

# SOURCES OF STRESS AND THE COPING STYLES AMONG TRAINEES TEACHER IN THE TEACHER TRAINING COLLEGES IN THE STATE OF JOHOR, MALAYSIA

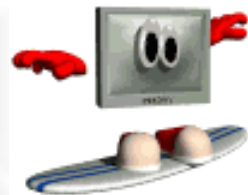


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# Introduction

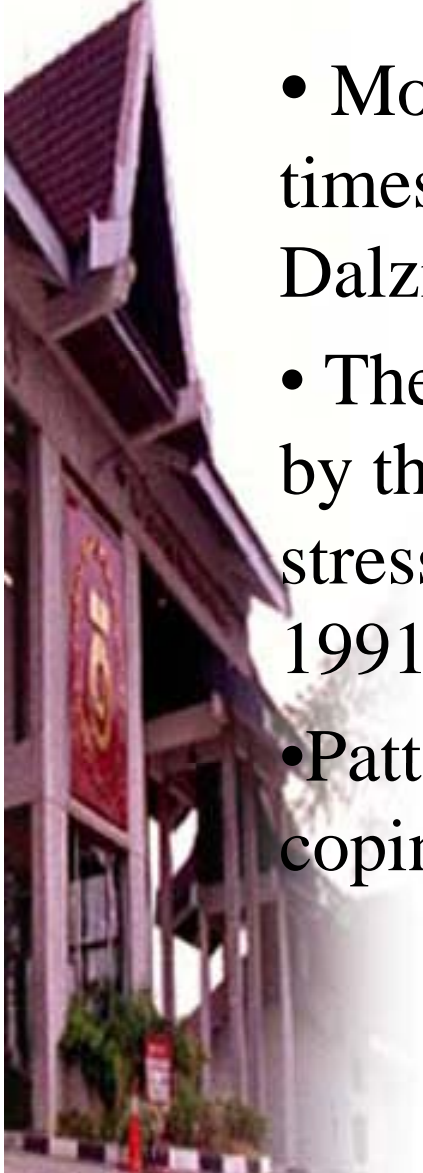
- Stress has become part & parcel of the human life. Human beings cannot avoid from being stressed. In fact stress has become a necessity in human life.
- Selye (1956) points out that no human beings can survive without stress.
- Stress can be either positive or negative. In the case of positive stress (eustress) it act as a motivating factor that enhances achievements whereas negative stress (distress) involves strain, tension and burnout physically and psychologically.





# Introduction...cons

- Moderate amounts of stress help motivate us and, at times, increase our performance (Moore, Burrows & Dalziel, 1992).
- The amount of stress experienced may be influenced by the individuals ability to effectively cope with stressful events and situations (D Zurilla & Sheedy, 1991).
- Patterson and McCubbin (1987) found that a good coping response helps to promote individual growth.

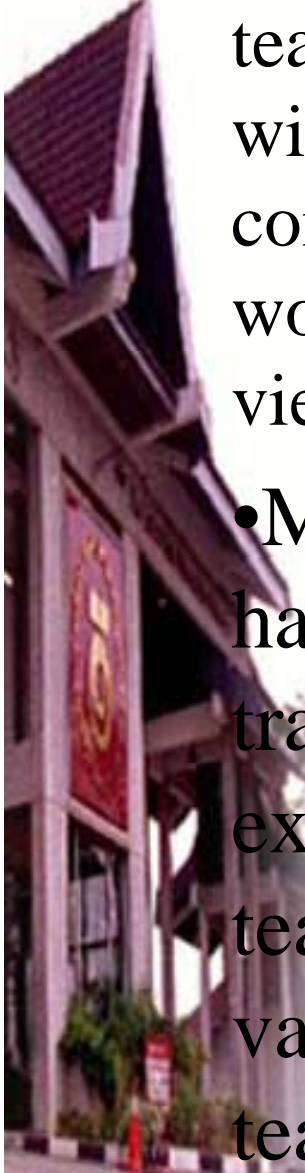




# Background Of The Study

• The teaching profession is claimed to be easy, as teachers seem to work only for half a day and is gifted with long holidays. The Malaysian society still considers teaching as an easy job as the teachers start work at 7.30 a.m. and stop at 1.25 p.m. However such view may not be true.

