

(Allen & Hiebert, 1991) conducted a study on stress and coping strategies among adolescents. A survey was conducted with 285 students in grades 10, 11, and 12 to find out what kinds of demands they were facing. The students were also asked about their general anxiety level, prevalence of stress-related symptoms, and general coping facility. The results showed that adolescents experience more stress and have less coping mechanisms than the general population. It was also observed that stress levels and coping skills varied according to gender and other demographic factors.

Perceived stress among bed students

(Elavarasi et al., 2023) examined the influence of resilience on academic stress among B.Ed Teacher Trainees. 121 Alagappa University teaching candidates were included in the survey, which included self-made resilience and academic stress assessment instruments. The findings of the study showed that significant gender differences were found, with male trainees showing higher resilience levels and female trainees experiencing higher levels of academic stress. Remarkably, a positive association was found between academic stress and resilience, indicating a more complex relationship than first thought.

(Mane et al., 2022) conducted a study to investigate the perception of B.Ed. Teacher trainees on academic stress. 150 B. Ed teacher trainees from H. N. B. Garhwal University of Uttarakhand were selected using random sampling technique. The results found no discernible differences in the dimensions of Academic Stress between teacher candidates who were male and female, including: the availability of high-quality content, the interest of teachers in their students; wasting time in information gathering and sharing with other groups; apprehension about asking for a thorough explanation of the context; and teachers' attitudes toward their students. (Bahubali et al., 2020) examined the Academic stress of B.Ed. teacher trainees. The investigators' Academic Stress Scale was used to evaluate the academic stress of B. Ed. teacher candidates. Data from 690 student instructors were gathered by the investigator using a stratified random sampling technique. The study revealed that out of 690 B.Ed. teacher trainees, 65.36% have underwent moderate level and 15.51% are with high level of academic stress. About 15 to 19% of B.Ed. teacher trainees' academic stress is at a low level, according to the dimension-wise analysis of their stress.

(Hemmings & Hockley, 2020) examined to identify the main sources of stress faced by student teachers as they progressed through the internship and two to explore how the student teachers coped with this stress. 54 individuals participated in the study. The results showed that five coping mechanisms used by the student teacher cohort were found, and four primary forms of stress were deduced. When considered collectively, the results shed light on the experiences of the student teachers who participated in the internship in a rural setting. The study has broad consequences, and several recommendations are presented as a result of the investigation.

(Garrido, 2000) conducted a study to explore the possible positive effects of experiential learning and to shed light on stressors affecting the community college student. 30 community college students from minority group status participated in the study. The tools used were Life Stressors and Social Resources Inventory (LISRES-A) and the adult form of the Coping Resources Inventory (CRI-A). The results showed that students reported increased levels of stress related to unfavorable life events. At the start and conclusion of the semester, there were no differences in the people's perceptions of positive life occurrences. By the conclusion of the

semester, the students were using avoidance techniques more frequently, however this difference was not statistically significant.

(Labrague et al., 2018) conducted a study to examine stress perception, coping strategies among Saudi nursing students. The findings of the study showed that Saudi student nurses had moderate to high levels of stress, which were mostly brought on by their demanding workloads and patient care. Nursing students employed a combination of active and passive coping strategies to manage their stress. In conclusion, international research indicates that Saudi student nurses deal with high levels of stress from a variety of sources. The results might give nursing faculty guidance on how to create stress management strategies that are both culturally relevant and empirically supported.

(Aihie&Ohanaka, 2019) conducted a study to investigate the levels of perceived academic stress among undergraduate students in a University in Nigeria. 427 undergraduate students from the three faculties were chosen at random using simple random selection to take part in the study. The tool utilized was Perceived Academic Stress Scale (PASS). The results showed that undergraduate male students experienced higher levels of academic stress than female pupils. Compared to students in the faculties of education and social sciences, undergraduates in the faculty of physical sciences reported far higher levels of academic stress. Additionally, final-year students reported more academic stress than first- and middleyear students did. The study concluded that undergraduate students' perceptions of academic stress are influenced by their sex, degree of study, and level of education. It was discussed how this would affect student counselling.

(Das & Pallai, 2019) examined a study on Burnout among Prospective Student-Teachers of B. Ed Programme in Tezpur University. This study aims to know the level of burnout among pre-service student-teachers and secondly to study the difference of burnout among prospective student-teachers in relation to their gender. The "Burnout Inventory," created by Karuna Shankar Misra, is a tool that is used to gather information from aspiring student teachers. As a result, it was discovered that among aspiring student instructors, burnout levels are average to moderate. There was a range in them from very high to very low levels of burnout.

