

PERCEPTION ON OVERCOMING EMOTIONAL PROBLEMS THROUGH STRESS COPING STRATEGIES OF PROSPECTIVE TEACHERS DURING PANDEMIC SITUATION

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Abstract

This study assessed the psychological distress, life satisfaction, and perceived stress of Ecuadorian teachers who adopted online learning in response to the COVID-19 pandemic. It also aimed to qualitatively report the coping strategies used to maintain their mental health and well-being. Although the teaching profession is stressful and despite the known impact of teachers' mental health on students during teaching, prospective teachers' mental health is neglected in training and selection. However, knowledge about teacher candidates' mental health during their training process and about their help-seeking behavior can contribute to improving their mental health. Therefore, this study aims at determining the mental state of teacher candidates and elucidating help-seeking behaviors that may be useful for overcoming mental problems. Student-teacher distress has the potential to impact on the individuals who are to become teachers, the profession and the education system. This review examines what is known of psychological distress among university students, teachers and student teachers, the demands associated with their practical experiences and the known impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer contends that the potential problem for prospective teachers requires a holistic approach, beginning through understanding contemporary strategies available to individual university students, and preventative stress management programs provided within tertiary education, which may be made available to future student-teachers.

Keywords:

Stress Management, Health, COVID-19, and Stress level, pandemic.

INTRODUCTION

Teaching is a profession and is a process of professional preparation of teachers, (MHRD, 2012). Teaching is an art that can be acquired through a series of well-designed Activities, its' imperative, therefore due emphasis should be laid on the education of the teachers. NCFTE (2010), described that teaching is a profession and teacher education is a process of professional preparation of teachers. "If you educate a boy, you educate one individual, If you educate a girl, you educate a teacher, If you educate a teacher, you educate a community. Teacher education program that it should prepare good teachers by providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitudes and interest. It should enable the trainees acquire knowledge, skills and techniques for effective teaching and to inculcate in the trainees the desired ideals The improvement of educational provisions in every country is greatly dependent on the efficiency of teacher education, This efficiency in turn, depends on the knowledge and skills obtained during their education on a first level, on the accumulation of their professional experience, its practical application and its interaction with the educational context on a second level, and on the potential offered to the teacher during his/her professional career to adapt to the new developments so that they are able to be constantly updated, improved and modernized.

STRESS:

The term stress has a long history. Hook used stress in the context of the physical science. Walter Cannon considered stress a disturbance of the homeostasis under condition of cold lack of oxygen, low blood sugar, and so on (Lazarus and Folk man 1984). Hans Selye, father of stress study used the term stress in field of psychology in 1936 It is important to more that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat. Its role is to signal and prepare individuals to take defensive actions. Take for instance, fear of things that present realistic threats motivates individuals to deal with them or avoid them. Most psychologists assert that moderate stress motivate individuals to achieve and fuels creativity, although stress may hinder Individuals from performance and difficult tasks (Auer Bach & Grambling 1998). Teacher trainee's stress may be defined as a "response of negative affect by the teacher usually accompanied by potentially pathogenic and biological changes such as increased heart rate on release of the resulting from aspects of teacher job radiated by perception that the demands made up on the

teacher constitute a threat to his self-esteem on well-being and by coping mechanism activated to reduce the perceived threat.

CAUSES OF STRESS: There are several factors causing stress.

Recently, Desai (1999) classified stressors into three major categories viz.

- **Physiological causes:** The physiological category includes genetic and congenital factors, life experience, biological rhythms, sleep, posture, diet, fatigue, muscular tension, and diseases of adaptation.
- **Psychological causes:** The psychological causes comprise nine elements; perception, emotion, situation, experience, sensation, decisions, memory, motivation, cognition and appraisal.
- **Environmental causes:** This category of stressors consists of those factors which originate from the environment like ambient environment, physical events, social events, and biotic events.

SYMPTOMS OF STRESS:

Stress is associated with physiological symptoms, characteristic of sympathetic nervous system activity. These symptoms relate to the flight response and are summarized below, together with the psychological symptoms of stress, both the subjective (how a person feels) and the behavioral (how a person acts) although there is some overlap in these areas.