• Much sociological and psychological research has been focusing on stress experienced by trained teachers, but little is known about stress experienced by the teacher trainees. In fact teacher trainees are the one who needs to fulfill various demands required to become a trained teacher.



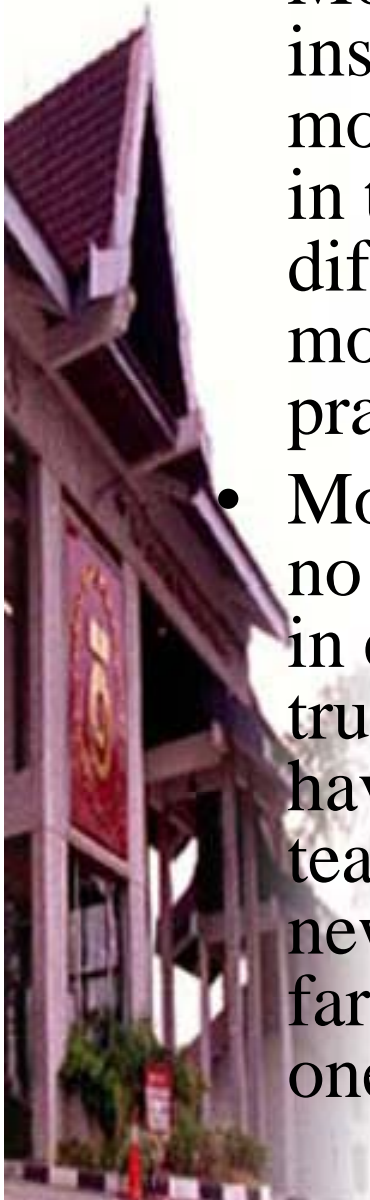
# Background Of The Study...cont

- The education process is a dynamic process. There are drastic changes such as the implementation of the KBSR, KBSM, information technology in the Bestari schools & Wawasan schools.
- At present, there are thirty-two teacher-training colleges in Malaysia. These colleges function under The Teacher Education Division (BPG) of the Malaysian Ministry of Education.
- Teacher trainees who have completed their course in the teacher training colleges will be awarded the Malaysian Diploma of Education. They will be posted to the primary schools in Malaysia. The teacher-training curriculum comprises of four components, i.e., the core subjects, the elective subjects, practical training and the extra-curricular activities.



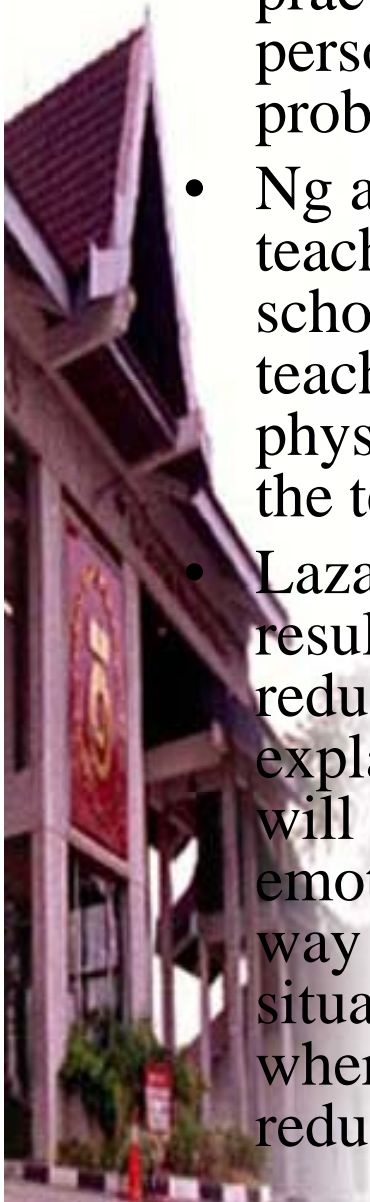
# Background Of The Study...cont

- Mohd Yunos (1984) newcomers in higher education institutions frequently face stress and strain. The most frequently cited sources of stress are uneasiness in the new environment, orientation week activities, different system of education from the school, monetary problem, coursework, examinations, practical training and the prospect of the future career
- Morri (1990) says every incident that happens in life, no matter good or bad, that brings forth changes and in equilibrium, will result in stress. Such statement is true when applied to the situation the teacher trainees have to face when they are offered a place in the teacher training college. They are forced to adapt to a new and totally different environment, having to bid farewell to their parents, relatives, friends and loved ones.



