

Study On Enhancing Problem Focused Coping Strategy In Adolescent Students.

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Abstract:

Students in high school who are enrolled in accelerated academic curricula such as Advanced Placement (AP) courses and International Baccalaureate (IB) programmes face unique challenges that are associated with the rigorous academic demands of their programmes in addition to the typical stressors that are experienced by adolescents in general. For example, students who are enrolled in both an AP course and an IB programme may find it difficult to balance their time between the two. For instance, students who are enrolled in both an advanced placement course and an international Baccalaureate programme could find it challenging to divide their time evenly between the two types of learning. There is still a need for a better understanding of the ways in which people in this population deal with stress and how they are able to cope with it because of the growing popularity of AP and IB among high-achieving young people and the benefits that are realised by students who successfully manage such curricula. This is due to the fact that the benefits that are realised by students who successfully manage such curricula. Because there is still a requirement for a deeper knowledge of the ways in which individuals in this group deal with stress and the methods in which they are able to cope with it, this is a requirement because it is a necessity. In the current study, both longitudinal and cross-sectional comparisons were used to (a) investigate the degree to which students in accelerated curricula experience environmental stressors and employ coping strategies to manage academic stressors, and (b) determine which stressors and coping strategies were associated with student success. These comparisons were used to investigate the degree to which students in accelerated curricula experience environmental stressors and employ coping strategies to manage academic stressors. These comparisons served the purpose of determining the extent to which students enrolled in accelerated courses are exposed to environmental stressors and make use of coping methods in order to handle academic pressures.

Keywords: academic ,stressors, social ,struggles

INTRODUCTION:

Today's modern culture, individuals of all ages are able to empathise with what it is like to be subjected to pressure and anxiousness in this era. The years that correlate to puberty, which are between the ages of 11 and 19, are connected with a large rise in the amounts of stress that a person experiences. Teenagers in today's culture are confronted with a myriad of issues, some of which their parents and teachers who adhere to more traditional pedagogical practises did not necessarily had to struggle with when they were the same age as their teenagers. Sexting, cyberbullying, the availability of firearms in schools, terrorism, abductions, and assaults are just some of the stresses that have been in the headlines recently. Teens may be exposed to a variety of stressful situations, such as their parents getting a divorce, having parents of the same gender, living in households with mixed step- and half-siblings, dating violence, the use of technology to harass or threaten others, social isolation, and the effects of a faltering economy. Teens may also face the possibility of facing a variety of stressful situations. The following is a list of some of the challenges that have been encountered: It is vital for parents and teachers to be aware of the impact that stress has on teenagers, even if it may be difficult to recognise when a youngster is anxious. This will make it possible for them to offer the essential assistance to the teenagers and maintain an open channel of contact with them, which, in turn, will assist the adolescents in coping with a broad variety of issues.

Teenagers are having a tough time keeping up with everything that is required of them as a result of the various needs that have emerged in the 21st century due to the proliferation of new criteria. As a direct result of this, they are seeking that educational programmes be implemented in schools that will educate them how to deal with the challenges that come along with being in a circumstance of this sort (Bugalski, Cotta, Frydenberg, Lewis, Luscombe-Smith, McCarthy, & Poole, 2004). One method for coping with stressful situations is to educate oneself on how to handle stressful occurrences and then practise maintaining composure and common sense in the face of duties, concerns, or challenges. When we talk about stress, we are referring to the experience of feeling pressure or tension in the mind, the body, or the emotions. Students are continually put under a substantial amount of pressure as a consequence of a variety of different circumstances; each of these things contributes to the students' total levels of stress, which in turn contributes to the constant strain that students are put under.

Educational programmes for adolescents that place a focus on constructive techniques of coping have a good chance of not only aiding in the promotion of a healthy lifestyle but also supporting a healthy and productive future for the adolescents who participate in the programmes. It is likely that educational programmes for adolescents that place a focus on constructive techniques of coping will have this effect. Teenagers who have participated in stress management training programmes and graduated from such programmes report feeling lower levels of perceived stress and a greater degree of success in putting their coping skills into practise. [Case in point:] [Case in point:] [Case in point:] [Case in point] Because of the current level of stress that students are going through, a sizeable number of adolescents have

inquired about receiving recommendations regarding how to deal with stress in constructive ways in their day-to-day lives. This is because of the fact that students are going through the current level of stress that is being experienced. This is occurring as a direct result of the high levels of stress that are now being encountered by pupils.

