Analysis of strategies of coping behavior of future pedagogues as markers of personal readiness for professional activity

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Abstract—The article considers the fact that pedagogical profession has recently become increasingly stressful, and teachers are increasingly getting under negative stressful conditions, which can result in professional burnout and other professional destructions. Those professional destructions can lead to negative influence on students and development of addictive behavior. In this regard, the preparation of students of pedagogical universities for the prevention of chemical and non-chemical dependencies in the child and youth environment, in which future teachers develop effective coping strategies and improve personal resources of coping behavior in order to interact with children and adolescents and increase the effectiveness of pedagogical prevention of addictive behavior. The high level of development of adaptive patterns of coping behavior of future teachers contributes to effective overcoming of distress in professional activities, to increasing the level of adaptive strategies among children and adolescents, and also to reducing the risk factors of addictive behavior.

Keywords—coping behavior, of strategies for coping behavior of students’, professional training, addictive behavior, pedagogical prevention

I. INTRODUCTION

The most effective approach to determining the structure of readiness of students of pedagogical universities for the prevention of addictive behavior of children and young people is the conception of system genesis by V.D. Shadrikov and the concept of psychological system of activity developed by him [1]. Basing on «Methods for assessing the qualification level of teachers» proposed by V.D. Shadrikov, the author of the article describes the basic competences of preventive activities of teachers in the educational environment. On the basis of these competences, the author analyzes its effectiveness in the practice of preventive work. One of the most important components of professional readiness for preventive pedagogical activity is personal competence, which is, in our opinion, based on the strategies of coping behavior of students of pedagogical universities. The analysis of the development of strategies for coping behavior of future teachers may be one of the indicators of personal readiness for professional activity for preserving students’ mental health.

II. RESEARCH METHODOLOGY

In accordance with the professional standards “Teacher” and “Educator”, the graduates of pedagogical universities should possess professional competences in prevention of addictive behavior of students.

The main goal of our study is to analyze the personal competence of students’ professional readiness to prevent addictive behavior of adolescents. If future teachers themselves do not possess some productive behavioral strategies, they are more susceptible to professional burnout. The effectiveness of their preventive activity decreases.

The issue of our study is to identify the characteristics and dynamics of development of coping behavior of pedagogical university students at various stages of professional training.

The hypothesis of the study is the following: coping behavior of future teachers is changing in the process of training at a pedagogical university, and the frequency of the use of productive strategies of coping behavior increases by the end of the bachelor’s study period; there are distinctive features of the coping behavior of future primary school teachers and educational psychologists.

III. LITERATURE REVIEW

The research works by N.E. Vodopianova prove that the profession of a teacher is associated with a significant risk of professional burnout [2]. The analysis carried out by the author shows some significant correlations between the components of burnout and the models of teachers’ coping behavior. The unconstructive patterns of coping behavior (avoidance, manipulative, asocial, and aggressive actions) make it difficult to solve professional challenges, lead to professional stress, and provoke the development of a high level of burnout and professional maladaptation of teachers. Constructive coping behavior models (search for social support, assertive actions), on the contrary, make teachers more resistant to professional stress, and contribute to the preservation of professional health. It is worth stressing that the correlation analysis conducted by N. E. Vodopianova did not reveal either any connection between the experience of teachers and the level of burnout, or any dependence between pedagogical experience and the preference of some specific models of coping behavior. Thus, a high level of burnout can develop both among experienced teachers due to an increase in professional stress, and among young teachers due to the difficulties of professional adaptation.
The research paper by T.A. Danilova, A.V. Antonovsky, O.N. Yezhova raises the problem of the role of strategies of coping behavior of lecturers and students of pedagogical universities in prevention of psychogenic disorders in schoolchildren [3; 4; 5]. In accordance with the research works by A. Bandura, R. Lazarus, and others, the author concludes that teachers' coping behavior becomes a model for students' overcoming stressful situations and for their social and psychological adaptation [6; 7]. Teachers' constructive strategies of overcoming challenges contribute to the formation of highly functional adaptive coping behavior of adolescents, which results in adolescents' abstaining from taking psychoactive substances [8].

The experimental results by T. A. Danilova prove that teachers, on the one hand, tend to effectively solve difficulties in the household and personal spheres, considering their life experience, while, on the other hand, they behave much less productively in the situations involving their professional activity and upbringing of adolescents [3]. They treat problem situations in the process of educating and training as a challenge or a threat. Although they are proactive, their behavior is still of an authoritarian nature, which leads to an increase in the level of anxiety and fear among schoolchildren, a decrease in their learning motivation, deviant behavior, and neurotic symptoms. The author shows that students of pedagogical universities can adopt the models of problem-solving behavior and methods of educational influence on students, which are demonstrated by teachers or lecturers [9].

