

Stress, Anxiety and Stress Coping Style of Prospective Teachers across Four Institutions in Yangon Region

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Abstract

The primary purpose of this study was to examine the level of stress and anxiety among prospective teachers. Then, this study was to investigate the prospective teachers' stress and anxiety. And then, the relationship among stress, anxiety and coping style was next of interest. A total of 594 prospective teachers from Yangon Institute of Education and three Colleges of Education such as Yankin, Thingangyun and Hlegue participated in this study. Anxiety Scale and Stress Scale and Stress Coping Style Inventory (SCSI) were used as the research instruments. Key words: stress, anxiety, coping, coping style, stressors and prospective teacher. Alpha reliability for Stress Scale, Anxiety Scale and Stress Coping Style Inventory (SCSI) revealed at 0.82, 0.80 and 0.53 respectively. In this study only 9% of prospective teachers have severe on stress. On the other hand, it can be found that 38% of prospective teachers have severe anxiety level. The results of t test revealed that gender difference was found to be on stress as well as on anxiety. As the results, there was significant difference on stress as well as on anxiety among prospective teachers who encountered different types of life events. The t test results by gender indicated that significant difference was found to be on active problem coping.

Introduction

Changes in society have put new pressures and stress on humans (Blonna,R, 2007). Some people view it positively, transforming change into challenge for growth and action. Some people view it negatively, it becomes as a stress (Blonna,R, 2007). Stress and anxiety may produce anger and aggression in some people. People need to cope with stress and anxiety. Stress is a physical or emotional strain on the body and mind. Stress and anxiety become a major concern when it begins to effect everyday normal functioning in a person's life (Frank, 2003). Anxiety is one of threatens of lives. Everyone feels anxious at some time or another (Barlow, 2002). Coping is essential for stressed and anxious people (Michael S.G, Todd F.H, Steven J.H & Daniel C.M, 2007). Good coping

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style is essential for people who need treatments prior to facing a stressful event (Landow, 2006).

Landow (2006) indicated that financial responsibilities, living situations, social activities, temptations, and changes in relations with friends and family members as additional stressors experienced by students. Nonetheless, stress and coping skills of students are contributing factors to students' academic performances, well-being, daily functioning, as well as physical and mental health; therefore, it is crucial for students to develop and maintain positive coping strategies to successfully get through college and university (as cited in Ninh, M & Thao, K, 2012). College and University students may face the stressful situations. Stress and anxiety can both be caused by life events and medical conditions. Some are trying to cope with the demands of adapting to a new living environment, new peers and academic pressure. Students face many stressful situations in lives. Students with anxiety often misunderstood or exaggerated the importance of the situation. At this time coping is necessary. Accordingly, people responses and coping mechanisms to stress and anxious situation vary. Therefore, it is essential to explore the effects of prospective teachers' stress coping style and anxiety on their lives and to investigate how to cope with these stress and anxiety.

Literature Review

Stress refers to the response to events that threaten or challenge a person (Brown & McGill, 1989). Symptoms of stress are worry, anxiety, sadness or depression, difficulty concentrating and making decisions, headaches or chest pain, problem sleeping, helpless and eating too much or not enough. Some sources of stress are: Environmental stress, Social stress, Physiological stress, and Psychological stress. There are four dimension of stress. (1) Overstress (hyper stress): Where the load is very high and the demands are greater than what the individual is likely to manage. In Selye's words, the person has "exceeded the limits of his adaptability". (2) Under stress (Hypo stress): Where the load is very less and this leads to under stimulation, boredom, lack of motivation and depression. In Selye's words, the person is "suffering from a lack of self-realization". (3) Good stress (Eustress): When we find something really challenging and motivating. In his word this is the pleasant or curative stress. (4) Bad stress (Distress): That which makes us feels irritable and exhausted what he calls as unpleasant or disease producing stress. Stress is the result of the interaction

between stressors and the person's reaction to those stressors (Romano, 1992). Stressor is an event or cause that leads an individual to feel stressed (Kohn & Frazer, 1986). Stressors may be physical or psychological in nature (Selye. H, 1956).