# Background Of The Study...cont

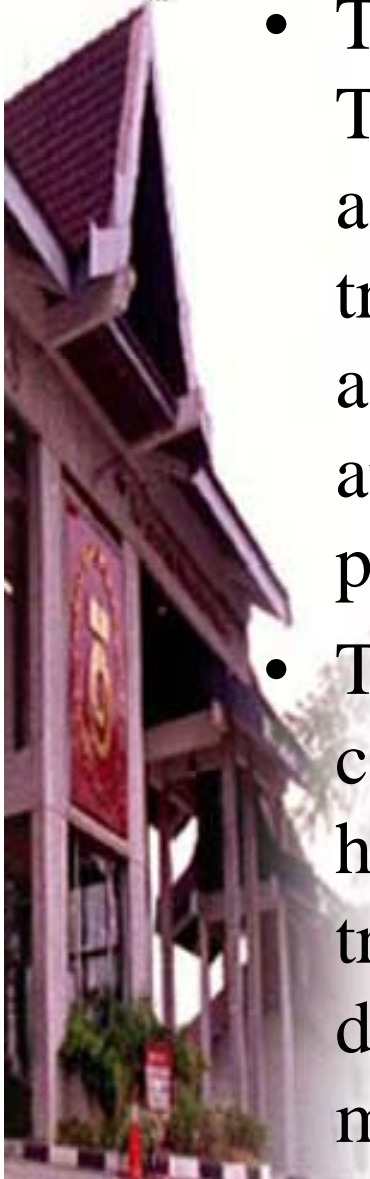
- The stress and strain experienced while doing the coursework, practical training, preparing for examinations, as well as personal problems such as missing the loved ones, financial problems worsens the whole situation.
- Ng and Ishak (1996) had done a research on problems faced by teacher trainees while carrying out practical I in various schools. They reported that other than preparation of the teaching materials and teaching its elf, physical and physiological problems posed threats of frustration and stress to the teacher trainees
- Lazarus and Folkman (1984) say that the way a man reacts results from his cognitive and behavioral measures to overcome, reduce and comply with the stress and strain he faced. They explain that when a man face a certain stressful condition, he will cope in two ways: the problem-focused coping or the emotion-focused coping ways. The problem-focused coping way emphasizes on interpersonal effort to change the stressful situation and tries to solve the problems that causes stress whereas the emotion-focused coping way emphasizes more on reducing stress as well as controlling one s emotion.





# Statement Of The Problem

- The teacher trainees in the Malaysian Teacher Training Colleges have to undergo vigorous academic, extra-curricular activities and practical training. They have to follow a tight schedule of activities. Lectures begin at 8.00 a.m. and finish at 4.00 p.m. Extra curricular activities start at 4.30 p.m .and end at 6.30 p.m.
- These teacher trainees are left little time at night to catch up with their studies and assignments. Such hectic life causes stress and strain to the teacher trainees. If stress is not properly managed, it can disturb the physical and mental health and causes more harms.







