



A STUDY OF COPING SKILLS BETWEEN PHYSICAL AND NON PHYSICAL EDUCATION STUDENTS

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Abstract: The coping of physical and non physical education students measure through the The Ways of Coping-Revised (WOC-R) Scale was used and it was developed from a study of the ways of coping college students used to deal with an examination. It included 66-items in the questionnaire asking about the cognitive and behavioural strategies that students used to deal with the internal and/ or external demands of a stressful situation encountered, which were referred to as academic stress in the current study. Items were rated by a 4-point Likert scale. There are eight subscales including Problem-focused coping, Wishful thinking, Detachment , Seeking social support, Focusing on the positive, Self-blame, Tension reduction, and Keep to self.

The purpose of the study was to find out the differences of coping Skill between physical and non physical education students. Total 300 physical education and 300 other students selected for the study and their age ranged between 18-30years. This study involves a cross sectional, comparative study of physical and non-physical education students. The research design of the study is to descriptive research design. The study depends mainly on primary source of data. The data was collected through respondents in physical and non-physical education students the Instructions was given to the respondent before filling the questionnaires.

The findings of the study reveals that Non - Physical Education Students incur significantly low Self-blame coping as compared to Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Keep Coping (Combine Sample) as compared to Physical Education Students

INTRODUCTION

Coping skills are strategies we use to manage emotions and deal with stress. Coping strategies can be used at any time, and using them regularly can help prevent some stress from occurring in the first place.

Coping is a strategy used to manage stressful or negative events, and physical education students use a variety of coping strategies to deal with stress. Regular physical activity can help students to improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions and manage stress .

Research by Kohn et al. (1994) found that both problem-focused and emotion-focused coping were significantly related to positive adaptation to stress, while avoidance-focused coping was related to both positive and negative adaptation to stress. Other researchers (Bowman & Stern, 1995; Dunkley et al., 2000; Oakland & Ostell, 1996) have found a strong positive correlation between number of hassles and avoidant coping. However, all types of coping strategies have been found to moderate stressful experiences

Coping skills can help students deal with the challenges they face when experiencing stress, and will help students become self-reliant, solve problems, and make informed choices which in turn promote their physical and psychological well-being. (Cornejo, J 2020).Coping styles correctly handle stressful events (Wood,2007). Three general strategies or styles of coping with stressful situations have been identified by Kohn et al. (1994): (a) problem-focused coping, directed at remedying a threatening or harmful external situation; (b) emotion-focused coping including ventilating, managing, or relieving one's emotional response to such a situation; and (c) avoidance-focused coping involving attempts to remove oneself mentally or even physically from threatening or damaging situations..

METHODS

In all, 300 physical education and 300 other students selected for their the study and their age ranged between 18-30years.The data was collected through respondents in the form of different experimental tests. The demographic information about Gender, age, daily smoking, drug use, etc. was obtained before seeking responses. The research design refers to “the researcher’s overall plan for testing the research hypotheses”. This study involves a cross sectional, comparative study of physical and non-physical education students. The research design of the study is to descriptive research design. The study depends mainly on primary source of data. The data was collected through respondents in



physical and non-physical education students of Maharashtra Instructions was given to the sports person before filling the questionnaires. The study area was restricted to Marathwada region of Maharashtra.

Assessment of Coping.

The Ways of Coping-Revised (WOC-R) Scale was used and it was developed from a study of the ways of coping college students used to deal with an examination (Folkman & Lazarus, 1988). It included 66-items in the questionnaire asking about the cognitive and behavioural strategies that students used to deal with the internal and/ or external demands of a stressful situation encountered, which were referred to as academic stress in the current study. Items were rated by a 4-point Likert scale. There are eight subscales including Problem-focused coping, PF (11 items); Wishful thinking, WT (5-items); Detachment D (6-items); Seeking social support, SS (7-items); Focusing on the positive, POS (4-items); Self-blame, B (3-items); Tension reduction, TR (3-items) and Keep to self, KS (3-items).