Anxiety is the state of tension and apprehension that is a natural response to perceived threat (Barlow, D.H, 2002). Anxiety may result from appraisals of low self-worth and self-esteem (Freud, 1894). Anxiety responses have four components; (1) a subjective-emotional component, including feelings of tension and apprehension; (2) a cognitive component, including worrisome thoughts and a sense of inability to cope; (3) physiological responses, including increased heart rate and blood pressure, muscle tension, rapid breathing, nausea, dry mouth, diarrhea, and frequent urination; and (4) behavioral responses, such as avoidance of certain situations and impaired task performance. Some causes of anxiety are: Hereditary factors, Biochemical factors, Life experiences, Personality style, Thinking styles and Behavioral styles.

Coping is the efforts to control, reduce, or learn to tolerate the threats that lead to stress (Lehman & Taylor, 1988). There appear many coping styles that people employ when attempting to resolve or remove a stressor: problem-focused coping, and emotion-focused coping. The management of the stressful problem or stimulus as a way of dealing with stress are called problem-focused coping (Feldman, 1993). The conscious regulation of emotion as a means of dealing with stress are called emotion-focused coping (Feldman, 1993).

Methodology

Sample

The sample for this study consisted of 594 undergraduate prospective teachers (n=288m, 366f) at Yangon Institute of Education and three Colleges of Education (COE) such as Yankin COE, Thingangyun COE and Hlegue COE.

Instruments

There are three instruments used in this study. The items of stress and anxiety scale were adapted from Depression Anxiety Stress Scale developed by Antony et al (1998). DASS contains three subscales. They are Depression, Anxiety and Stress subscales. The scale assesses the presence of symptoms of depression, anxiety and stress. The measure consists of 42

items of a 4-point Likert scale. The researcher uses stress and anxiety subscales in this study. Anxiety and Stress Scale consists of 27 items. Stress Coping Style Inventory was designed by Ying Ming Lin & Farn Shing Chen (2010). The measure consists of 26 items of a 4-point Likert scale.

Procedure

After preparing the measuring scales, expert review was conducted for face validity and content validity by fourteen experts from Yangon Institute of Education who have special knowledge and close relationship in the field of education. As an initial phase of this study, the pilot testing was carried out at the first of December, 2013. Pilot testing was conducted and 50 students were selected first year prospective teachers from Yangon Institute of Education and in the light of their responses, some items were revised. Based on the results of the pilot study, the researcher improved the weakness of wording and changed kinds of questions which are inappropriate and could get incomplete responses. With the permission of administrative personnel of institutions, three questionnaires were administered to the prospective teachers' from Yangon Institute of Education and three Colleges of Education. This study explored prospective teachers' level of stress, anxiety and how to cope with these stressful events.

Results of the Study

Stress Level of Prospective Teachers

There were 13 items in stress scale to ask about knowing the level of stress in life. According to the criteria of test developer, four level of stress were classified as normal, mild, moderate and severe. Specifically, prospective teachers who earned the scores "0" to "14" were identified as normal, "15" to "18" were mild, "19" to "25" were moderate and "26" and above were severe.

Results revealed that 91% of prospective teachers have low level of stress. On the other hand, only 9% of prospective teachers have severe stress level. It can reasonably be concluded that very small proportion of prospective teachers felt severe on stress.

Table 1 Comparisons of Prospective Teachers' Stress by Gender

Gender	Mean	SD	<i>t</i>	<i>p</i>
Male	13.75	6.066	-2.385*	0.017
Female	15.08	6.922		
Total	14.57	6.633		

The result revealed that gender difference to be on stress was found. The mean score of female prospective teachers (15.08) was significantly higher than that of male (13.75). This finding is consistent with previous investigations. Thoits, 1982; Turner et al., 1995 and Stein & Nyamathi,(1999). They found that female reported more stress than male when facing the stressful situation in daily life.

Table 2 Comparisons of Prospective Teachers' Stress by Grade

Stress	1	2	3.1	3.2	4.1	4.2	<i>F</i>	<i>p</i>
Mean (SD)	14.10 (7.308)	14.67 (6.338)	15.84 (7.084)	15.70 (6.329)	13.60 (5.360)	14.69 (6.125)	1.033	0.397

1=First Year, 2=Second Year, 3.1=Third Year First Semester, 3.2=Third Year Second Semester, 4.1=Fourth Year First Semester, 4.2=Fourth Year Second Semester

ANOVA results showed that there was no significant difference on stress across grade level. It can reasonably be said that prospective teachers across grade level faced same situations which lead to stress.