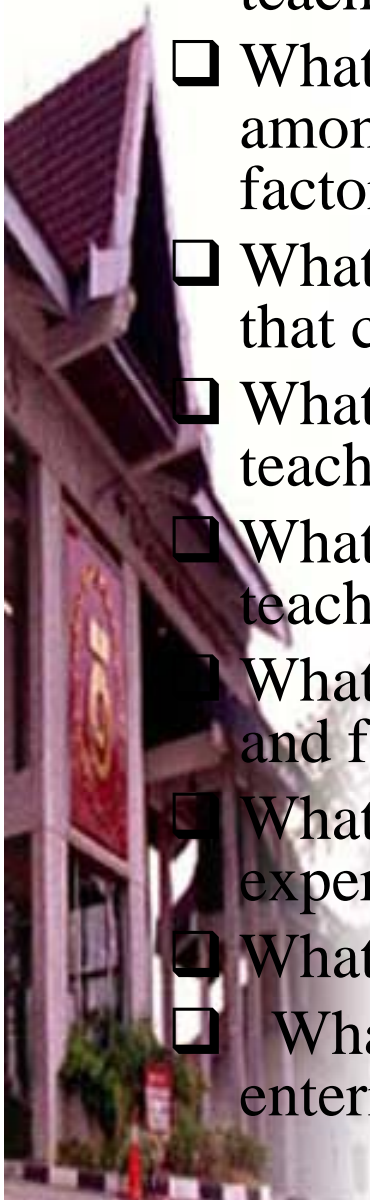
# Research Objectives

- ✓ identify the level of stress among the teacher trainees in the teacher training colleges in Johor.
- ✓ identify the teacher training process factors that cause stress among the teacher trainees.
- ✓ identify the social psychological factors that cause stress among the teacher trainees.
- ✓ identify the perception toward the teaching profession factors that cause stress among the teacher trainees.
- ✓ identify the problem-focused coping strategies deployed by the teacher trainees.
- ✓ identify the emotion-focused coping strategies deployed by the teacher trainees.
- ✓ Investigate the differences in stress experienced by male and female teacher trainees, experienced and inexperienced teacher trainees.
- ✓ Investigate the relationships between age, experience and stress.



# Research Questions

- ❑ What is the level of stress among the teacher trainees in the teacher training colleges in the state of Johor?
- ❑ What are the teacher training process factors that cause stress among the teacher trainees? What are the social psychological factors that cause stress among the teacher trainees?
- ❑ What are the perceptions toward the teaching profession factors that cause stress among the teacher trainees?
- ❑ What are the problem-focused coping strategies deployed by the teacher trainees in handling stress?
- ❑ What are the emotion-focused coping strategies deployed by the teacher trainees in handling stress?
- ❑ What is the difference between the stress experienced by male and female teacher trainees?
- ❑ What is the difference between the stress experienced by experienced and inexperienced teacher trainees?
- ❑ What is the relationship between age difference and stress?
- ❑ What is the relationship between experience in teaching before entering the teacher training college and stress?