Data processing:

The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, T-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level

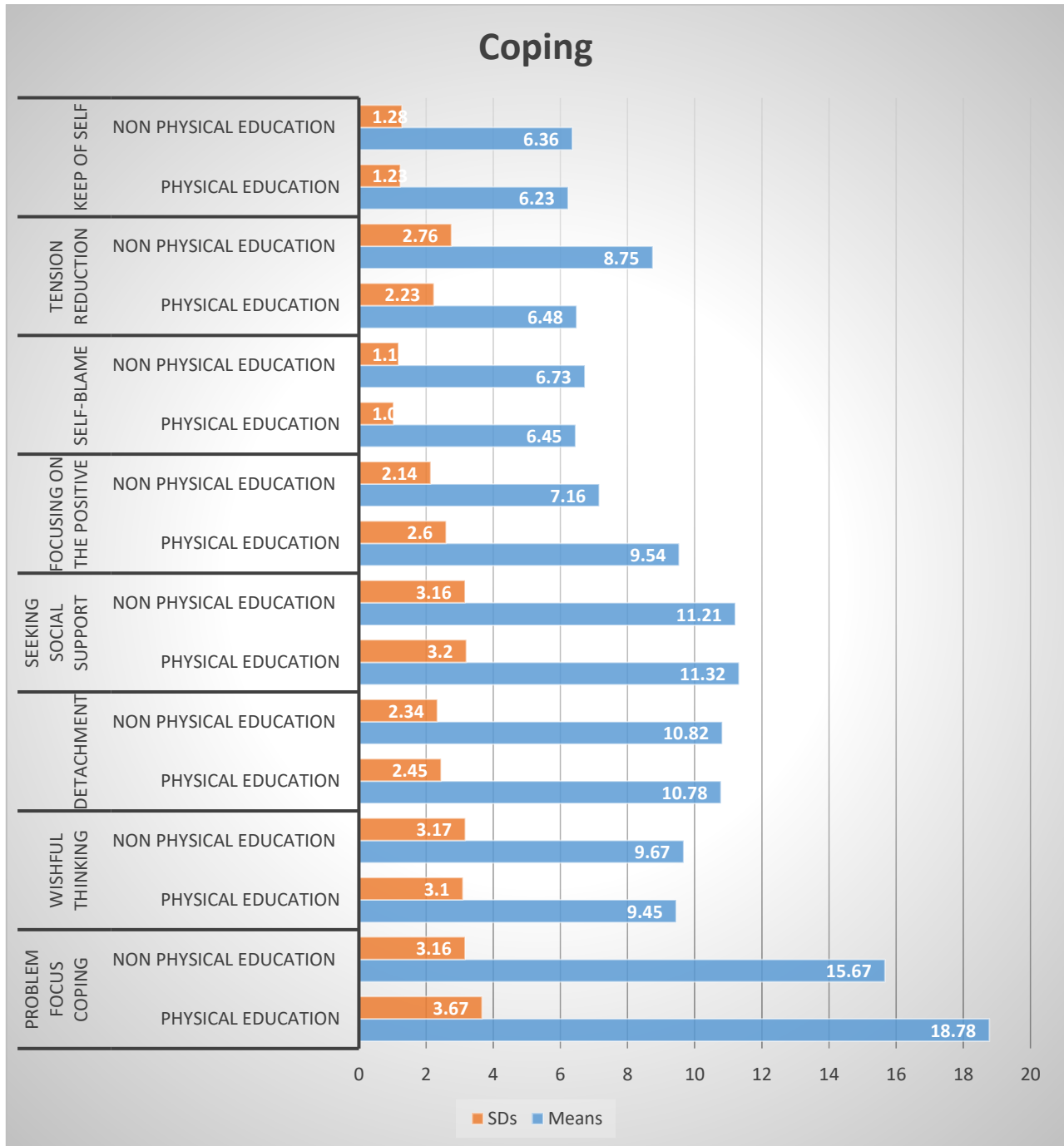
RESULTS AND DISCUSSION

TABLE – 1
MEAN SCORES, STANDARD DEVIATION AND T-RATIOS OF PHYSICAL EDUCATION AND NON PHYSICAL EDUCATION STUDENTS.

Sr. No.	Coping	Students	No.	Means	SDs	T-ratios
1.	Problem focus coping	Physical Education	300	18.78	3.67	2.56*
		Non Physical Education	300	15.67	3.16	
2.	Wishful Thinking	Physical Education	300	9.45	3.10	1.76 NS
		Non Physical Education	300	9.67	3.17	
3.	Detachment	Physical Education	300	10.78	2.45	1.83 NS
		Non Physical Education	300	10.82	2.34	
4.	Seeking social support	Physical Education	300	11.32	3.20	1.67NS
		Non Physical Education	300	11.21	3.16	
5.	Focusing on the positive	Physical Education	300	9.54	2.60	2.89 *
		Non Physical Education	300	7.16	2.14	
6.	Self-blame	Physical Education	300	6.45	1.03	1.85 NS
		Non Physical Education	300	6.73	1.18	
7.	Tension reduction	Physical Education	300	6.48	2.23	2.76 *
		Non Physical Education	300	8.75	2.76	
8.	Keep of self	Physical Education	300	6.23	1.23	1.92 NS
		Non Physical Education	300	6.36	1.28	
Coping		Physical Education	300	76.68	6.45	1.76 NS
		Non Physical Education	300	75.23	6.78	

Table -1 depicted Mean scores, Standard deviation and t-ratio of Coping of Physical Education and Non Physical Education students along with its eight subscales of Coping.