(Melaku et al., 2021) conducted a study to examine the prevalence and severity of depression, anxiety, and stress as well as coping strategies used by medical undergraduate students. Institution-based method and cross-sectional method was conducted on 265 medical students.

Random sampling was used in a methodical manner to choose the participants. Self administrated, structured, and pretested questionnaires were used to gather data. The results showed that the depression was particularly linked to residency and monthly income. Anxiety was strongly correlated with educational attainment and residency. Stress was correlated with residency, educational attainment, and monthly income. In conclusion, Denial, substance abuse, behavioral disengagement, venting, and self-blame were found to be strongly linked coping strategies to stress, anxiety, and depression.

(Sukumaran, 2020) conducted a study to examine the level of academic stress among B.Ed college students. In this study, 100 college students enrolled in the B.Ed. program at Kancheepuram District, Tamil Nadu, India, are the subjects. The sample was selected by using simple random sampling technique. Based on the current study, it can be concluded that B.Ed. college students, regardless of their subsamples, experience a moderate level of academic stress. Academic stress is greater for male students than for female pupils. Academic stress is greater for urban students than for rural ones. Students at government aided schools experience less academic stress than those in private schools.

(Pun et al., 2018) conducted a study on to assess the level of stress, stress responses and use of coping strategies among bachelor nursing students. 284 nursing students participated in the study. Data were collected using structured self-administered questionnaire. Perceived stress scale, physio-psycho-social responses scale and coping check lists were used to assess stress, stress responses and coping strategies of students. The results showed that 240 (84.5%) students had moderate level of stress and 20 (7%) high level of stress. The common source of stress were assignments and workload and clinical environment. In conclusion, during times of stress, almost three-quarters of bachelor's degree nursing students reported feeling somewhat stressed. They frequently employed problem-focused coping mechanisms, and half of them were able to maintain good levels of physio-psychosocial health.

Coping strategies among bed students

(Sheu & Sedlacek, 2002) examined the Differences in help-seeking attitudes and coping strategies among White, African American, and Asian American college students, as well as within Asian Americans (Asian Indian Americans, Chinese Americans, and Korean Americans). 2,661 students from a sizable institution in the East were included in the sample. The results indicate that while Asian Americans were more likely than African Americans and Whites to utilize avoidance coping mechanisms, African American pupils generally had more favorable attitudes regarding asking for help. However, there were minor disparities in help-seeking attitudes between Asian American populations. In particular, Asian Indian Americans were less likely than Korean Americans to look for study skills training.

(Salam et al., 2019) explored the coping strategy among the first year and third year medical students and also to identify any significant difference between genders and study-years.

Coping strategy was explored using the ‘Coping Inventory for Stressful Situations’ (CISS) which consist of 48-items where 16 under task-oriented, 16 under emotional-oriented and 16 under avoidance-oriented coping. The results showed that the majority of students use task oriented coping, while emotion-oriented coping was the least common. First-year students demonstrated their best attempt to adjust to a new environment with negligible gender differences in their scores, which were much higher than those of third-year students. In conclusion, Task-oriented coping strategy of the students is a good sign of problem solving skills.

(Zamil, 2017) examined the stress level& determine the coping strategies among the nursing students at umm al qura university. The sample consisted of three tools for data collection: which included a socio-demographic profile sheet, two scales; Perceived Stress Scale14(PSS 14) to assess stress level, and The Brief Coping Orientation for Problem Experiences (Brief COPE) to assess The Students' coping strategies. Results revealed have that the percentage of stress level was moderate in students. Adaptive stress-coping strategies were more frequently used among a sample of nursing student at umm al Qura university in Saudi Arabia.

(Dugyala & Poyrazli, 2021) examined the contributions of gender, coping self-efficacy (CSE), and coping strategies onto the levels of social anxiety and depression among college students. One hundred and fifty-eight students were recruited from the undergraduate psychology subject pool at a northeastern university. The Liebowitz Social Anxiety Scale, Diagnostic Inventory for Depression, Coping Self-Efficacy Scale and Brief COPE were used to measure the study variables. The results showed that there were no significant race ethnicity differences in social anxiety, depressive symptom severity, psychosocial impairment, and quality of life. However, gender and self-blame significantly predicted social anxiety; substance use, behavioral disengagement, and self-blame significantly predicted depressive symptom severity; and social support CSE significantly predicted psychosocial impairment.