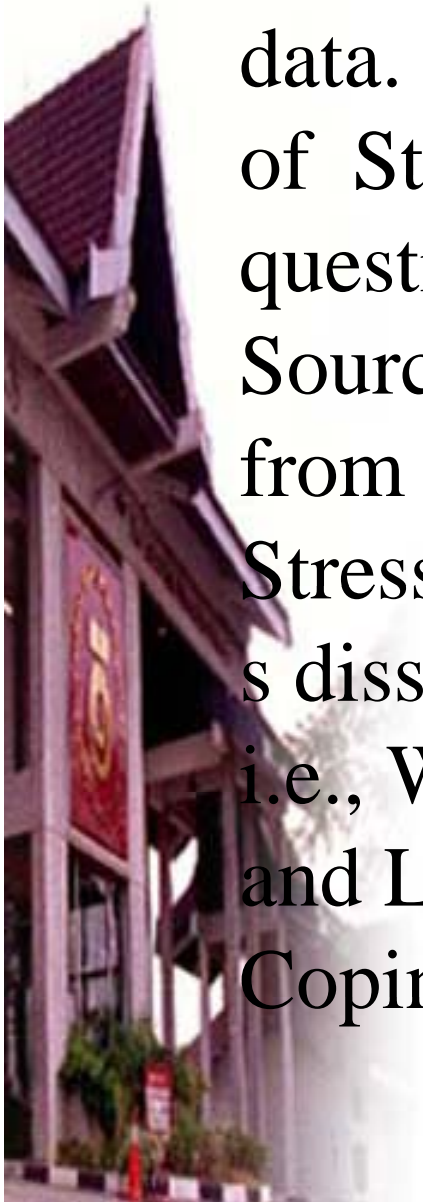
# Research Methodology


- ❖ **Research Location** - two teacher-training colleges in the state of Johor, Malaysia- Batu Pahat Teacher Training College (MPBP) in Batu Pahat and the Temenggong Ibrahim Teacher Training College (MPTI) in Johor Bahru.
- ❖ **Subjects** The research population comprises semester two teacher trainees from the two teacher training colleges. MPTI has 208 semester two KDPM (The Malaysian Teaching Training Diploma Course) teacher trainees while MPBP has 243 semester two KDPM teacher trainees. They come from the three large ethnic groups in Malaysia, i.e., the Malays, Chinese and the Indians.



# Research Instruments

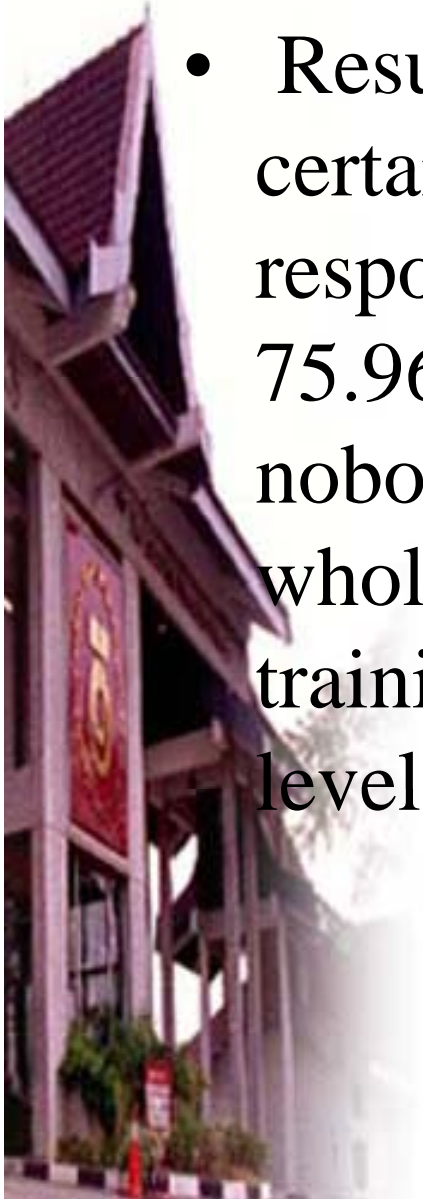
- Three sets of questionnaires are used to collect data. They are the Stress Index, Sources of Stress and Ways of Coping questionnaires. The Stress Index and the Sources of Stress questionnaires are adapted from Bruess. C and Richardson G. (1992) s Stress Index Inventory and Tan Bee Chu (1994) s dissertation. The third set of Questionnaire, i.e., Ways of Coping, is adapted from Folkman and Lazarus (1985, in Low 1997) Ways of Coping Questionnaire.



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- **Reliability of The Research Instruments.**
  - **Pilot Studies.**
  - **Data Analysis.** The Statistical Package for the Social Science (SPSS) programmed is used to analysed the data collected.

# Results and Discussion Level of Stress Among The Teacher Trainees

- Result shows that all respondents experience a certain degree of stress. 24.04 percent of the respondents experience high level of stress, 75.96 percent moderate level of stress whereas nobody experience low level of stress. On the whole, all the teacher trainees in the teacher training colleges experience moderate to high level of stress.



