

Life satisfaction and problem-focused coping among future physical culture teachers

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Abstract

Background and Study Aim Behavior adjustment, as an individual's response to threats, is an effective means of managing stress. Therefore, the aim of this study is to explore the correlation between life satisfaction and problem-focused coping strategies among future physical culture teachers.

Material and Methods The study involved students (n=72, aged 18-21 years). The research was conducted during the 2022-2023 academic year in an online format. The following instruments were used: "Life Satisfaction Scale," "Coping Test," and "Coping Strategy Indicator." Pearson's correlation coefficient was employed to determine the relationships between variables.

Results The results indicate a moderate to low level of life satisfaction among the students. The adaptability of students' behavior was assessed based on the expression level of coping strategies ($M \pm \sigma$): problem-solving (23.5 ± 6.8), seeking social support (26.7 ± 7.5), and avoidance of problems (22.1 ± 6.4). The findings suggest both positive and negative correlations between core coping strategies and life satisfaction among students.

Conclusions The findings of this research can contribute to the existing knowledge on the role of coping strategies in enhancing life satisfaction among physical culture teachers. By identifying effective coping mechanisms, educational institutions and professionals in the field can develop targeted interventions and support systems to promote the well-being and resilience of future teachers.

Keywords: coping strategies, physical culture, students, well-being

Introduction

Behavior adjustment, as a response to threats and stressors, plays a vital role in individuals' ability to navigate and overcome difficult situations. Numerous studies have highlighted the importance of coping strategies in managing stress and enhancing well-being [1, 2, 3, 4]. Specifically, research conducted by Dai [5], Asebo et al. [6], Richards et al. [7] and Schaefer et al. [8] has emphasized the significance of exploring the relationship between life satisfaction and problem-focused coping among physical culture teachers.

These studies shed light on the resilience and adaptive capacities of teachers in navigating the demands of their profession.

Numerous studies have been conducted to investigate issues related to life satisfaction and coping with problems, providing valuable insights from different perspectives [9, 10, 11, 12]. Lindqvist et al. [13] explored coping strategies among student and found that establishing professional boundaries was a key approach to managing the

imbalance between resources and the demands of distressing situations. Chen et al. [14] discovered a significant positive correlation between regret and motivational interference, and it was found that the coping strategy of rumination fully mediated the negative relationship between regret and motivational interference.

These studies contribute to our understanding of the complex dynamics of coping with challenges and provide valuable insights into effective coping strategies for future physical culture teachers.

In student-related stressful situations, Go et al. [15] identified religion/mindfulness, social support from family members, and self-blame as relevant emotional coping strategies. Similarly, Nishioka et al. [16] found that nonadaptive coping strategies were associated with a negative dimension of *jeitinho* among Brazilian students, although it was not a significant predictor of acculturative stress. Additionally, Sagin [17] utilized a structural equation model and revealed a positive relationship between students' interest in physical education and their life satisfaction. Yilmaz et al. [18] highlighted the importance of professional standards and the teaching framework in enhancing teachers' self-

confidence and the positive development of their competencies.

These studies further contribute to our understanding of coping mechanisms and their impact on individuals' well-being in various contexts.

Given the existing research, our study aims to further investigate the relationship between life satisfaction and problem-focused coping among future physical culture teachers. By examining their coping strategies and their impact on life satisfaction, we can contribute to the understanding of effective coping mechanisms and support the well-being and professional growth of these individuals.

Materials and Methods

Participants

A total of 72 students aged between 18 and 21 years were included in the study. Prior to participation, all individuals provided informed consent. The research protocol was approved by the ethics committee of the university.

Study Design

The study was conducted during the 2022-2023 academic year using an online format. Several instruments were employed, including the "Life Satisfaction Scale" [19], the "Coping Test" [20, 21], and the "Coping Strategy Indicator" [22]. The "Life Satisfaction Scale" was administered to assess participants' levels of life satisfaction. The "Coping Test" measured the coping strategies employed by participants, while the "Coping Strategy Indicator" provided a comprehensive assessment of coping strategies. Pearson's correlation coefficient was utilized to determine the relationships between variables.

Statistical Analysis

All statistical analyses were performed using the SPSS software. Pearson's correlation coefficient was used to assess the relationships between variables. Mean values (M) and standard deviations (σ) were calculated to provide measures of central tendency and dispersion, respectively.

Results

The results obtained from Table 1 suggest that the students in this study reported a moderate to low level of life satisfaction.

Table 1. Life satisfaction scores among future physical culture teachers (in points)

Scale	M	$\pm\sigma$
Life Satisfaction	18.6	5.4

Table 2 presents the findings related to the participants' scores on the different coping scales. The results indicate that students have average

scores on the "Problem-Solving" and "Seeking Social Support" scales, indicating that they employ these coping strategies to a moderate extent. On the other hand, they exhibit low scores on the "Avoidance of Problems" scale, suggesting that they tend to avoid or ignore problems rather than actively confronting them.

Table 2. Characteristics of basic coping strategies among future physical culture teachers (in points).

Scale	M	$\pm\sigma$
Problem-solving	23.5	6.8
Seeking Social Support	26.7	7.5
Avoidance of Problems	22.1	6.4

Table 3 provides insights into the coping mechanisms most frequently utilized by future physical culture teachers. The results demonstrate that seeking social support, self-control, and confrontive coping are the coping strategies employed most frequently. Conversely, less frequently used coping mechanisms include positive reappraisal, avoidance, and distancing.

Table 3. Characteristics of coping mechanisms among future physical culture teachers (in points).