Figure -1 Mean scores and Standard deviation of Coping of Physical Education and Non Physical Education students along with its eight subscales of Coping.



RESULTS AND DISCUSSION

The physical education students obtained 18.78 mean score of Problem focus coping and Non Physical Education Students were obtained 15.67 mean scores of Problem focus coping, Whereas the physical education students obtained 3.67 Standard Deviation of Problem focus coping and Non Physical Education Students were obtained 3.16 Standard Deviations of Problem focus coping. The Result of the study indicates that, there was significant difference of Problem focus coping between Physical Education and Non Physical Education Students. The findings of the study reveals that Non - Physical Education Students incur significantly low Problem focus coping as compared to Physical Education Students. The physical education students obtained 10.78 mean score of **Detachment coping** and Non Physical Education Students were obtained 10.82 mean scores of **Detachment coping**, Whereas the physical education students obtained 2.45 Standard Deviation of **Detachment coping** and Non Physical Education Students were obtained 2.34 Standard Deviations of **Detachment coping**. The Result of the study indicates that, there was No significant difference



of **Detachment coping** between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Detachment coping as compared to Physical Education Students. The physical education students obtained 11.32 mean score of Seeking social support coping and Non Physical Education Students were obtained 11.21 mean scores of Seeking social support coping , Where as the physical education students obtained 3.20 Standard Deviation of Seeking social support coping and Non Physical Education Students were obtained 3.16 Standard Deviations of Seeking social support coping . The Result of the study indicates that, there was No significant difference of Seeking social support coping between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Detachment coping as compared to Physical Education Students . The physical education students obtained 9.54 mean score of Focusing on the positive coping and Non Physical Education Students were obtained 7.16 mean scores of Focusing on the positive coping , Where as the physical education students obtained 2.60 Standard Deviation of Focusing on the positive coping and Non Physical Education Students were obtained 2.14 Standard Deviations of Focusing on the positive coping. The Result of the study indicates that, there was No significant difference of Focusing on the positive coping between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Focusing on the positive coping as compared to Physical Education Students

The physical education students obtained 6.45 mean score of Self-blame coping and Non Physical Education Students were obtained 6.73 mean scores of Self-blame coping , Where as the physical education students obtained 1.03 Standard Deviation of Self-blame coping and Non Physical Education Students were obtained 1.18 Standard Deviations of Self-blame coping . The Result of the study indicates that, there was No significant difference of Self-blame coping between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Self-blame coping as compared to Physical Education Students

The physical education students obtained 6.48 mean score of Tension reduction coping and Non Physical Education Students were obtained 8.75 mean scores of Tension reduction coping , Where as the physical education students obtained 2.23 Standard Deviation of Tension reduction coping and Non Physical Education Students were obtained 2.76 Standard Deviations of Tension reduction coping . The Result of the study indicates that, there was No significant difference of Tension reduction coping between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Tension reduction coping as compared to Physical Education Students

The physical education students obtained 6.23 mean score of Keep of self coping and Non Physical Education Students were obtained 6.23 mean scores of Keep of self coping , Where as the physical education students obtained 1.23 Standard Deviation ofv Keep of self coping and Non Physical Education Students were obtained 1.28 Standard Deviations of Keep of self coping . The Result of the study indicates that, there was No significant difference of Keep of self coping between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Keep of self coping as compared to Physical Education Students

The physical education students obtained 76.68 mean score of Coping (Combine Sample) and Non Physical Education Students were obtained 75.23 mean scores of Coping (Combine Sample) , Where as the physical education students obtained 6.45 Standard Deviation of Coping (Combine Sample) and Non Physical Education Students were obtained 6.78 Standard Deviations of Coping (Combine Sample) . The Result of the study indicates that, there was No significant difference of Coping (Combine Sample) between Physical Education and Non Physical Education Students . The findings of the study reveals that Non - Physical Education Students incur significantly low Keep Coping (Combine Sample) as compared to Physical Education Students

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