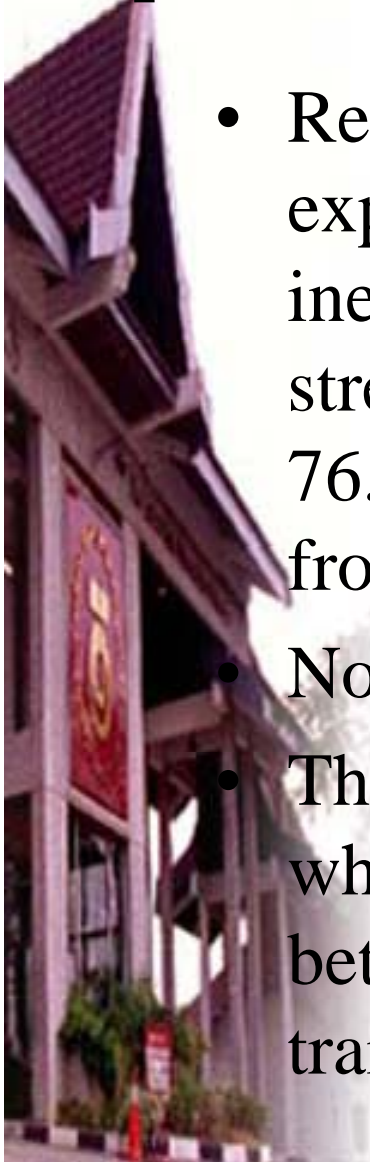
## **Demographic Aspects of Stress Comparison of The Stress Experienced by The Male and Female Teacher Trainees.**

- 23.7 % male teacher trainees and 24.2 % female teacher trainees experience high level of stress. 76.3 % male teacher trainees and 75.8 % female teacher trainees experience moderate level of stress whereas no teacher trainee experience low level of stress.
- The t-test findings show no significant difference between the stress level experienced by male and female teacher trainees.



## **Comparison of the stress experienced by teaching-experienced and teaching-inexperienced teacher trainees**

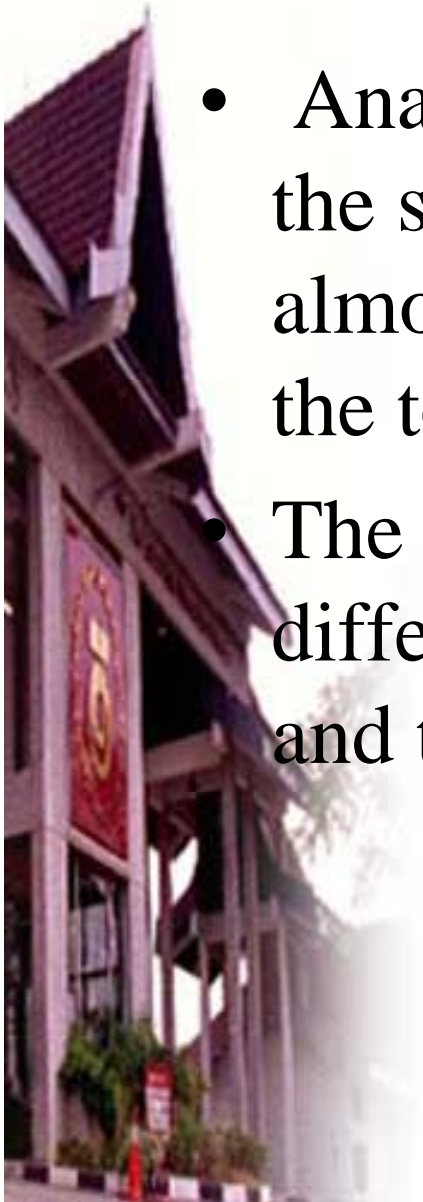
- Research findings show that 24.1 percent of the experienced teacher trainees and 24.0 percent of the inexperienced teacher trainees suffer high level of stress. 75.9 percent experienced teacher trainees and 76.0 percent inexperienced teacher trainees suffer from moderate degree of stress.
- No teacher trainee experience low level of stress.
- This result is consistent with the findings of t-test which shows no significant difference in stress between experienced and inexperienced teacher trainees.