Table 3 Comparisons of Prospective Teachers' Stress across Institution

Stress	YIOE	YEC	TEC	HEC	<i>F</i>	<i>p</i>
Mean (SD)	15.02 (6.620)	13.00 (6.129)	13.40 (7.050)	15.74 (6.340)	4.315**	0.005

Post-hoc Test was executed by Tukey HSD method. The results confirmed that the mean scores on stress of prospective teachers of the Hlegue Education College (HEC) were higher than those of prospective teachers attend in Yankin Education College (YEC). Concerning the institutions level, the mean score of prospective teachers from HEC was the highest among the four institutions. There is a significant difference among institutions on stress. The results evidently showed that prospective teachers in HEC felt more stress than others.

To compare the differences of prospective teachers' stress across life events level, researcher use three types of variables such as family life factors, hostel life factors and university life factors. After assigning the above factors with their respective values, all the factors were combined and the range of values was from 3 to 21 and $P_{25}=3$, $P_{50}=10$, $P_{75}=16$ and $P_{99}=21$. Based on the percentile results, the values above P_{75} is defined as pleasant life events, the values between P_{50} and P_{75} is defined as life events moderate and the values below P_{50} is defined as life events unpleasant. The checklist for life events is assigned as 3-10 is 1, 10.1-16 is 2 and 16.1-21 is 3.

The results confirmed that the mean scores on stress of prospective teachers who have unpleasant life events were higher among those of prospective teachers who have pleasant and moderate life events. The results evidently showed that prospective teachers who have unpleasant life events felt more stress among other levels when they face the stressful events.

Anxiety Level of Prospective Teachers

There were 14 items in anxiety scale to ask about knowing the level of anxiety in life. According to the criteria of test developer, four level of anxiety were classified as normal, mild, moderate and severe. Specifically, prospective teachers who earned the scores "0" to "7" were identified as normal, "8" to "9" were mild, "10" to "14" were moderate and "15" and above were severe.

It can be found that 62% of prospective teachers have low level of anxiety. On the other hand, it can be found that 38% of prospective teachers have severe anxiety level. But it can be said that prospective teachers in this study felt anxious when they face the stressful situations.

The result confirmed that gender difference was found to be on anxiety. This may be due to the fact that females in this study were experience anxiety to face the stressful events than male participants. So, prospective teachers especially females felt more anxious than male in stressful situations in daily life.

Table 4 Comparisons of Prospective Teachers' Anxiety by Gender

Anxiety	Gender	Mean	SD	<i>t</i>	<i>p</i>
Mean (SD)	Male	11.56	5.630	-4.93**	0.000
	Female	14.24	6.992		
	Total	13.21	6.628		

Table 5 Comparisons of Prospective Teachers' Anxiety by Grade Level

Anxiety	1	2	3.1	3.2	4.1	4.2	<i>F</i>	<i>p</i>
Mean (SD)	13.81 (6.632)	13.35 (6.521)	13.59 (6.814)	3.74 (6.524)	0.76 (6.130)	12.14 (7.017)	0.112	0.062

Results showed that there was no significant grade difference on anxiety of prospective teachers. Regardless of the types of grade, the mean score of prospective teachers' anxiety was slightly variation.

Comparisons of Prospective Teachers' Anxiety across Institutions

Anxiety	YIOE	YEC	TEC	HEC	<i>F</i>	<i>p</i>
Mean (SD)	13.00 (6.531)	12.59 (6.461)	13.70 (7.268)	13.87 (6.399)	0.882	0.450

Concerning the institutions level, the mean score of prospective teachers from HEC was the highest among the four institutions. Although a slight variation of mean scores exists, no significant difference was found among institutions.

Comparisons of Prospective Teachers' Anxiety among Different Types of Life Events

The results confirmed that the mean scores on stress of prospective teachers who have unpleasant life events were higher among those of prospective teachers who have pleasant life events. There is a significant difference among life events level on stress. The results evidently showed that prospective teachers who have unpleasant life events felt more anxious than prospective teachers who face the pleasant life events.