Because it is something that happens on a regular basis, bullying may be a highly stressful experience for certain children. This is because it is something that happens on a regular basis. Bullying Data is a website that gives data on bullying, and one of its findings is that 23% of primary school pupils have reported being bullied anywhere from once to three times each month. The findings of the surveys that were carried out are the source of this information. Not only are parents worried about their children's health and safety while they are at school, but students are also reporting an increase in the number of violent occurrences as well as the intensity of such episodes at their respective schools. Not only are parents concerned about their children's health and safety while they are at school, but students are also reporting an increase in the number of violent occurrences. Within the past five years, there have been a number of situations in which children have even ended their own lives as a direct result of the bullying that had reached such a horrifying level. These examples have occurred in a number of different countries. These incidents have been reported from a variety of locations throughout the world. If those who are bullied had the ability to stand up for themselves, respond in a constructive manner, and understood how to deal with the stress that is brought on by being bullied, then perhaps communities would be able to assist in lowering the frequency of bullying as well as the intensity of it.

A number of studies have pointed to the requirement for schools that serve to teenagers should provide teaching on how to deal with tough situations. This is the kind of activity that may take place at the middle school and high school levels either during classes such as health, psychology, or physical education, or during extracurricular activities that take place beyond school hours. Those adolescents who did not cultivate healthy means of coping were more likely to be at a higher risk of acquiring both unhealthy behaviours and anti-social attitudes later on in life. This was especially true for those adolescents who did not cultivate healthy means of coping during their teenage years. This was especially true for the teenagers who did not cultivate healthy coping methods during the course of their adolescence. Because of their coursework, students, for instance, may start to experience difficulties such as sadness, anxiety, an excessive amount of tension, and social problems. Additionally, they may begin to feel that they have no control over their lives. Because of this, it is possible that school-based programmes will be required to train students in various strategies of coping so as to improve the outcomes of their futures. The reason for this is because it is hoped that the results of their futures would be better. Because of this, every teenager contains a one-of-a-kind set of prerequisites for acquiring and understanding the content that is being provided to them. These needs vary from adolescent to adolescent depending on the status of the individual's mental health. The provision of this service to students by way of student support groups, mentorship programmes, and counselling services is one of the options that may be available to be considered.

Depression: Depression is a state that is characterised by severe feelings of despair and inadequacy, which are typically accompanied by a lack of energy and interest in life. These feelings are what define depression as a condition. People who are depressed frequently have the perception that they have no prospects for the future or that they are not up to par. This condition, which is characterised by a sad mood and an aversion to exercise, can have an effect on an individual's ideas, behaviours, feelings, and sense of well-being. Depression is characterised by having an aversion to exercise. Those who suffer from depression have a propensity to lose interest in activities that they formerly found pleasurable and either have a loss of appetite or an increase in the amount of food that they consume.

Coping strategies: The approaches or methods that teenagers implement in their lives when they are confronted with challenging or stressful conditions in their lives. There are three different kinds of coping methods that people utilise when they are confronted with stressful events. Including but not limited to problem-focused coping, emotion-focused coping, and avoidant coping.

Coping in Adolescence

It has been said that adolescence is a developmental period of "storm and stress," during which individuals experience a host of unique stressors such as engagement in risk-taking behaviour, conflict with their parents, and mood disruptions. Adolescence is a period in which individuals experience a host of unique stressors such as engagement in risk-taking behaviour, conflict with their parents, and mood disruptions. Adolescence is a time in a person's life when they are subjected to a variety of distinct sources of stress, such as disagreements with their parents . On the other hand, having access to beneficial coping techniques can have an effect on the degree to which challenges such as these and others lead to unfavourable effects. People sometimes refer to the adolescent stage of development as the "storm and stress" period of development since it is at this time that people go through a number of different sorts of unpleasant events. Adolescence occurs when people are in their early 20s. It is essential to have an understanding of how individuals cope within the context of adolescence because the coping strategies that are used during this time can set people on more or less adaptive developmental trajectories, in addition to serving as a forerunner of coping patterns that are used throughout adulthood. In addition, researchers' increased comprehension of adaptive and maladaptive coping strategies used by adolescents may make it simpler for educators to teach young people, which may, in turn, assist adolescents in cultivating a deeper appreciation for adaptive coping strategies and reduce their risk of developing psychopathological symptoms as a response to stress.

OBJECTIVE:

1. To study the impact of Cognitive behaviour therapy on level of anxiety and level of depression and coping strategies in adolescent students.
2. To understand the relationship between anxiety, depression and coping strategies in adolescent students.
3. To find out whether demographic variables, such as gender and socio economic.