(Kumaraswamy, 2013) examined Academic stress, anxiety and depression among college students. It focuses on college students' psychological issues, emotional difficulties and adjustment, psychiatric illness, and stress among them. Stressing the benefits of counselling for students experiencing emotional difficulties and suggesting proactive steps that universities should take, including opening student counselling centers, will raise awareness among college students about using counselling services to get support. It is also recommended that all colleges have a mandatory mentor-mentee program. Every college should establish a student health committee with mental health professionals on it. Teachers and college students should regularly attend seminars and workshops on a range of psychological difficulties and coping strategies.

(Gustems-Carnicer & Calderón, 2013) examined the relationship between coping strategies and psychological well-being among teacher education students. A sample of 98 undergraduates aged between 19 and 42 years participated in the study. The CRI-A was used to evaluate coping techniques (Moos, 1993), and the BSI (Derogatis and Spencer, 1982) was used to measure psychological well-being. The results show a relationship between coping style and psychological well-being. Approach coping strategies as problem solving in teacher education students had a beneficial effect on symptoms of depression, phobic anxiety and overall level of psychological distress.

Esia-Donkoh et al. (2011) investigated the appropriate strategies used by the students of Winneba Campus of UEW (University of Education, Winneba) to cope with stress. Four hundred students were selected based on stratified random sampling technique from all the departments at the Winneba Campus of the university were involved in

the study. The University of Cape Coast served as the pre-test site for the questionnaire, which was modified to fit the study setting. Based on the study's findings, problem-focused and emotion-focused coping styles were most commonly associated with "active coping" and "positive reinterpretation and growth" among the 10 strategies employed. The survey also showed that when it came to stress management, UEW students at the Winneba Campus tended to employ more emotion-focused techniques than problem-focused ones.

(Welle & Graf, 2011) determine effectiveness of lifestyle habits and coping strategies on stress tolerance among college students, specific to race and gender. College students (N=459) completed a stress inventory, which was comprised of three established surveys of stressors, symptoms and coping strategies. Statistical differences were determined by chisquare estimates and odds ratio calculations (95%CI). The findings of this study support that college students are "overwhelmed," "suffer from emotional ups and downs," "have difficulty falling asleep," and "feelings of anxieties."

(Fuente & Cardelle-Elawar, 2011) examined the relationships between personal selfregulation and strategies for coping with stress. 77 students participated in the study. The assessment instruments were a Spanish version of the Self Regulation Questionnaire, SRQ (Brown, Miller and Lawendowski, 1999) and the original version of the Escalas de Estrategias de Coping, EEC [Coping with Stress Questionnaire). Cluster analyses, correlation and ANOVAs were performed. The findings of the study showed that during stressful study situations, students with a higher level of personal self-regulation show a more rational coping profile, with more focus on evaluating the problem, searching for solutions and for social support, while those with lower self-regulation show a more emotional coping style, through cognitive avoidance, with strategies focused on reducing and unloading emotions.

(Mundia, 2010) examined the utilization of task-oriented, emotion-oriented, and avoidance oriented coping methods by trainee teachers in Brunei during stressful circumstances. There were 118 participants of comprised of 71 (60%) B.Ed and 47 (40%) PGCE students. According to the results, the task-oriented strategy was the most used coping method followed by the avoidance-oriented style.

Perceived stress and Coping strategies among B.ed students

(Tonsing & Tonsing, 2022) investigated perceived stress and coping styles among undergraduate students using a mixed-methods design. Thirty students from the same quantitative study participated in the study. Results of hierarchical regression analyses revealed that problem-focused coping was negatively associated with perceived stress. In contrast, avoidant coping and the sum of life events experiences were positively associated with perceived stress. Notably, students who utilized avoidant coping strategies and reported experiencing more significant life events also reported higher perceived stress.

(Satpathy et al., 2021) examined the perceived stress, various sources of stress among medical undergraduate students, and the coping strategies adopted. A total of 450 medical students from 1st year to final year participate in the study. A self-administered questionnaire including questions from the perceived stress scale and sociodemographic information was employed. The results showed that 356 out of 450 students had high levels of stress. A number of factors contributed to the increased stress, including the size of the curriculum, the frequency of exams, peer competition, exam performance, anxiety about the future, loneliness, relationships with people of the opposite sex, and the quality of the cuisine. In conclusion, Female medical students felt more stress than male students did. According to this study, medical students consider academic factors as a bigger source of stress.

(Amponsah et al., 2020) examined the stressors that teacher education students of the University of Ghana usually encounter and the coping stratagems that they frequently embrace. 270 third year undergraduate students were selected to answer a survey questionnaire with closed-ended and open-ended questions. Dental Environmental Stress (DES) questionnaire and Brief COPE were utilized as research tools. The study's conclusions showed that three main stressors faced by teacher education students were working to meet scholastic requirements, inadequate supply of power and water in halls, and "changes in eating and sleeping habits. Furthermore, learners utilised numerous approaches, such as praying or meditating, and self-diverting actions as coping strategies.