IV. MATERIALS AND METHODS OF RESEARCH

To test the hypothesis and research tasks a complex of mutually complementary methods were used: 1) theoretical - analysis of the literature, normative and legislative acts in the field of prevention, study and generalization of innovative pedagogical experience, classification, analysis, synthesis, etc.; 2) empiric - pedagogical supervision; psychodiagnostic methods.

To diagnose the coping behavior of students, we used the technique of “Coping Inventory for Stressful Situations” (CISS), which is a variant of the method developed by N. Endler and D. Parker and adapted by T. L. Kryukova [10].

For the analysis of experimental data, we used the following provisions:

1) subjects who have medium or high levels of coping focused on problem-solving, the average level of coping focused on emotions and the low level of coping based on avoidance, have an adaptive model of coping behavior;

2) students with low levels of problem-focused coping, or a high level of coping based on avoidance, adhere to the pseudoadaptive behaviors;

3) if teenagers have both the low level of problem-focused coping and high levels of coping focused on avoiding, in this case there is a maladaptive coping model.

The risk factors and indicators of a low level of personal readiness are a low level of problem-oriented coping behavior and a high level of avoidance-oriented coping behavior. Basing on the analysis of these two factors, we concluded that the key model of coping behavior was an adaptive model (no risk factors were found), a pseudo-adaptive model (one of the risk factors was identified), a maladaptive model (both risk factors were found) [11; 12].

V. DESIGN RESEARCH

To test the hypothesis, we studied the bachelors enrolled in two programs of training at the faculty of psychology and pedagogics of FSBEI HE “I.Yakovlev Chuvash State Pedagogical University”: 73 students enrolled in the program of training “Pedagogical Education” with “Primary Education” expertise, and 87 students enrolled in the program of training “Psychological and Pedagogical Education” with “Psychology and Social Pedagogics” expertise. The study involved 160 undergraduate students aged from 18 to 23 and doing the 1st-4th years.

VI. RESULTS OF RESEARCH AND THEIR DISCUSSION

According to these indicators, we compared 2 groups of the first-year students. 24% of the respondents among future primary school teachers proved have a low level of problem-oriented coping behavior, and 52% of the respondents are characterized by a high level of avoidance-oriented coping behavior. The results showed that 38% of the first-year students use an adaptive and a pseudo-adaptive coping behavior model, and 24% of the students appeared to have the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies revealed that the respondents of the discussed group use both problem-oriented (76%) and emotion-oriented coping behavior models (76%).

35% of the future educational psychologists proved to have a low level of problem-oriented coping behavior, 76% of the respondents appeared to have a high level of avoidance-oriented coping behavior. The results showed that 18% of the students use an adaptive coping behavior model, 52% of the respondents use a pseudo-adaptive coping behavior model, and 29% of the students proved to have the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies demonstrates that there prevails an avoidance-oriented coping behavior model in this group (76%). This is largely due to the personal characteristics of the school leavers who wish to study psychology.

There were no statistically significant differences between the groups of the first-year students. However, the future primary school teachers in the first year equally use a problem-oriented and an emotion-oriented coping behavior model, while educational psychologists use an avoidance-oriented coping behavior model.

44% of the future primary school teachers of the second year appeared to have a low level of problem-oriented coping behavior, and 44% of the respondents demonstrated a high level of avoidance-oriented coping behavior. The results showed that 19% of the students use an adaptive coping behavior model, and 75% of the respondents use a pseudo-adaptive coping behavior model, 6% of the respondents demonstrated the signs of maladaptation.

The analysis of the characteristics of the key coping behavior strategies revealed that the students in this group use an emotionally-oriented coping behavior model (69%) more often than a problem-oriented coping behavior model (56%).
The 6 future educational psychologists appeared to have a low level of problem-oriented coping behavior (which is 32% of the respondents), and 8 students proved to have a high level of avoidance-oriented coping behavior (which is 42% of the respondents). The results showed that 37% of the students use an adaptive coping behavior model, 53% of the respondents use a pseudo-adaptive coping behavior model, and 2 students showed the signs of maladaptation (which is 10% of the respondents). The analysis of the characteristics of the key coping behavior strategies proved that a problem-oriented coping behavior prevails in this group (68%).

There were no statistically significant differences between the groups of the second-year students. However, the future primary school teachers generally use an emotion-oriented coping behavior model, while the educational psychologists use a problem-oriented coping behavior model.