RESEARCH METHODOLOGY:

The current study looked at the environmental pressures that high-achieving high school students who were taking part in Advanced Placement (AP) and International Baccalaureate (IB) programmes were subjected to. These programmes are known as AP and IB respectively. The studies that used longitudinal data provided information on the changes that take place inside a student during the course of the one-year transition from the ninth to the tenth, the eleventh to the twelfth, or the eleventh to the twelfth grade, respectively. The findings of research that took a cross-sectional approach provided information on the numerous coping methods that students in each grade level utilised in order to deal with the academic and environmental pressures they faced. In conclusion, the logistic regression analysis indicated the relationship between the causes of stress for students and their academic coping mechanisms, as well as their likelihood of success in terms of academic performance and life satisfaction. This is a quantitative study, and it looked at data that had been gathered in the past as part of a larger investigation into the social and emotional functioning of children who were enrolled in accelerated high school curriculum. The investigation was looking at the social and emotional functioning of children who were older. The following chapter goes into depth about the data source for this study, the measurements that were carried out, the techniques for data collecting, and the analysis that were carried out.

DATA ANALYSIS:

There were 186 students that took part in the research, and at the time of the study, each of them was between the ages of 13 and 19 years old (the mean was 16.3, and the standard deviation was 1.88). The total population consisted of 97 men and 89 females. The lessons are split between two different public schools in the metropolitan region, so there are a total of four unique offerings for the students to choose from. Students who are in the eighth grade have access to two different classes, students who are in the ninth year of study have access to two different classes, and students who are in the eleventh year of study also have access to two different classes. The findings collected by the organisation have a value of 8.47 on average, and their distribution is not symmetrical but rather negative. The results are not representative of the population as a whole. The COPE questionnaire, also known as the "Coping Orientation to Problems Experienced" questionnaire, was initially conceived of by Carver, Scheier, and Weintraub in the year 1989. Carver, Scheier, and Weintraub were the ones who came up with the idea for the questionnaire. This questionnaire, in its whole, will serve as the instrument that will be utilised. It is comprised of a total of 53 different items, each of which may be ranked on a Likert scale ranging from one to four points, and the items are grouped in a total of 14 different categories. On a scale ranging from one to four, each item is given a rating, with one representing The 29-item Rotter's questionnaire that was developed in 1966 has been utilised in research on the locus of control. In order to conduct research on the locus of control, this questionnaire was employed. A score that is low suggests the presence of an internal control, so keep an eye out for it. We were able to collect important demographic information such as ages, genders, and levels of education. The

sample is a practical one, and every student was made aware that their participation was entirely voluntary, and they were also given the guarantee that their responses would be kept confidential. In addition, the sample was given to every student with the understanding that it would be kept confidential. In addition to this, the sample may be easily obtained. The actual ages and internal measures, gender (both male and female), and socioeconomic conditions all go in this direction. A classification of high school students according to the demographic parameters that are relevant to them is presented in the chart that can be found after this one:

Table 1: The number of adolescent participants classified according to the age.

Age	No. participants	Percentage
14 yrs	82	21.57894737
15 yrs	149	39.21052632
16 yrs	58	15.26315789
17 yrs	91	23.94736842

When taking into consideration the entire sample, the findings of the investigation suggest that all methods of coping are utilised, albeit to varying degrees. This is the case even if the approaches are used in the same way. This is the case despite the fact that different degrees of use are involved. The factor that received the highest overall average score was planning ($M = 13.00$, $SD = 2.59$), which was then followed, in descending order, by reinterpretation, active coping, and instrumental support-seeking ($M = 11.89$, $SD = 2.62$). Planning was the factor that received the highest overall average score. The behaviour that results in the lowest scores is behavioural disengagement, which has a mean of 7.12 and a standard deviation of 2.24. The next phase, denial, is then followed by emotional release, with a mean score of 8.83 and a standard deviation of 2.84. One is able to receive the worst possible scores if they do not employ any methods, such as the drinking of alcoholic drinks or illegal drugs. The t test and the Mann–Whitney U test were utilised in order to conduct research on the gender and age disparities when the scores did not follow a normal distribution. The goal of this study was to determine whether or not there was a difference between the groups. The goal of these examinations was to ascertain whether or not there was a discernible distinction between the two groups. The results show that gender differences between males (m) and females (f) are only apparent in relation to specific coping mechanisms, such as the following: seeking emotional support ($M(m)=10.46$, $M(f)=11.8$, $Z=3.13$, asymp. sig=0.002, Cohens'd =0.44), and denial ($M(m)=7.37$, $M(f)=8.25$, $Z=2.67$, asymp. sig=.008, Cohens'd The fact that the data reveal that there is a difference between the means of the subgroups is evidence that this is the case

Table 2. Significant differences between coping strategies depending on locus of control