(Taleb et al., 2020) conducted a study to measure perceived stress and explored both sources of stress and coping strategies in undergraduate health professions students. 427 surveys were collected from different health professions faculties. The Perceived Stress Scale (PSS) and the Brief COPE Inventory (BCI), and were dispersed using the systematic sample technique. The results showed that Stress levels fell within a moderate stress range, and there was no discernible variation in perceived stress ratings within faculties. Seniority did not shown to significantly reduce stress in any of the faculties. The year-over-year consistency of coping strategies indicated a preference for approach-based mechanisms. In conclusion, stress levels were found to be moderate across all health professions faculties, and did not appear to decrease as the years went by.

(Oyewobi et al., 2020) examined the causes of academic stress amongst undergraduate students in the Department of Quantity Surveying to ascertain whether stress has an influence on their academic performance. 190 undergraduate students participated in the survey. the findings have shown that the stress faced by students is an optimal degree of stress that improves learning capabilities.

(Quraishi et al., 2018) to identify the perceived job stress and stress coping strategies. The data was collected by the instruments Perceived Job Stressors (Kanner, Kafry, & Pines, 1978) and The Coping Inventory (Carver, Scheier, & Weintraub, 1989) to identify the stressors and the preferred coping strategies used by the faculty. The data indicate that university faculty experience stress both due to presence of negative factors and absence of positive factors. The most important stress coping strategy used by them was positive reinterpretation & growth, followed by turning to religion, planning and active coping.

(Gyambrah et al., 2017) investigated the stress level among distance education students and the management strategies in coping with the stress. One hundred (100) students who were selected based on simple random sampling technique from all the departments of the university were involved in the study. The results of the study showed that the prevalence of stress among distance education learners is high. Stress levels differ among gender and working status of students. Also the major source or cause of stress among student identified were excessive assignment, inadequate time to study, work, financial fears and family issues. It was recommended from the

findings that the Counselling Unit of UAM should strengthen its services by having social support groups that consist of lecturers and students, so that supportive skills, such as talking and sharing, can be developed and students may then become very comfortable to let out their feelings.

(Kwaah & Essilfie, 2017) designed a study to identify the causes of stress and coping strategies adopted among distance education students. A self-administered questionnaire was given to 332 diploma and post-diploma final year students in the 2014–2015 academic year who were chosen from two study centers using a random sample process. The results of the study showed that ‘academic workload’, ‘high frequency of examinations’, ‘financial problems’, family/marriage problems’ were the major causes of stress among the students.

(Yehia et al., 2016) to measure the level of stress and to identify the predictors of coping strategies among nursing college students. A total of 271 nursing students from various educational backgrounds took part in this study. The participants' common coping mechanisms were ascertained using the Brief COPE Scale and the Perceived Stress Scale (PSS), which were used to gauge their degree of stress. To gather the data, self-administrative questionnaires were employed. The results showed that ninety-nine (84.5%) reported having a moderate degree of stress. The degree of stress and coping mechanisms had a strong positive correlation. Among nursing students, denial coping methods, self-distraction, and venting were found to be predictive of coping. Suggestions: The results of this study highlight the significance of early stressor identification and early response among nursing college students.

(Myers et al., 2012) examined self-care practices and perceived stress among psychology graduate students. Four hundred eighty-eight psychology graduate students from across the United States completed an anonymous survey of self-care practices and stress. Within a mindfulness framework, sleep hygiene, acceptance, social support, and emotion regulation were found to be substantially correlated with perceived stress, according to multiple regression analyses. Within a mindfulness framework, sleep hygiene, acceptance, social support, and emotion regulation were found to be substantially correlated with perceived stress, according to multiple regression analyses. Results suggest that educating students about self-care practices can be an integral part of helping students manage stress associated with clinical training.

(O'Brien et al., 2012) conducted a study to assess the levels of stress and coping strategies in physician assistant students. 146 students participated in the study. Tools used were Perceived Stress Scale was to measure level of stress, and the Brief COPE Inventory was used to measure coping strategies. The findings of the study showed that the most common concerns were feeling anxious and tense, getting angry over unforeseen events, and not being able to handle personal issues and life's annoyances. The most often employed maladaptive coping mechanisms were self-blame, self-distraction, and venting. The most often employed positive coping techniques were acceptance, active coping, and emotional support. In conclusion, the overall US population does not suffer the same levels of stress as PA students, which emphasizes the importance of appropriate coping mechanisms for PA students.