Anxiety	Life Events unpleasant	Life Events Moderate	Life Events pleasant	<i>F</i>	<i>p</i>
Mean (SD)	13.79 (6.739)	12.91 (6.649)	11.09 (5.324)	3.858*	0.022

Comparisons of Prospective Teachers' Coping Style by Gender

Stress Coping Style Inventory Factors (SCSI)	Male	Female	<i>t</i>	<i>p</i>
Active Emotional Coping	26.76 (3.354)	26.92 (2.936)	-0.581	0.561
Passive Emotional Coping	16.46 (3.247)	16.11 (2.943)	1.366	0.173

Active Problem Coping	22.55 (3.360)	23.27 (2.772)	-2.84**	0.005
Passive Problem Coping	28.08 (3.727)	28.23 (3.117)	-0.525	0.600
SCSI Total	93.86 (7.898)	94.53 (6.885)	-1.087	0.277

Female's mean score was found to be significantly higher than male on active problem coping. As the results, female prospective teachers were more being able to solve positively when they face stressful situations than male participants. Except the active problem coping factor, gender related significant difference was not found for the other three factors as well as for the overall scale

Comparisons of Prospective Teachers' Coping Style by Grade

Active emotional coping, the mean scores of prospective teachers in first year students and second year students were significantly higher than those of prospective teachers in third year first semester, third year second semester, fourth year first semester and fourth year second semester. And then, passive problem coping factor, the mean scores of prospective teachers in first year students were significantly higher than the mean scores of prospective teachers in third year second semester.

Sub-Scale	1	2	3.1	3.2	4.1	4.2	F	p
AEC	6.21 (3.07)	26.25 (2.74)	28.16 (2.72)	28.76 (2.71)	27.72 (3.22)	27.72 (3.53)	1.08**	0.000
PEC	16.30 (3.03)	16.26 (3.27)	16.73 (2.61)	15.90 (2.85)	16.38 (3.23)	5.86 (2.79)	0.55	0.735
APC	3.05 (2.94)	2.96 (3.01)	2.77 (3.20)	3.78 (2.57)	2.12 (3.28)	23.22 (3.27)	1.64	0.146
PPC	8.66 (3.18)	8.17 (3.43)	7.86 (2.93)	7.06 (3.43)	7.20 (3.86)	28.62 (3.15)	3.07**	0.009
SCSI Total	4.22 (7.31)	93.63 (7.73)	95.52 (7.37)	95.50 (6.35)	3.42 (6.50)	95.43 (6.83)	1.28	0.268

Comparisons of Prospective Teachers' Coping Style across Institutions

SCSI Factors	YIOE	YEC	TEC	HEC	F	p
Active Emotional Coping	27.71 (3.25)	25.83 (3.10)	26.14 (2.18)	25.98 (2.75)	16.65**	.000
Passive Emotional	16.20	16.45	16.33	16.12	0.240	.869

Coping		(2.94)	(3.06)	(3.02)	(3.44)		
Active Coping	Problem	22.83 (3.08)	22.95 (3.04)	23.53 (2.93)	23.04 (2.92)	1.542	.203
Passive Coping	Problem	27.85 (3.45)	27.91 (3.18)	28.57 (3.05)	28.94 (3.40)	3.452*	.016
SCSI Total		94.59 (7.20)	93.15 (7.81)	94.57 (6.73)	94.09 (7.60)	0.949	.417

The mean score of prospective teachers' active emotional coping from Yangon Institute of Education are the highest. As the result, prospective teachers from YIOE are being able to cope emotional problems with actively when they experience the stressful situations in life. Moreover, significant difference of mean scores in the passive problem coping factor was found to be among Institutions. The mean score of prospective teachers' passive problem coping from Hlegue Education College were the highest. As the result, prospective teachers from HEC used passive style coping when they experience the stressful situations in life.

Comparisons of Prospective Teachers' Coping Style among Different Types of Life Events

Stress Coping Style Inventory Factors (SCSI)	Life Events unpleasant	Life Events Moderate	Life Events pleasant	<i>F</i>	<i>p</i>
Active Emotional Coping	26.60 (3.173)	27.07 (3.065)	27.23 (2.614)	1.980	.13
Passive Emotional Coping	16.29 (3.152)	16.25 (3.014)	15.96 (2.828)	0.233	.79
Active Problem Coping	22.75 (3.120)	22.74 (2.900)	23.34 (2.921)	2.767	.06
Passive Problem Coping	28.02 (3.586)	28.38 (3.128)	28.04 (3.071)	0.795	.45
SCSI Total	93.66 (7.591)	94.44 (6.962)	94.57 (6.677)	2.501	.08

The total mean score of prospective teachers who have pleasant life events were the highest among other levels of life events. But there was no

significant difference on coping style among prospective teachers who encountered in different life events.

