

Stress and Coping Strategies Adopted By Technology and Vocational Education Students on Industrial Training

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Abstract: This study investigate the stress coping strategies for technical education students on Industrial Training in Enugu State University of Science and Technology. A survey research design was adopted for the study. The population for the study comprised 84 (400 level students) and of which purposive random sampling was used to select the students. Two research questions guided the study and a structured questionnaire of 20 items was used as instrument for data collection. The instrument was face validated by three experts, two from the Department of Technology and Vocational Education, Enugu State University of Science and Technology while one is from the department of vocational Education of Nnamdi Azikwe University Awka. The reliability coefficient of the instrument was calculated using Cronbach Alpha reliability test and it yielded 0.75. Mean with standard deviation was used to answer the research question. The study found out that the coping strategies adopted by the students during Industrial Training include setting attainable goals, maintaining a sense of humour, having good human relations with other staff, withdraw physically from stressful situation. It was recommended that the students on industrial training should be given adequate time to negotiate their various aspects of interaction with specific task so as to reduce stress from the students.

Keywords: stress, coping strategies, humour, specific task.

INTRODUCTION

Technical education is defined as an educational training which encompasses knowledge skills, Competencies, structural activities, abilities, capabilities and other structural experience that is required through formal education. National policy on Education [1] stress that technical education is an aspect of the educational process involving, in addition to general education, the study of technological and related science and the acquisition of practical skills, attitudes, understanding and knowledge relative to occupations. Ogba [2] stated that the purpose of technical education is to get people into the industry which requires special training. Technical education is aimed at providing trained manpower, technical skills necessary for economic development, training and imparting necessary skills to individuals who will be self-reliant and effectively participate in the work [3]. The industrialist were of the opinion that the theoretical education going on in higher institution was not responsive to the needs of the industries, so, it is for this reason that industrial training (I.T) was established.

Industrial training is very important because it expose student with real work life situation and to equip them with necessary skills so that they will be ready for job after graduation. Oyedele [4] stated that industrial training or student work experience is an educational program in which students participate in the work

activities. The industrial training gives students the opportunity to be part of an actual work situation outside the classroom. The program helps to bridge the gaps between theory and practical among students of tertiary institution [5].

Schemes are to

- Provides an avenue for students in institution of higher learning to acquire industrial skills and work experience in their course of study.
- Prepare students to work situation they are to meet after graduation.
- Expose students to work methods and techniques in handling equipments and machinery that may not be available in their institutions.
- Make the transition from school to the world of work easier and enhance student's contact for job placement.
- Provides students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice.
- Enlist and strengthen employer involvement in the entire educational process and prepare students for employment in industry and commerce.

Nevertheless, there have been a lot of obstacles to the achievements of the above stated objectives which are stress. Stress has been observed as one of the challenges the industrial education students encounters

during industrial training (IT). Stress to [6] stated that it mean any characteristics of the job environment which possess a threat to the individual as either excessive demand of sufficient supplies to meet the need. For Oboegbulam [2] stress may be seen as a process in which environmental events or forces stressors threaten an organism's existence and wellbeing and how the individual responds to that threat. Further still, stress may also be seen as a feeling which occurs when an individual working or living conditions or circumstances makes demand beyond the individual capacity to handle such a situation physically or emotionally. For French [7] and Moore [8] stress is a condition that occurs when there is perceived (real or imagined) imbalance between situational demand and a person's ability to respond adequately to the demand.

The deduction one can make from the above definition is that stress is a phenomenon that occur when the perceived demands of a work situation are considered to be greater than the individual resources and ability for dealing with these demands. In this sense, stress is seen as a reaction of a person to the environment.

Stress is a serious disabling phenomenon that adversely affects the health and lifestyle of individuals. Denga [9] noted that stress could been even lead to death, Obi [10] stated that working condition that are stressful can create a climate of frustration and tension which one finds him/herself or worthless. In fact, stress is now considered to be one of the leading health problems which industrial training students in various field face.

In Nigeria, the problems of stress have recently attracted the attention of researchers from psychiatry, psychology, educational and other behavioral sciences. For instance, Denga [9] and Esiobu [11] and Oboegbulam [12] have investigated the phenomenon of stress, its prevalence and consequences. In all the studies stress was identified as anything about organizational role that produces adverse consequences for the individual. The studies maintained that stress has been associated with a number of negative outcomes such as unproductively, tension, absenteeism, low job satisfaction, low job involvement and low expectation among others.

