

COMPARISON OF COPING STRATEGY BETWEEN PHYSICAL EDUCATION STUDENTS AND NON-PHYSICAL EDUCATION STUDENTS

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Abstract:

Objectives

The purpose of the study was to determine the differences of coping between physical education and non-physical education students

Methods

Total 200 physical education and non-physical education students of across the India selected for the present study.

Tools of the study

The Ways of Coping-Revised (WOC-R) Scale was used to measure coping strategy of between physical education and non-physical education students

Results

In order to find out the differences of Self-blame between physical education and non-physical education students t-test was used , the finding of the study shows that significant difference was found out of Self-blame between physical education and non-physical education students. The result reveals that insignificant difference of coping was found in between physical education and non-physical education students .

Key words: Students , coping , Self-blame, Tension reduction.

INTRODUCTION

The aims of physical education include managing stress related factors and trait and state anxiety improve personality related factors , and self-esteem, reducing neuroticism and psychoticism , and mental health of students . The regular participation of sports increases the levels of neurotransmitters that help reduce the effects of negative psychological factors wehre the physical education students engaged in the regular participation in sports . Coping strategies can be defined as types of conscious adaptive responses consistently applied to a broad range of stressful events (Kohn, Hay & Legere, 1994). Coping styles correctly handle stressful events (Wood,2007 ; Singh ,2020a)). **Coping** is expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress or conflict. 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, Singh 2020) have found a strong positive correlation between number of hassles and avoidant coping. All types of coping strategies have been found to moderate stressful experiences. Coping strategies included individual lifestyle adaptations, family support, religious structures and study groups. There is lack of research on *differences of coping between physical education and non-physical education students ,therefore investigators chosen the study*

METHODS

Target Population

Total 200 physical education and non-physical education students of across the India selected for the present study . **the physical education students who were studying in bachelor of physical education and master of Physical education were the non-physical education students who were studying in bachelor of arts and master of arts**

Demographic information

The demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, sex, daily smoking etc. was obtained before seeking responses.

Consent form

This form was formatted in English language & give to all participants of this study. The written consent will be taken from each subject before screening procedure.

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). 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).

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.

Data processing:

The data was checked for accuracy and completeness and was coded and put up into the SPSS t test was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.

Results of the study

The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted.

TABLE –1

Comparison of Coping and sub scale of Coping between Physical education and Non Physical education students

Sr.No	Coping	students	No.	Mean Scores	Standard Deviations	T-Test
1	Problem focus coping	Physical education students	200	17.20	4.78	1.70 NS
		Non -Physical education students	200	16.70	4.89	
2	Wishful Thinking	Physical education students	200	8.58	3.41	1.66 NS
		Non -Physical education students	200	8.45	3.40	
3	Detachment	Physical education students	200	8.55	3.48	1.60NS
		Non -Physical education students	200	8.21	2.68	
4	Seeking social support	Physical education students	200	11.43	3.83	1.45NS
		Non -Physical education students	200	10.67	3.96	
5	Focusing on the positive	Physical education students	200	7.80	2.85	1.55NS
		Non -Physical education students	200	7.10	2.82	
6	Self-blame	Physical education students	200	7.15	1.67	2.78 *
		Non -Physical education students	200	5.01	2.23	

Sr.No	Coping	students	No.	Mean Scores	Standard Deviations	T-Test
7	Tension reduction	Physical education students	200	3.50	1.93	1.20 NS
		Non-Physical education students	200	3.36	1.99	
8	Keep of self	Physical education students	200	4.03	2.01	1.43NS
		Non-Physical education students	200	4.13	2.08	

Table -1 shows the Mean scores, Standard deviation of the Coping and its eight subscales of physical education and non-physical education students.