(Majumdar & Ray, 2010) explores the general stressors as perceived by the first year postgraduate students. Data was collected invoking top-of-the-mind responses about the issues in question and was analysed through content analysis involving inductive coding. Qualitative analysis revealed the major stressors in each area. Subjects reported being assailed by mostly psychological consequences of stress– such as tension, anxiety, worry, temper tantrums and hopelessness. Most subjects reported employing problem focussed coping to deal with stress. Several interventions were suggested, based on the data obtained, to bring improvements in the current scenario.

Chapter-III

RESEARCH METHODOLOGY

Introduction

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. Its aim is to give the work plan of research a logical direction. It is necessary for the research undertaken but also methodology.

DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

METHOD

Descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY POPULATION

In the course of our research, our targeted population comprised of college students, keeping in view the importance of studying this specific age group due to its unique challenges and distinct perspectives the sample will be collected from Jammu districts only.

Sample

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 100 B.Ed students including both male and female from different colleges of Jammu District.

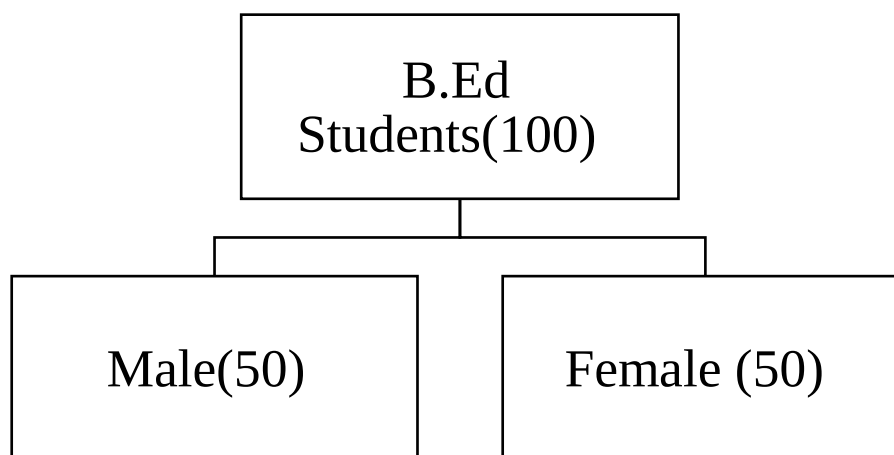


TABLE 1

Distribution of sample of B.Ed Students

S.No.	Name of the College	No. of Students
1.	MIER College of Education	80
2	MC Khalsa College	20
Total	2	100

SAMPLING TECHNIQUES

In the present study the investigator used 'Random Sampling Technique' for data Collection.

VARIABLES

The following variables has been involved for studies in the present research

A. Dependent Variable

- B.Ed Students

B. Independent Variable

- Perceived Stress
- Coping Strategies

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes.

Selection of tools for data collection depends upon the nature of problem undertaken.

For the present investigation the investigator has used the following tools of research:

-

□Perceived Stress Scale

It is developed by Cohen, a widely used 10-item psychological instrument. It is used to measure the degree to which situations in an individual's life are appraised as stressful, over the last 1-month duration. Each question is scored from 0 (never) to 5 (very often) with a total possible score range of 0 to 40. A higher score indicates a high level of stress. □**Brief-COPE Inventory:**

It is a 28 item self-report questionnaire designed to measure effective and ineffective ways to cope with a stressful life event. "Coping" is defined broadly as an effort used to minimise distress associated with negative life experiences.

CHAPTER-IV

DATA ANALYSIS & INTERPRETATION

Table 2 Demographic profile of the respondents

S.No.	Demographic Characteristics		Percentage (%)	Total
1.	Gender	Female	49%	49
		Male	51%	51
2.	Locality	Rural	32%	32
		Urban	68%	68

Note: N=100. Participants were on average 23 years old (SD=1.77)

The study was conducted on 100 B.ed students from schools of Jammu District. The gender distribution showed that the sample consisted of 100 participants, with 49% identifying as female and 51% as male, indicating a balanced representation of genders. In terms of locality, 32% of the participants resided in rural areas, while 68% were from urban areas, reflecting a higher urban representation. This distribution suggests that the findings may be more applicable to urban populations, given the greater accessibility and availability of resources in urban settings compared to rural ones. Following figures depict the same