29% of the future primary school teachers of the third year turned out to have a low level of problem-oriented coping behavior, while a high level of avoidance-oriented coping behavior characterizes 29% of the respondents. The results prove that 53% of the students use an adaptive coping behavior model, 35% of the respondents use a pseudo-adaptive coping behavior model, and 12% of the students appear to have the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies proved that a problem-oriented coping behavior model is more preferable in this above-mentioned group (71%).

41% of the future psychologists of the third year appeared to have a low level of problem-oriented coping behavior, and 33% of the respondents turned out to have a high level of avoidance-oriented coping behavior. The results showed that 41% of the students use an adaptive coping behavior model, and 44% of the respondents tend to use a pseudo-adaptive coping behavior model, while 15% of the students show the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies reveals that in the discussed group an emotion-oriented coping behavior prevails (85%), and only after it there comes a problem-oriented coping behavior (59%).

There were no statistically significant differences between the third-year student groups, but the future primary school teachers tend to oftener use a problem-oriented coping behavior model, while the future educational psychologists prefer psychologically-oriented coping behavior models.

The analysis of the results of psychological diagnostics of the bachelor students of the fourth year revealed that 39% of the future primary school teachers are characterized by a low level of problem-oriented coping behavior, and 11% of the respondents have a high level of avoidance-oriented coping behavior. The results showed that 50% of the students use an adaptive coping behavior model, while 50% of the respondents tend to use a pseudo-adaptive coping behavior model, and no students demonstrate the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies shows that an emotion-oriented coping behavior prevails in this group (72%), and then comes a problem-oriented coping behavior (64%).

38% of the future educational psychologists demonstrated a low level of problem-oriented coping behavior, whereas 50% of the respondents revealed a high level of avoidance-oriented coping behavior. The results show that 29% of the students use an adaptive coping behavior model, 54% of the respondents use a pseudo-adaptive coping behavior model, and 17% of the students demonstrate the signs of maladaptation. The analysis of the characteristics of the key coping behavior strategies reveals that an emotion-oriented coping behavior model prevails in this group (91%), and only then comes a problem-oriented coping behavior model (62%).

The future primary school teachers oftener use an emotion-oriented coping behavior model (72% and 91%, respectively), the future educational psychologists tend to employ the same strategy, after that comes a problem-oriented coping behavior in both groups (64% and 62%, respectively), and finally there is an avoidance-oriented coping behavior model (11% and 50%, respectively).

However, we found some statistically significant differences between the two groups of the students enrolled in different programs of training by calculating Spearman’s rank correlation coefficient. There is a statistically significant correlation relationship in terms of problem-oriented coping behavior ($r_s = -0.856$) and in terms of avoidance-oriented coping behavior ($r_s = -0.976$).

**VII. CONCLUSIONS**

The analysis of the research results shows that in general by the end of the fourth year the students of pedagogical universities use both productive and unproductive coping behavior strategies.

We identified the features of the development of coping behavior of the future primary school teachers and educational psychologists. The first-year students of “Primary Education” expertise actively use a problem-oriented and emotion-oriented coping behavior models, whereas educational psychologists prefer an avoidance-oriented coping behavior model. When mastering their professional knowledge and skills, the future primary school teachers turn to an emotion-oriented coping behavior model, at the same time the future educational psychologists make productive use of a problem-oriented coping behavior model. We observe the same strategies of coping behavior among the third-year students. Nevertheless, in the third year the future primary school teachers opt for a problem-oriented coping behavior model, while the future educational psychologists prefer emotion-oriented coping behavior models. The frequency of the use of coping behavior strategies is becoming level by the fourth year: emotional-oriented coping behavior strategies come first, problem-oriented coping behavior strategies come second, and avoidance-oriented coping behavior strategies come third.

However, the identified qualitative differences show that the future educational psychologists continuously use both productive and unproductive coping behavior strategies. The high frequency of the use of an avoidance-oriented coping behavior model can be explained by the challenges of further professional development and the upcoming need for employment that all students face. As a rule, future primary school teachers clearly see their employment perspective,
whereas future educational psychologists graduating from a university are still to face an employment challenge.

Thus, we found that by the end of training in a pedagogical university, the frequency of the use of productive coping behavior strategies generally increases in both groups of students. However, the structure of coping behavior of future educational psychologists statistically differs from coping behavior of future primary school teachers rather significantly; they continue to use both productive and unproductive coping behavior strategies, determining the significance and emergency of life situations and thereby preserving their personal resources.

REFERENCES