Relationships of Stress, Anxiety and Coping Style of Prospective Teachers

	2	3	4	5	6	7	8	9	10	11
1.SCSI	.29**	.24**	.62**	.54**	.60**	.55**	.00	.15**	.08*	.04
2.S		.58**	.08*	.36**	.09*	.12**	.01	.08*	.21**	.09*
3.A			.07	.29**	.08*	.11**	.05	.06	.11**	.19**
4.AEC				.03	.43**	.00	.03	.10**	.05	.02
5.PEC					.01	.23**	.01	.03	.02	.05
6.APC						.01	.01	.08*	.10*	.11**
7.PPC							.03	.13**	.02	.02
8.SES								.01	.08	.16**
9.UL									.25**	.20**
10.HL										.05
11.G										

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed).

SCSI = Stress Coping Style Inventory, S = Stress, A = Anxiety, AEC = Active Emotional Coping, PEC = Passive Emotional Coping, APC = Active Problem Coping, PPC = Passive Problem Coping, SES = Socioeconomic Status, UL= University Life, HL = Hostel Life, G = Gender

Predictors of Prospective Teachers' Stress

$$S=34.215+1.347G-2.112HL-0.763PEC-0.186PPC$$

S= Stress, G=Gender, HL=Hostel Life, PEC= Passive Emotional Coping,

PPC= Passive Problem Coping

Regression Analysis Summary for Prediction of Prospective Teachers' Stress

Variables	B	t	R	R ²	Adj R ²	F
Significant predictor of Stress	34.21	13.80*	0.435	0.189	0.184	34.35**
Gender	1.34	2.63**				
Hostel Life	-2.11	-5.39**				
Passive Emotional Coping	-.76	-9.48**				
Passive Problem Coping	-.18	-2.26**				

p* < 0.05 , p** < 0.001

Predictors of Prospective Teachers' Anxiety

$$A=29.584+3.101G-1.092HL-0.598PEC-0.191PPC-0.230SES$$

A=Anxiety, G=Gender, HL=Hostel Life, PEC=Passive Emotional Coping, PPC=Passive Problem Coping, SES=Socioeconomic Status

Regression Analysis Summary for Prediction of Prospective Teachers' Anxiety

Variables	B	t	R	R ²	Adj R ²	F
Significant predictor of Anxiety	29.58	10.141**	.395	.156	.148	18.09**
Gender	3.10	5.747**				
Hostel Life	-1.09	-2.639**				
Passive Emotional Coping	-.59	-7.268**				
Passive Problem Coping	-.19	-2.274**				
SES	..23	-2.504**				

p* < 0.05 , p** < 0.001

Gender, hostel life, passive emotional coping and passive problem coping are strong predictors for stress. Similarly, gender, hostel life, passive emotional coping, passive problem coping and socioeconomic status are also strong predictors for anxiety. And these variables are correlated with each other. According to figure 4.29, prospective teachers' hostel life is associated with stress. It can reasonably be said that prospective teachers' stress level is higher when prospective teachers are not convenient in hostel life. On the other hand, prospective teachers' hostel life is also associated with anxiety.

It can be said that prospective teachers' anxiety level is greater when prospective teachers are not convenient in hostel life. Moreover, passive emotional and passive problem coping styles are associated with stress and anxiety. When prospective teachers who face the stressful situations cope these stress and anxiety with passive ways, prospective teachers' stress and anxiety level are greater. So, it is important to choose good coping styles. Socioeconomic status is also associated with anxiety. If the socioeconomic status is low, anxiety level will be higher. It can reasonably be said that prospective teachers who are low socioeconomic status felt more anxious situations. They face many problems especially financial. Socioeconomic status is also associated with anxiety.