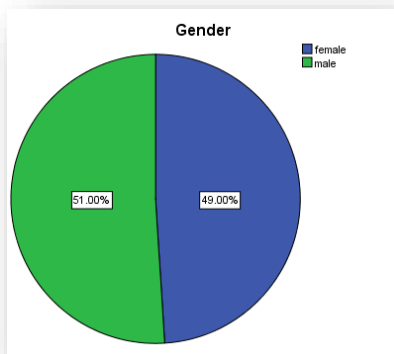


Figure 1: gender wise distribution

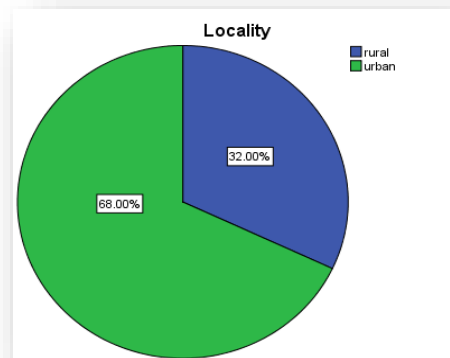


Figure 2: locality wise distribution

Table 3 Correlation Analysis

		Perceived Stress	Problem focussed coping	Emotion focussed coping	Avoidant coping
Perceived Stress	Pearson	1	.131	.232*	.215*
	Correlation				
	Sig. (2- tailed)		.194	.020	.032
Problem focussed coping	Pearson	.131	1	.729**	.655**
	Correlation				
	Sig. (2- tailed)	.194		.000	.000
Emotion focussed coping	Pearson	.232*	.729**	1	.668**
	Correlation				
	Sig. (2- tailed)	.020	.000		.000
Avoidant coping	Pearson	.215*	.655**	.668**	1
	Correlation				
	Sig. (2- tailed)	.032	.000	.000	
N=100					

** . Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The correlation analysis as per Table 2 revealed several significant relationships among perceived stress, problem-focused coping, emotion-focused coping, and avoidant coping. Perceived stress was found to have a positive correlation with emotion-focused coping ($r = .232$) and avoidant coping ($r = .215$), indicating that higher levels of perceived stress are associated with increased use of these coping strategies. Problem-focused coping showed a strong positive correlation with emotion-focused coping ($r = .729$) and avoidant coping ($r = .655$), suggesting that individuals who engage in problem-focused coping are also likely to employ emotion-focused and avoidant coping strategies. Additionally, a strong positive correlation was observed between emotion-focused coping and avoidant coping ($r = .668$). These findings suggest a complex interplay between different coping strategies and perceived stress levels among the participants ($N = 100$). The Correlation is also displayed with the help of a scatter plot as shown in Figure 3

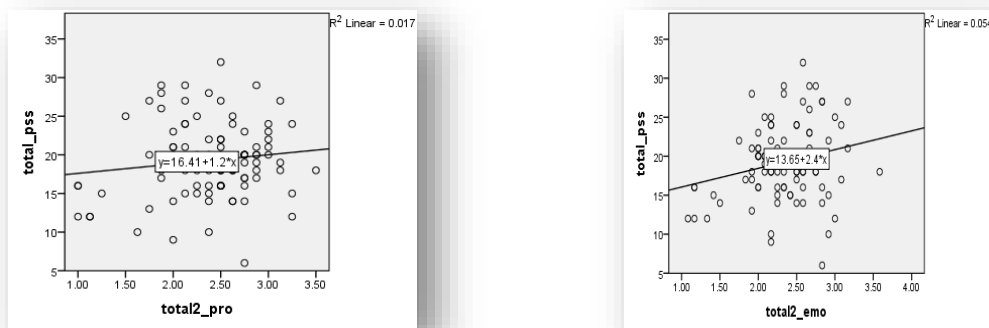


Figure 3 Scatterplot

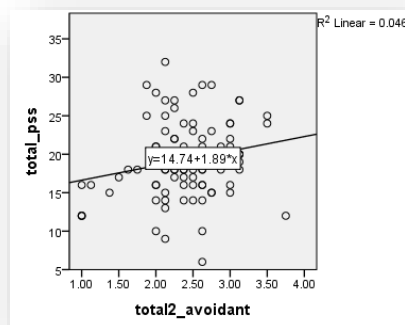


Table 1 Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Perceived Stress	18.51	20.08	5.05	4.38	1.657	.349
Problem focused coping	2.39	2.38	.551	.493	-.185	.617
Emotion focused coping	2.38	2.30	.513	.403	-.804	.109
Avoidant focused coping	2.40	2.40	.575	.513	-.012	.581

To test the hypothesis that male and female differ significantly on perceived stress, and different coping style i.e. problem focussed, emotion focussed and avoidant focussed an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on perceived stress with t-value being 1.65 ($p > .05$) and no statistical significant difference on problem focussed with t-value being -.185 ($p > .05$), emotion focussed with t-value being -.804 ($p > .05$), and avoidant focussed with t-value being .581 ($p > .05$).