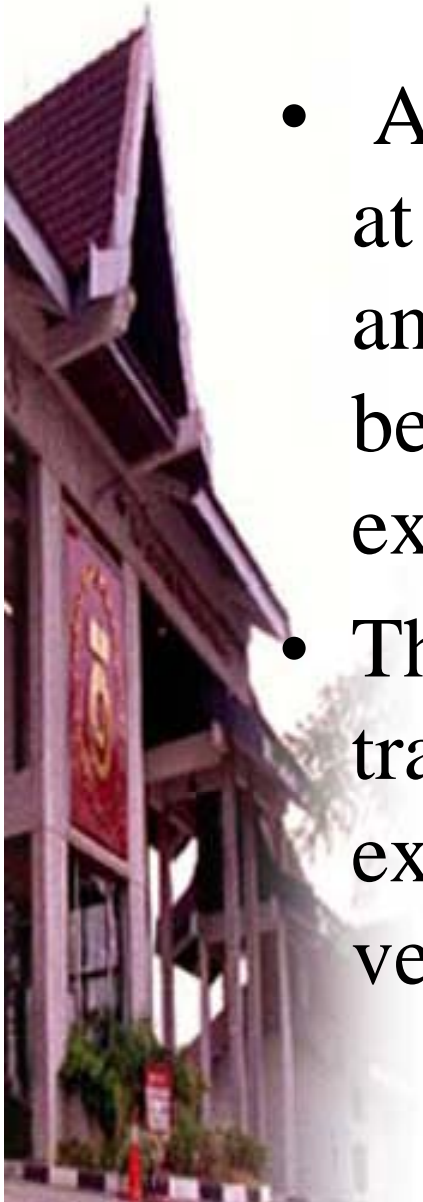
# Relationship Between Teacher Trainees Age Difference & Stress

- Analysis shows correlation value  $r = 0.031$  at the significant level  $= 0.01$ . This shows an almost negligible positive relationship between the teacher trainees age and stress.
- The finding reveals that there is very little difference in stress experienced by the older and the younger teacher trainees



# Relationship Between Teacher Trainees Teaching Experience And Stress

- Analysis shows correlation value  $r = - 0.003$  at the significant level  $= 0.01$ . This shows an almost negligible negative relationship between the teacher trainees teaching experience and stress.
- This means that the inexperienced teacher trainees face higher degree of stress than the experienced one, although the difference is very negligible.



# The Teacher Training Process Factors That Cause Stress Among The Teacher Trainees

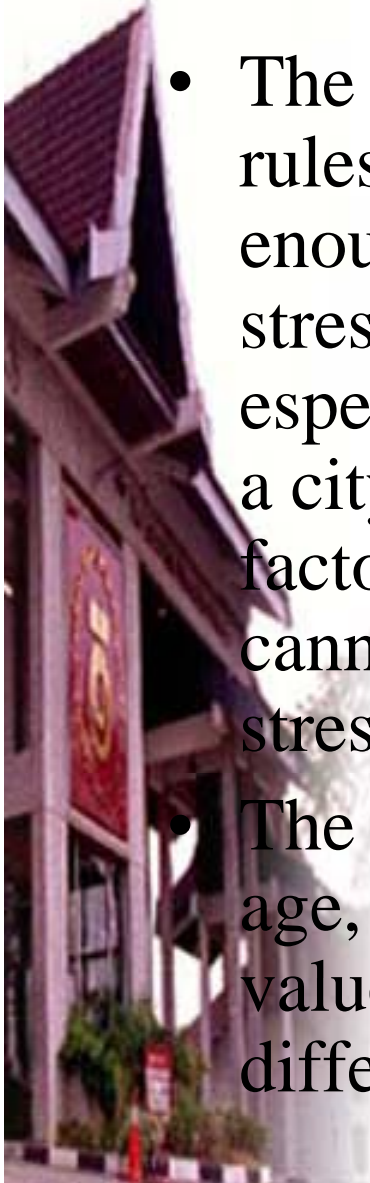
- From the three categories of causes of stress, the teacher training process factors top the list. About 90 % of the respondents experience moderate to high stress under this category. In the teacher training process category, Sitting for the examinations , Not enough time to prepare for the examination and Not enough time to complete the assignments are the main factors quoted to cause stress.

The result shows that the main stressors in the teacher training colleges are concerned with the examinations and assignments. This shows that the teacher trainees have to follow a very tight schedule of routine work and training in the teacher training colleges.



# The Social Psychological Factors That Cause Stress Among The Teacher Trainees

- The findings reveal that The college regulations and rules are too strict and monetary allowance is not enough are the two main factors that cause stress. Monetary allowance per month may be too little especially for the teacher trainees who stay around JB, a city where cost of living is high. The next two factors, My parents put too much hope on me and I cannot interact well with the lecturers also pose as stressors to the teacher trainees.
- The result shows that difference in social background, age, ethnic group, experience, knowledge, skills, values, culture among the teacher trainees may create different views, misunderstandings and thus conflict.