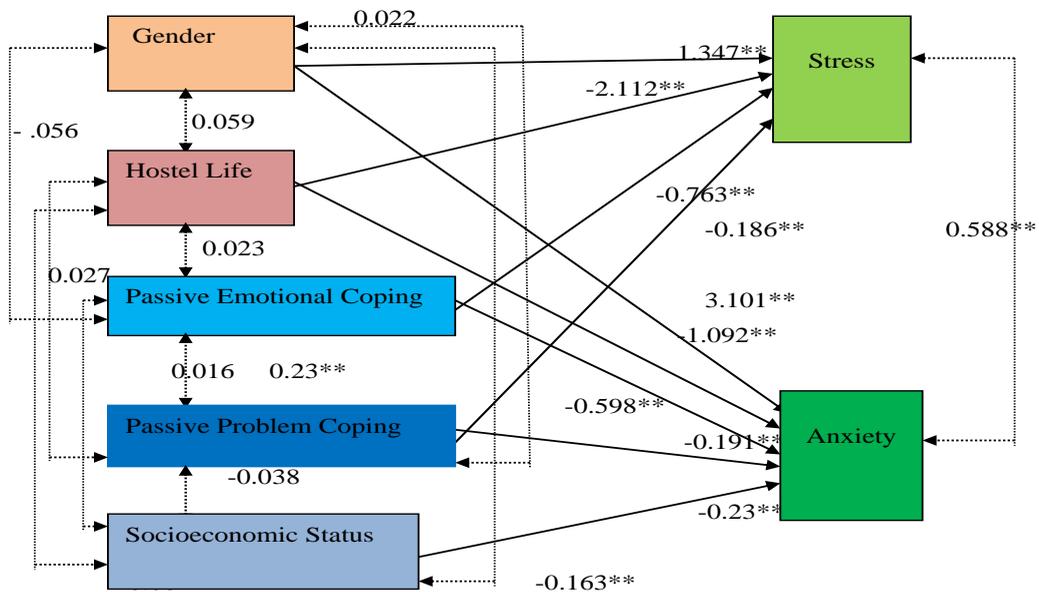


Figure: Relationship Model between Stress, Anxiety and Stress Coping Style

Conclusion

Concerning the level of stress, 53% of prospective teachers were found to be normal, 20% of prospective teachers were mild, 18% of prospective teachers were moderate and 9% of prospective teachers were severe. It can be found that 91% of prospective teachers have low level of stress. On the other hand, it can be found that 9% of prospective teachers have severe stress level. Concerning gender, there were also significant differences between male prospective teachers and female prospective teachers on stress. Regarding the grade level, there was no significant difference on stress across grade level. Concerning the age groups, there was no significant age difference on stress.

Regarding the institutional level, the prospective teachers who attend HEC had greater among other institutions. Therefore, there existed significant difference on stress among institutions. Pos-Hoc results by institutional cluster showed that the mean score of prospective teachers who attend Hlegue Education College (HEC) was higher than that of prospective teachers who attend Yankin Education College (YEC) on stress. Moreover, it was found that prospective teachers who have low level of SES felt more stress than prospective teachers who have middle and high level of SES when facing the stressful situations. From the point of view of life events level, the prospective teachers who have pleasant life events were found to be significantly smaller than prospective teachers who have others on stress sub-scale. There was significant difference on stress among prospective teachers who encountered different types of life events.

Regarding the level of anxiety, 26% of prospective teachers are normal, 9% of prospective teachers are mild, 27% of prospective teachers are moderate and 38% of prospective teachers are severe on anxiety. It can be found that 62% of prospective teachers have low level of anxiety. On the other hand, it can be found that 38% of prospective teachers have severe anxiety level. It can be said that prospective teachers in this study felt anxious when they face the stressful situations.

Concerning gender, there were also significant differences between male prospective teachers and female prospective teachers on anxiety. Regarding the grade level, there was no significant difference on anxiety across grade level. Concerning the age groups, there was no significant age

difference on anxiety. Regarding the institutional level, the prospective teachers who attend HEC had greater among other institutions on anxiety. However, there existed no significant difference on anxiety among institutions. Moreover, it was found that prospective teachers from low level of SES family felt more anxious than prospective teachers who have middle and high level of SES when facing the stressful situations.