CHAPTER-V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The research on perceived stress and coping strategies among Bachelor of Education (BEd) students provides a comprehensive understanding of the stressors these students face and the mechanisms they utilize to manage stress. The study begins by acknowledging that BEd students, like many in higher education, encounter significant stressors that can impact their overall well-being. These stressors are often multifaceted, stemming from academic demands, such as rigorous coursework, tight deadlines, and high expectations for performance. Additionally, personal life challenges, including financial pressures, family responsibilities, and social relationships, further exacerbate the stress experienced by these students. The transition into the teaching profession also presents its own set of unique stressors, as students must balance theoretical learning with practical teaching experiences, often leading to feelings of overwhelm and anxiety. In response to these stressors, BEd students employ a variety of coping strategies to manage their stress. The study categorizes these coping mechanisms into several broad types: problem-focused coping, emotion-focused coping, and avoidance strategies. Problem-focused coping involves taking active steps to address the source of stress, such as effective time management, setting realistic goals, and seeking academic support. For instance, students may prioritize tasks, create study schedules, or seek help from professors and peers to better manage their academic workload. Emotion-focused coping, on the other hand, involves managing the emotional response to stress. This can include practices such as mindfulness, relaxation techniques, and seeking emotional support from friends and family. Many students find solace in discussing their challenges with peers who are going through similar experiences, thus building a sense of community and shared understanding. Additionally, mindfulness practices such as meditation and deep-breathing exercises help students regulate their emotions and maintain a sense of calm amid academic pressures. Avoidance strategies, while less effective in the long term, are also utilized by some students. These strategies involve avoiding the stressor or engaging in activities to distract oneself from the source of stress. This might include excessive use of social media, procrastination, or engaging in leisure activities

to escape the pressures temporarily. While these strategies may provide short-term relief, they often do not address the root causes of stress and can lead to increased stress levels over time. The study's findings highlight the importance of institutional support in helping BEd students manage stress effectively. Educational institutions play a crucial role in providing resources and creating an environment that supports students' mental health. One recommendation is to implement stress management programs and workshops that equip students with practical coping skills. These programs can cover topics such as time management, effective study techniques, and emotional regulation strategies. Moreover, integrating stress management and well-being courses into the BEd curriculum can provide students with a structured approach to understanding and managing stress. These courses can teach students about the psychological and physiological aspects of stress, as well as practical strategies for coping with academic and personal challenges. By incorporating these topics into the curriculum, institutions can help normalize the conversation around stress and mental health, encouraging students to seek help when needed. Peer support networks also play a vital role in stress management. Encouraging the formation of peer support groups allows students to share their experiences and coping strategies, creating a sense of camaraderie and mutual support. These groups can provide a safe space for students to discuss their challenges and offer practical advice based on their own experiences. Finally, educational institutions should consider reviewing their policies and practices to reduce the overall stress burden on students. This can include policies that promote a balanced workload, realistic academic expectations, and flexible deadlines where possible. Creating a supportive academic environment that acknowledges the pressures faced by students and offers appropriate support can significantly enhance students' ability to cope with stress.

CONCLUSION

The study on perceived stress and coping strategies among B Ed students underscores the significant impact of stress on this student population and highlights the critical role of effective coping strategies. By implementing comprehensive support mechanisms and fostering a supportive academic environment, educational institutions can help B Ed students navigate their academic journey more effectively, promoting their mental health and academic success.

These findings are supported by the work done by (Gustems-Carnicer & Calderón, 2013) who aimed to reveal the relationship between perceived stress and coping strategies among B Ed students. The findings demonstrated that coping strategies had a beneficial effect on symptoms of depression, phobic anxiety and overall level of psychological distress.

Similarly, the work done by (Sukumaran, 2020) who aimed to determine the academic stress among B Ed teacher trainees and found that the students in government aided schools experience less academic stress.

Collectively these findings underscores the detailed association between perceived stress and coping strategies among B Ed students suggesting that by incorporating healthy coping mechanism stress can be managed among B Ed students.

RECOMMENDATIONS

Based on the study's findings, several recommendations can be made:

Institutional Support: Educational institutions should implement support programs such as

stress management workshops, counseling services, and mentorship programs tailored to BEd students' needs.