# Problem-focused Coping Strategies Used By the Teacher Trainees

- The research findings show that all the respondents use problem-focused coping strategies and emotion-focused coping strategies while dealing with stress. However more respondents use problem-focused coping strategies when compare to emotion-focused coping strategies. Under the problem-focused coping strategies, individuals use the confrontive coping, seeking social support, accepting responsibility and plan full problem solving strategies. Under the emotion-focused coping strategies, however, individuals employ the distancing, self controlling, escape avoidance and positive reappraisal strategies.



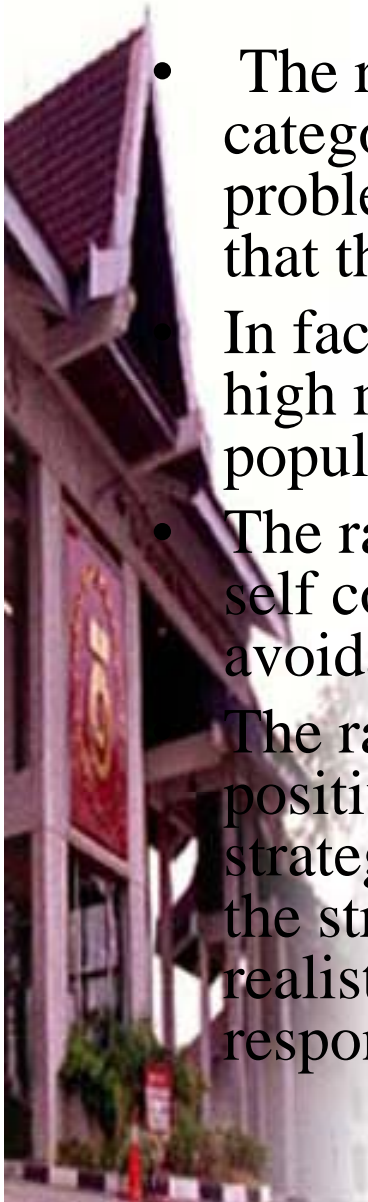
# Emotion-focused Coping Strategies Used by The Teacher Trainees

- The research findings show that the emotion-focused coping category is less practiced by the respondents compare to the problem-focused coping category. However, this does not mean that the research samples do not use this strategy at all.

In fact, some of the items placed under this category score very high mean score, approximately equal to the mean score of the popular items in the other category.

- The ranking of the four emotion-focused coping strategies are: self controlling, positive reappraisal, distancing and the escape avoidance strategy.

The ranking shows that the respondents use self-controlling and positive reappraisal strategies more often than the other two strategies. In times of stress, they are able to face and manage the stressful condition positively. They use more practical and realistic approach. They are mature enough to take up the responsibilities that are given to them.



# Based on the research findings, the researcher wishes to bring forward a few suggestions:

- The administrator and the lecturers can play a more prominent role in reducing the academic stress faced by the teacher trainees.
- New teacher trainees should be informed of the burden and the stress and strain they will face in the college during the orientation weeks. Teacher trainees can be counseled to avoid cumulative work, to plan and prepare a realistic time table and to discuss in groups.
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- Respondents who are afraid to face the headmasters may be called to attend psychology and counseling courses where interpersonal relationship and communication skills can be acquired.



Based on the research findings, the researcher wishes to bring forward a few suggestions...cont

- The college resource center and the library may need to revise their administrative system and the volume and types of reference materials available
- Teacher trainees have to be more aware of the services available in the colleges, especially the services offered by the guidance and counseling unit
- The college lecturers, together with the counseling unit and the personal tutors, can introduce programmed to promote creative and critical thinking as well as learning techniques.
- The lecturers can try giving out assignments at an earlier date so as to avoid any emotional or mental disturbances or stress caused by the time constraint.





- **Recommendations For Further Research**
- **Bibliografi**
- **Thank you...**