Concerning life events level, the prospective teachers who have pleasant life events were found to be significantly smaller than prospective teachers who have others on anxiety sub-scale. There was significant difference on anxiety among prospective teachers who encountered different types of life events. Pos-Hoc results by live together with people showed that the mean score of prospective teachers who have unpleasant life events was higher than that of prospective teachers who have others on anxiety.

Next, coping styles of prospective teachers were examined. Concerning prospective teachers' coping style inventory, t test results by gender indicated that significant differences were found to be on active problem coping. Concerning the active emotional coping factor, there were also significant differences among the prospective teachers in first year students and second year students were higher than prospective teachers in third year first semester, third year second semester, fourth year first semester and fourth year second semester. And then, passive problem coping factor, the prospective teachers in first year students were significantly higher than the prospective teachers in third year second semester.

Regarding the age groups, a slight variation of mean scores were found in all factors as well as overall scale, significant difference was found to be only on the active emotional coping factors. The result showed that above 20 to 23 age groups of prospective teachers was more being able to cope with active emotional coping when facing the stressful situations in their everyday life. Concerning the institutional level, the active emotional coping factor, the prospective teachers who attend Yangon Institute of Education were significantly higher than prospective teachers who attend others. Moreover, passive problem coping, the prospective teachers who attend YIOE were significantly higher than prospective teachers who attend HEC.

Concerning the life events level, the prospective teachers who have pleasant life events were higher than others. There was no significant difference on coping style among prospective teachers who encountered different types of life events. From the point of view of socioeconomic status, the prospective teachers who have high level of SES were found to be significantly higher than prospective teachers who have low and moderate level of SES in the stress coping style.

Finally, predictors of prospective teachers' stress and anxiety were confirmed by multiple regression analysis. Regression analysis revealed that gender, hostel life, passive emotional and passive problem coping style and socioeconomic status were the best predictor for prospective teachers' stress and anxiety. Based on these results; it is remarkable that the current study indicates that some individuals are more likely to experience symptoms of stress and anxiety due to coping style. Passive emotional coping and passive problem coping were all shown to be associated with greater level of stress and anxiety. Alternatively, active emotional coping and active problem coping were associated with reduced stress and anxiety. The result suggests that coping styles are significant predictors of stress and anxiety and should be taken into account when treating and preventing symptoms of stress and anxiety.

Discussion and Recommendation

Institutions often put too much of a push on testing and grades, which causes stress and anxiety in prospective teachers, and yet we don't take the time to stop and teach them how to deal with it properly. Making things like relaxation techniques, teaching organizational skills, more physical education time, and counselors available in every institution are some proactive ways to help students deal with the stress that they are faced with. By starting at the elementary level we are giving the students possibly saving them from a lot of extra stress and anxiety. Awareness is the first step in helping these students to gain control over their stress and anxiety. Helping our students to recognize the signs and symptoms of stress and then educate them on how to cope with the stress that surrounds them. Coping with stress and anxiety is a skill that is needed and can be used for a lifetime. Prospective teachers today are faced with everyday stressful events such as overexposure to the media (war, extreme weather, terrorism, illness and death), family related issues (divorce, single parent families, addictions,

illness and death), and school (the ever rising expectations, over scheduling, bullying, and peer pressure).

Limitation of the Study

There are certain limitations in the studies that comprise this research. The self-reported questionnaire of data does not allow us to determine the possibility that participants differed only in what they are willing to report. Another potential problem with self-report measures is that there may be differences between researcher-derived definitions of constructs and participants' understanding of the questionnaire. However, participants were given the opportunity to ask the researcher questions if they did not understand or were confused. Another limitation of self-report method is that participants' coping styles, level of stress and anxiety were only measured once. Thus any changes over time were not recorded. In order to assess stability over time all measures could be repeated. Furthermore, interview methods could be used to measure the different variables as well as self-report measures. In the case of the study of stress and anxiety, longitudinal design is more desirable. Due to scarcity of time and resources, such design is impossible for this study.

Suggestions for Future Research

A study of longitudinal design is necessary to clarify age difference, regarding from childhood to adulthood, in coping style. The limited study area pointed out the necessity to conduct a nationwide study to find out the difference between rural and urban areas. The study should have more samples and should include prospective teachers from other campuses and other institutions as well. Future studies could also examine whether coping style change over time. Longitudinal studies would enable researchers to measure whether changes in coping styles are associated with changes in stress and anxiety or vice versa.

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