Despite the dangers associated with stress, the researchers believe that no industrial training students, irrespective of the gender can run away from stress, in such a situation, industrial training of technical education students is more likely to adopt various strategies for coping with stress.

Strategy is a plan that is intended to achieve a particular purpose. Enemuoh [13] stated that there are four basic strategies one can use to cope with stress.

- Build up general health proper nutrition, rest, exercise and other positive health practices.
- Change the situation: that is the source of stress.
- Change your body: that is learning to subsidize relaxation.
- Change your mind: That is your perception of thoughts about stress.

Coping with stress means balancing one's personal, social and work related activities. Edebe [14] defined coping as any effort, healthy or unhealthy, conscious or unconscious to prevent, eliminate or weaken stress or to tolerate their effects in the least hurtful manner. Woolsey [15], observed that coping is a dynamic process which occurs within the person's environment model. Woolsey noted that coping efforts are made in response to stressful appraisal that signals harm or less threat or challenges. Generally, there are two main method of coping with stress; these are "direct coping and defensive (indirect). In the case of direct techniques or method, it deal directly with the situation by appraising and confronting the situation and in the defensive coping we attempt to defend ourselves against the situation instead of dealing with the situation to make it less threatening, also trying to prevent it by means of drugs and alcohol. Psychologist called this indirect solution defensive mechanism.

However, let us examine some practical indirect ways of stress coping. Psychologically, stress can be reduced or changed temporary, if not permanently through these means: - Network of social relationship, extra-marital sexual relationship, gossiping, alcohol and drugs, reading, sports and games, religious activities, performing new tasks and travelling. Network of social relationship serves as a forum through which our worries and problems are discussed and solved. Through friends an individual discuss problems and at times offer solution to them. To confide in a friend one trusts, helps a great deal in reducing ones worries or stressors. In order to overcome stressful condition, technical education students on industrial training should adopt different modalities for coping with stress.

On the modalities for coping with stress, Akubue [16] suggested the use of relaxation and engagement in leisure time activities for palliating stress. Such leisure time activities include exercise, watching films, dancing, eating and playing games. Maduabu [17] reported that in a study of 150, among the modalities of coping with stress condition were: more frequent undertaking of field trips to release tension, sharing of ideas, positive thinking about the important role of the students in nation building, relaxation and leisure and more determined attempt at improvisation.

Statement of the Problem

Observation and research findings have shown that industrial education students experience a lot of stress during industrial training. And this hinders the aims and objectives of the industrial training coming into reality. Stress has been identified as one of the problems affecting the mental, health and behavior of the students. Stress plays a predominant role in the development of hypertension. This is associated with the variety of negative outcomes in the system.

Obviously, students are experiencing some degree of stress during industrial training. It is disheartening that effort made by the students to deal with stress and have success in their academic lives predisposes them to more stress and leads to failures.

Therefore, if these stress factors and the coping strategies for managing them are not identified for timely intervention, the objectives may be significantly hindered. Unfortunately, it appears as if studies on stress tended to focus on the incidence of stress among the industrial technical students with fewer consideration on the stress factor themselves. The question that constituted the problems of this study is what strategies the industrial technical students adopt in coping with stress during industrial training.

Purpose of the Study

- This study was set to investigate the coping strategies adopted by industrial technical students during industrial training.
- The study also set to find out that factors that cause stress among the industrial technical students in industrial training

Research Questions

The study attempted to provide answers to the following questions:

- What are the coping strategies adopted by industrial technical students during industrial training?
- What are the factors that are causing stress among the industrial technical students on industrial training?

RESEARCH METHOD

A survey research design was adopted for the study because the opinions of the respondents were sought without manipulating the variables of the study. Purposive random sampling was used to identify all the 84 (400 level students in Industrial Technical Education who recently came back from Industrial Training) in Enugu State university of Science and Technology. A structured questionnaire developed by the researcher was used to collect information from the subjects of the study. The instrument was face validated by three experts, two from the Department of technology and Vocation Education of Enugu State University of Science and Technology and one from the Department of Vocation Education of Education Nnamdi Azikwe University (UNIZIK) Awka. Their comments and suggestions formed the basis for the production of the final draft of the instrument which was used for data collection. The reliability of the instrument was confirmed using Cronbach Alpha and the coefficient of reliability computed from the result of a pilot study conducted at Ebonyi State University which yielded 0.75. it was good enough for data collection from the respondents.