Awareness and Training: Educate students about stress management techniques and resilience-building strategies during their academic journey.

Curriculum Review: Integrate stress management and well-being courses into the BEd

curriculum to equip students with practical coping skills.

Peer Support Networks: Encourage the development of peer support groups or networks

among BEd students to share experiences and coping strategies.

Policy Development: Establish policies that promote a balanced workload and realistic academic expectations to reduce stress levels among students.

By implementing these recommendations, educational institutions can create a more supportive and conducive environment for BEd students to thrive academically and emotionally despite the challenges posed by perceived stress.

CONSENT FORM

Title of the Study: The Association Between Perceived Stress and Coping Strategies Among B Ed Students.

Principal Investigator:

Institution: MIER College of Education

Contact Information:

You are being invited to participate in a research study conducted by Astha Sharma from MIER College of Education. The purpose of this study is to examine the relationship between perceived stress and coping strategies among Bachelor of Education (BEd) students. The goal of this study is to understand how BEd students perceive stress and the various coping strategies they employ. This research aims to provide insights that could inform support programs and interventions for students in teacher education programs.

If you agree to participate in this study, you will be asked to complete an online survey that includes questions about your levels of perceived stress and the coping strategies you use.

The survey will take approximately 20-30 minutes to complete. There are minimal risks associated with this study. You may experience some discomfort when reflecting on your stress levels and coping mechanisms. If you feel uncomfortable at any point, you may skip any question or stop participating without any penalty. By signing below, you acknowledge that you have read and understand the information provided above, and you voluntarily agree to participate in this study.

Participant's Name:

Participant's Signature:

Date:

Investigator's Signature:

Date:

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APPENDIX

DEMOGRAPHIC DETAILS

Name

Age

Gender

Locality

Brief - Coping Orientation to Problems Experienced Inventory (Brief-COPE)

		I haven't been doing this at all	A little bit	A medium amount	I've been doing this a lot
1	I've been turning to work or other activities to take my mind off things.	1	2	3	4
2	I've been concentrating my efforts on doing something about the situation I'm in.	1	2	3	4
3	I've been saying to myself "this isn't real".	1	2	3	4
4	I've been using alcohol or other drugs to make myself feel better	1	2	3	4
5	I've been getting emotional support from others.	1	2	3	4
6	I've been giving up trying to deal with it.	1	2	3	4
7	I've been taking action to try to make the situation better.	1	2	3	4
8	I've been refusing to believe that it has happened.	1	2	3	4
9	I've been saying things to let my unpleasant feelings escape.	1	2	3	4
10	I've been getting help and advice from other people.	1	2	3	4
11	I've been using alcohol or other drugs to help me get through it.	1	2	3	4
12	I've been trying to see it in a different light, to make it seem more positive.	1	2	3	4
13	I've been criticizing myself.	1	2	3	4
14	I've been trying to come up with a strategy about what to do.	1	2	3	4
15	I've been getting comfort and understanding from someone.	1	2	3	4
16	I've been giving up the attempt to cope.	1	2	3	4

		I haven't been doing this at all	A little bit	A medium amount	I've been doing this a lot
17	I've been looking for something good in what is happening.	1	2	3	4
18	I've been making jokes about it.	1	2	3	4
19	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	1	2	3	4
20	I've been accepting the reality of the fact that it has happened.	1	2	3	4
21	I've been expressing my negative feelings.	1	2	3	4
22	I've been trying to find comfort in my religion or spiritual beliefs.	1	2	3	4
23	I've been trying to get advice or help from other people about what to do.	1	2	3	4
24	I've been learning to live with it.	1	2	3	4
25	I've been thinking hard about what steps to take.	1	2	3	4
26	I've been blaming myself for things that happened	1	2	3	4
27	I've been praying or meditating	1	2	3	4
28	I've been making fun of the situation.	1	2	3	4

PERCIEVED STRESS SCALE

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

- _____ 1. In the last month, how often have you been upset because of something that happened unexpectedly?
- _____ 2. In the last month, how often have you felt that you were unable to control the important things in your life?
- _____ 3. In the last month, how often have you felt nervous and stressed?
- _____ 4. In the last month, how often have you felt confident about your ability to handle your personal problems?
- _____ 5. In the last month, how often have you felt that things were going your way?
- _____ 6. In the last month, how often have you found that you could not cope with all the things that you had to do?
- _____ 7. In the last month, how often have you been able to control irritations in your life?
- _____ 8. In the last month, how often have you felt that you were on top of things?
- _____ 9. In the last month, how often have you been angered because of things that happened that were outside of your control?
- _____ 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?