Figure -1 shows the Mean scores, Standard deviation of the eight subscales of Coping between physical education and non-physical education students

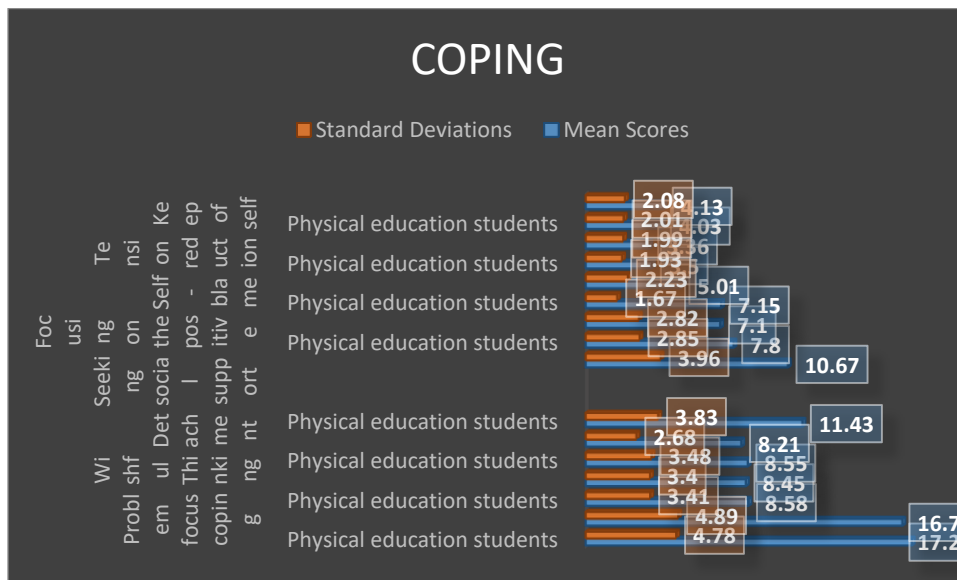


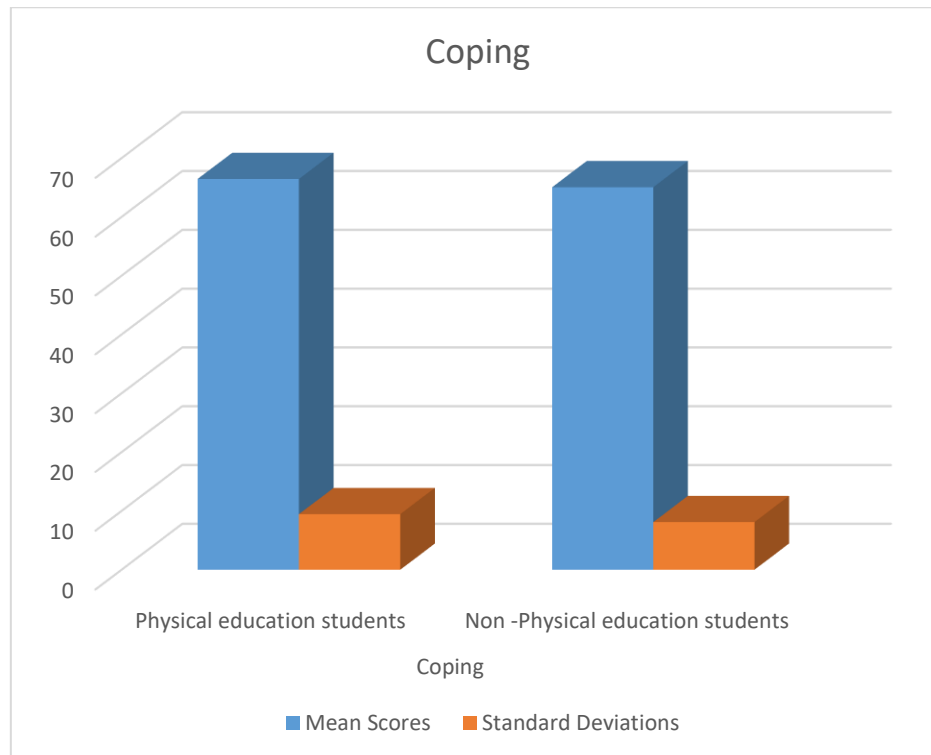
TABLE -2

Comparison of Coping and sub scale of Coping between Physical education and Non Physical education students