FINDINGS

Table 1 show that items 2, 8 and 14 are never used as coping strategies adopted by technical education students on industrial training. Items 1, 3,4,5,6,7,9,11,12 and 13 are always used as coping strategies adopted by technical education students on industrial training. The grand mean is 3.17. The justification from the grand mean of 3.17 indicates that all these are coping strategies adopted by technical education students on Industrial Training.

Table 2 indicates that items 15, 16, 17, 19 and 20 agrees as factors causing students stress during Industrial training while items 18 disagree. The grand mean is 3.05 and it significant that all these items with exception of item No 18 agree as factors causing students stress during Industrial Training.

Table-1: Mean and standard deviation on the responses of the coping strategies adopted by technical education student on industrial training

S/N	Items	Always use	Some times use	Partially use	Never use	$\sum f/N$	Standard deviation	Decision rule
1	Set attainable goals for yourself	19	03	01	02	3.48	0.87	Always use
2	Delegate responsibilities to others	02	08	04	10	1.92	1.05	Never use
3	Maintain a sense of humour	07	07	01	01	3.64	0.55	Always use
4	Have good human relations with other staff	23	02	-	-	3.92	0.27	Always use
5	Have good human relations with other student	21	03	01	-	3.68	0.49	Always use
6	Engaging in hobbies	08	14	03	-	3.04	0.63	Always use
7	Maintain good health habits	21	02	01	01	3.68	0.41	Always use
8	Break from daily routine duty as to less stressful tasks	02	13	07	03	2.48	1.01	Never use
9	Regular Physical exercise	09	13	02	01	3.12	0.73	Always use
10	Withdraw physically from stressful situation	08	15	02	01	2.96	0.71	Always use
11	Talk with family members	11	13	01	-	3.28	0.58	Always use
12	Talk with subordinate	17	07	02	-	3.68	0.56	Always use
13	Engages in fellowship	08	16	02	-	3.12	0.60	Always use
14	Slow down work pace	01	09	09	06	2.12	0.86	Never use
	Grand mean and grand Standard Deviation					3.17	0.66	

Table-2: Mean and standard deviation on the response of causes of stress among the technical education students on industrial training

S/N	Items	Strongly agree	Agree	Disagree	Strongly disagree	$\sum f^x/N$	Standard deviation	Decision rule
15	Unfavorable working condition	23	01	01	-	3.88	0.43	Agree
16	Assigning heavy work load	15	04	05	-	3.28	0.82	Agree
17	Lack of prompt decision making	10	11	02	01	3.12	0.78	Agree
18	Administrative pressure	05	10	07	02	2.20	1.03	Disagree
19	Difficulty in negotiating various aspects of interactions with specific task.	07	10	07	01	2.88	0.86	Agree
20	Organizational problem	08	11	04	01	2.96	0.82	Agree
	Grand mean and Grand Standard deviation					3.05	0.79	

DISCUSSION OF FINDINGS

The findings of the study are discussed according to two research questions. The result of the data analyses with reference to research question one indicates that set attainable goals for you, maintains a sense of humour, have good relations with other staff, and have good relations with other students. Engaging in hobbies maintaining good health habits, have regular physical exercise, withdraw physically from stressful situations, engages in fellowship, talking with members

of the family and students are coping strategies adopted by technical education students on industrial training. This could be seen from the ratings in table 1. The findings corroborated with the findings of Obi [18] which stated that working conditions that stress can create climate of frustration and tension which one finds him/herself worthless. It also agrees with Denga [19, 20] which noted that stress could lead to death because it adversely affects the health and lifestyle of individuals.

Result of data in table 2 indicated that unfavorable working condition, assigning heavy work load, lack of prompt decision making, difficulty in negotiating various aspects of interactions with specific task and organizational problem are some of the causes of stress among technical education students on industrial training. This could be seen from the ratings table 2.

CONCLUSION

Based on the findings made on stress and coping strategies of technical education on industrial training, there was no doubt that students on training undergo series of stress during the training. Some of the causes of stress among other things include; giving students unfavorable working condition, assigning heavy work load on the students, lack of prompt decision making and administrative pressure. Ways of coping with these stresses according to the findings include; regular physical exercise, engages in talk with fellow students and members of the staff. Defining a set attainable goals for yourself and maintain a good human relations among staff and students during the industrial training.

RECOMMENDATIONS

The following recommendations were proffered based on the finding of this study.

- The students on Industrial training should be allowed to delegate responsibilities to others in order to reduce stress.
- The students on Industrial training should be given adequate break time from their daily routine in order to less stressful task or duty.
- The students on industrial training should be given adequate time to negotiate their various aspects of interactions with specific task so as to reduce stress from the students.

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