- **Physiological Symptoms:** Raised heart rate, Increased blood pressure, Sweating, Raised blood coagulation rate, Increased ventilation, Subjective Symptoms. Physiological Symptoms include: Tiredness and/or difficulty in sleeping, Muscle tension particularly in neck and shoulder muscles, Indigestion; constipation, diarrhea.
- **Behavioral Symptoms:** Behavioral symptoms include:
 - Increased consumption alcohol, tobacco food etc.
 - Loss of appetite or excessive eating.
 - Restlessness
 - Loss of sexual interest.

The most important element of doing well in school is to be consistent with the school work. Students who do last minute school work or prepare for their exams at the very last minute are the ones who will most likely suffer from academic stress. Therefore, one should always revise consistently, finish all assignments on time, ask and clear all questions when in doubt. In this way, by keeping up with the school work, students will less likely suffer from stress

during the examinations. Stress occurs when there is substantive imbalance between environment and demand and response capability of organism. The college campus is a seemingly stressful environment. In fact, we commonly hear individuals complain that they were up all night cramming for an examination, or worrying about various issues.

STRATEGIES:

Strategies are plan overcome emotional problems prospectiveteacher through stress coping intervention strategies. This was a single optional open-ended question that required teachers to write the behaviors or strategies that they have used to cope and maintain their well-being during the COVID-19 health emergency.

PRE-SERVICE TEACHER EDUCATON

Teaching is always a dynamic activity. It unfolds a world of knowledge and information, experience and crudition. Creative and critical appreciation to everyone desolved to teacher education. It indicates how for a teacher is justified to the profession and how far pupils respond to learning in the best possible manner. The teacher education system through its initial teacher education especially, has a major part to play in the making of a teacher. It makes the initiation of the novice entrant to the calling and such as tremendous potential to imbue the teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes (NCFTE, 2010).

DISCUSSION:

Teaching is an essential task that had to carry despite the COVID-19 pandemic. The closure of educational institutions, the adoption of remote online education. We believe that research in this area could help design future strategies to actively support teachers' self-care and emotional processing of the pandemic. Helping teachers maintain their well-being will help them work more effectively with students and their families. Focusing on teachers, and closely examining the series of factors associated with their mental health, will also help raise awareness and actions to reduce the series of inequalities that the COVID-19 pandemic has shown across many countries in the world.

NATURE OF EMOTION

Good decisions reflects optimistic outlook which aren't based on fear, enmity anger, and greed. They express restricted emotions. When the situation is widespread with stress, decision making becomes foggy. So, it's the person who can panic, who can stay inside

emotionally and will certainly find the best solution. The emotions are the great motivating force throughout the span of human life; affecting aspirations, actions and thoughts of individual. Our emotions have the potential to serve us a delicate and sophisticated guidance. Emotions are basic stuff out of which all motivations arises, it not only impel us to action but often serves as goal of action also. Woodworth (1945) defined emotion as “a moved or “Stirred up” state of an organism. It is a stirred up state of feelings.

EMOTIONAL PROBLEMS

Emotion is the product of perception. Emotion is a subjective feeling and the experience of emotion differs from person to person. Every emotional experience involves many physiological changes in the organism. Prospective teacher experience various emotions such as anger, worry, frustration, anxiety, during teaching learning process. The investigator select this problems to overcoming emotional problems prospective teacher trainees of through stress coping strategies will be developed by researcher .

CONCLUSION:

In this pandemic situation stress copying strategies for overcoming emotional problems undergraduate teacher trainees profession experienced psychological discomfort at the beginning of the 2021 onwards. This symptomatology has been found to be higher in women than in men, but, contrary to our expectations, was found be higher in older people and in prospective teaching trainees of infant and primary education. As expected, people with job instability are those who have suffered the most psychological symptoms as emotional problems. This study indicate the importance of safeguarding the mental health of teachers to ensure both the well-being of students and high quality teaching Therefore, special psychological care should be given to those teachers that are most vulnerable to the impact of this pandemic, so that they could better scope with this crisis, and consequently perform better in their teaching role. In short, we must bear in mind that the education received by young people as undergraduate teaching trainees in this current time of crisis will shape the society of the future. Therefore, if we want this education to be of a high standard, then we must protect the psychological well-being of the people who provide it.

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