Sr.No	Coping	students	No.	Mean Scores	Standard Deviations	T-Test
1	Coping	Physical education students	200	66.45	9.45	1.86 NS
		Non-Physical education students	200	65.05	8.10	

Table -2 shows Comparison of Coping and sub scale of Coping between Physical education and Non Physical education students.

Figure -2 shows Comparison of Coping and sub scale of Coping between Physical education and Non Physical education students



RESULTS AND DISCUSSION

Coping is expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress or conflict.

The mean scores (SDs) of Coping with respect to Problem focus coping of Physical education students were obtained 17.20 (4.78), Non-Physical education students were recoded 16.70 (4.89) respectively. In order to find out the differences of Problem focus coping between physical education and non-physical education students t-test was used, the finding of the study shows that no significant difference was found out between physical education and non-physical education students.

Whereas, the mean scores (SDs) of Coping with respect to Wishful Thinking of Physical education students were obtained 8.58 (3.41), Non-Physical education students were recoded 8.45 (3.40) respectively. In order to find out the differences of Wishful Thinking between physical education and non-physical education students t-test was used, the finding of the study shows that no significant difference was found out between physical education and non-physical education students. However, the mean scores (SDs) of Coping with respect to Seeking social support Detachment of Physical education students were obtained 8.55 (3.48), Non-Physical education students were recoded 8.21 (2.68) respectively. In order to find out the differences of Seeking social support between physical education and non-physical education students t-test was used, the finding of the study shows that no significant difference of Seeking social support was found out between physical education and non-physical education students. Meanwhile, the mean scores (SDs) of Coping with respect to Detachment of Physical education students were obtained 11.43 (3.83), Non-Physical education students were recoded 10.67(3.96) respectively. In order to find out the differences of Detachment between physical education and non-physical education students t-test was used, the finding of the study shows that no significant difference was found out of Detachment between physical education and non-physical education students.

The mean scores (SDs) of Coping with respect to Focusing on the positive of Physical education students were obtained 7.80 (2.85), Non-Physical education students were recoded 7.10 (2.82) respectively. In order to find out the differences of Focusing on the positive between physical education and non-physical education students t-test was used, the finding of the study shows that no significant difference was found out of Focusing on the positive between physical education and non-physical education students.

Meanwhile, the mean scores (SDs) of Coping with respect to Self-blame of Physical education students were obtained 5.15(1.67), Non-Physical education students were recoded 5.01 (2.23), respectively. In order to find out the differences

of Self-blame between physical education and non-physical education students t-test was used, the finding of the study shows that significant difference was found out of Self-blame between physical education and non-physical education students.

The mean scores (SDs) of Coping with respect to tension reduction of Physical education students were obtained 3.50 (1.93), Non-Physical education students were recorded 3.36(1.99) respectively. In order to find out the differences of tension reduction between physical education and non-physical education students t-test was used, the finding of the study shows that insignificant difference was found out of tension reduction between physical education and non-physical education students.

Meanwhile, the mean scores (SDs) of Coping with respect to keep of self of Physical education students were obtained 4.03(2.01), Non-Physical education students were recorded 4.13 (2.08), respectively. In order to find out the differences of keep of self between physical education and non-physical education students t-test was used, the finding of the study shows that insignificant difference was found out of keep of self between physical education and non-physical education students.

Finally, the mean scores (SDs) of Coping of Physical education students were obtained 95.86(9.45), Non-Physical education students were recorded 94.27(8.10), respectively. In order to find out the differences of Coping between physical education and non-physical education students t-test was used, the finding of the study shows that insignificant difference was found out of Coping between physical education and non-physical education students.

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