Coping strategies	Means		t Test		Mann Withney U Test		Cohens' d
	Internal control	External control	t	p	U	Asympt. sig. 2-tailed	
Active Coping	12.25	11.25	-	-	2.98	.003	0.45
Planning	13.55	11.98	-	-	2.70	.007	0.60
Suppression of competing activities	10.98	10.06	2.76	.007	-	-	0.42
Avoidance	11.42	10.55	2.42	.016	-	-	0.40
Positive reinterpretation	12.97	12.22	2.36	.019	-	-	0.38
Denial	7.47	8.40	-2.39	.018	-	-	0.37
Emotional discharge	8.18	10.00			3.99	.001	0.67
Mental disengagement	8.78	10.11	-3.228	.001	-	-	0.51
Behavioral disengagement	6.78	7.78	-	-	2.25	.001	0.46

For the purpose of conducting an analysis based on the age variable, the participants were separated into three distinct groups: group 1 consisted of students between the ages of 13 and 15, group 2 included students between the ages of 16 and 17, and group 3 included participants between the ages of 18 and 19. We observed that there are statistically significant differences between the following procedures when we applied the one-way analysis of variance (ANOVA) approach on independent samples: a) emotional discharge ($F(2, 186)=3.16$; $p.001$) with differences between the groups 1 and 2, 1 and 3, their significance is positioned lower than 0.001 in both cases. This was determined using the F-test. In order to assess the relevance of the data, the Games-Hawell test was carried out.

It was decided to make use of the exploratory factor analysis in order to investigate the potential links that may exist between the 14 distinct methods. We found, via the utilisation of the Kaiser criterion and the scree test, that there is a propensity for the coping strategies to cluster together, ultimately resulting in the formation of five separate groups. The following is a list of the factors that were determined to exist based on correlations: the first factor, which included planning, suppression of competing activities, active coping, and positive reinterpretation, explained 21.67% of the variance; the second factor, which included mental disengagement, behavioural disengagement, and denial, explained 17.55% of the variance; the third factor, which included seeking emotional support, seeking social support, emotional discharge, and turning to religion, explained 10.28% of the variance; and the fourth factor, which included planning, suppression of competing activities, active coping, and positive r.

Changes in Stress and Coping throughout Adolescence

The events and conditions that are responsible for stress continue to grow during the course of a teenager's maturation process, which can last for a very long time. As a direct result of this, the stresses that are dominating throughout the early part of adolescence normally become considerably more tolerable; yet, towards the final portion of this developmental phase, completely new stressors occur. Younger adolescents report experiencing higher levels of stress brought on by interactions with family and romantic partners, as comparison to middle and late adolescents. One of the elements that has a big influence on a person's

development in the early years of adolescence is the stress that is brought on by their connections with other people. The simultaneous endeavour of trying to become financially independent from one's parents while simultaneously attempting to navigate the seas of a romantic connection with a significant other for the first time is one of the most common causes of stress. This can be especially stressful for young adults who are still living at home with their parents. Older teenagers, on the other hand, are more likely to experience high levels of stress due to the fact that they have achieved better academic performance in addition to additional goals connected to college and work. This is due to the fact that older adolescents still have a higher number of years before entering the workforce than younger adolescents. The academic burnout of 1,530 students in South Korea ranging in age from 11 (fourth grade) to 19 (twelfth grade) was researched, and the researchers found that the students' scores on all four dimensions of the Korean Academic Burnout Inventory gradually increased as age increased. In addition to this, the researchers explored the viewpoints of the students on the professional challenges they experienced while attending junior high school and high school in Canada. According to the findings of the survey, high school students are more concerned than junior high school students about "making the incorrect vocational option" and "having to decide" on a professional route than they are about making a career choice in general. This is true irrespective of whether or not the poll was conducted with high school students.

CONCLUSION:

To acquire an accurate picture of how teenagers function, it is crucial to have a solid grasp of how they react to the changes and pressures that occur in their life. It's possible that your answers will shift depending on where you are in life. During the adolescent years, both girls and boys face significant challenges to their growth. These duties involve setting oneself apart from one's family and classmates and making progress in the process of forming one's own identity. Developmental stresses include, but are not limited to, material deprivation, parental separation, living in a dangerous area, and a host of other conditions. Children need to learn healthy coping techniques so that they can effectively handle the stresses that are an inevitable part of growing up. Success requires an appreciation for the realities of adolescent life, of the meanings they assign to adversity, of the manner in which adolescents react to and adapt to adversity. It is also crucial to have an appreciation for the actual difficulties that teens face, for the meanings they assign to those stresses, and for the strategies they develop for dealing with them. In this study, we compared the coping mechanisms of adolescents who engage in deviant behaviour with those of adolescents who do not. These youths had the same amount of time to finish both sets of activities. In order to build a solid basis for preventative intervention programmes, it is important to understand how teens feel stress and how they manage with it. Teens may benefit from these programmes if they are helped to develop more flexible coping mechanisms, alter their perspectives on stress, or find and make use of social support systems.

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