Coping Mechanisms	M	$\pm\sigma$
Confrontive Coping	8.4	2.2
Distancing	6.5	1.7
Self-Control	11.3	2.6
Seeking Social Support	12.5	2.1
Accepting Responsibility	7.2	1.4
Avoidance	5.8	1.6
Problem-Solving	6.9	2.1
Positive Reappraisal	5.5	1.3

The findings presented in Table 4 highlight both positive and negative correlations between the core coping strategies and life satisfaction. Specifically, the "Seeking Social Support" strategy demonstrates a significant positive correlation with life satisfaction among the respondents ($p \leq 0.01$, based on the Pearson criterion). On the other hand, the "Avoidance of Problems" strategy shows a negative correlation with life satisfaction ($p \leq 0.05$).

Table 4. Characteristics of the relationship between life satisfaction and basic coping strategies among future physical culture teachers (rs).

	Coping		
	Problem-Solving	Seeking Social Support	Avoidance of Problems
Life Satisfaction	0.11	0.43	-0.35

Table 5 provides further insights into the

relationship between life satisfaction and specific coping mechanisms. The results indicate that life satisfaction is positively correlated with coping strategies such as “Seeking Social Support” ($p \leq 0.05$), “Problem-Solving” ($p \leq 0.05$), and “Positive Reappraisal” ($p \leq 0.01$). Conversely, life satisfaction is negatively correlated with “Distancing” ($p \leq 0.05$) and “Avoidance of Problems” ($p \leq 0.05$) coping strategies. These findings suggest that employing adaptive coping mechanisms such as seeking social support, problem-solving, and positive reappraisal may contribute to higher levels of life satisfaction among future physical culture teachers.

Table 5. Characteristics of the relationship between life satisfaction and coping mechanisms among future (rs).

Coping Mechanisms	Life Satisfaction
Confrontive Coping	0.15
Distancing	-0.35
Self-Control	-0.03
Seeking Social Support	0.37
Accepting Responsibility	-0.13
Avoidance of Problems	-0.34
Problem-Solving	0.37
Positive Reappraisal	0.42

The results of this study provide valuable insights into the role of coping strategies in enhancing life satisfaction among future physical culture teachers. The findings emphasize the significance of utilizing effective coping mechanisms, such as seeking social support, problem-solving, and positive reappraisal, to promote higher levels of life satisfaction.

Discussion

The present study examined the relationship between coping strategies, life satisfaction, and future physical culture teachers. The results provide valuable insights into the coping mechanisms employed by these individuals and their impact on overall well-being. To further contextualize our findings, it is essential to compare them with the results of other studies.

Consistent with the research conducted by Cheng et al. [1], Rajesh et al. [2], Samfira et al. [3], and Sandmeier et al. [4], our study underscores the importance of coping strategies in stress management and enhancing overall well-being. Coping strategies encompass a range of cognitive and behavioral efforts that students employ to effectively address challenges they encounter. By recognizing and implementing effective coping strategies, students can enhance their resilience and overall quality of life.

Dai et al. [5], Asebo et al. [6], von Haaren-Mack et al. [23] and Yin et al. [24] highlight the importance of

exploring the relationship between life satisfaction and problem-focused coping among physical culture teachers. Investigating this correlation provides valuable insights into their resilience and ability to effectively navigate the challenges associated with their profession.

Lindqvist et al. [13] revealed that student employ the coping strategy of establishing professional boundaries, which aligns with our findings on problem-solving and seeking social support. These findings suggest that future physical culture teachers recognize the importance of utilizing effective coping mechanisms to navigate the challenges inherent in their profession. By implementing these strategies, they can enhance their ability to manage the demands of their role and promote their overall well-being.

In Sagin’s [17] research, a structural equation model was employed, revealing a positive association between students’ interest in physical education lessons and their life satisfaction. Our study corroborates this finding by demonstrating a positive correlation between life satisfaction and specific coping mechanisms, including seeking social support, positive reappraisal, and problem-solving. These results reinforce the notion that effective coping strategies can contribute to enhanced life satisfaction among future physical culture teachers.

Yilmaz et al. [18], Trigueros et al. [25], Vanderclayen et al. [26], Vaskov [27, 28] and Kholodny et al. [29] emphasized the significance of professional standards and teaching frameworks in bolstering teachers’ confidence and competencies. Although our study did not specifically delve into these factors, it reinforces the importance of promoting effective coping strategies and support systems for future physical culture teachers.

Chen et al. [14] identified a significant positive correlation between regret and motivational interference, with the coping strategy of rumination mediating this relationship. Although our study did not specifically investigate regret as a coping factor, it underscores the significance of addressing negative emotions and employing adaptive coping strategies. By encouraging individuals to engage in positive reappraisal and effectively manage negative emotions, they can enhance their overall well-being and resilience in the face of challenges.

By comparing our findings with the previously mentioned studies, we observe a consistent acknowledgment of the significance of coping strategies in promoting individuals’ well-being and resilience. These findings underscore the importance of incorporating and promoting effective coping strategies in educational programs and support systems for future physical culture teachers, as it can contribute to their overall well-being and ability to navigate the demands of their profession successfully.

Other studies, including Go et al. [15], Nishioka et al. [16] and Quansah et al. [30], have identified common challenges that extend beyond the scope of physical culture teachers and are prevalent among educators in various subject areas. Go et al. [15] shed light on the significance of various coping strategies, including religion/mindfulness, social support from family members. Although our study did not directly investigate these specific coping mechanisms, our findings regarding the importance of seeking social support align with their results, highlighting the crucial role of social networks in coping with stressors. Nishioka et al. [16], the association between *jeitinho* (a Brazilian concept) and coping strategies among Brazilian students was explored. Although our study did not specifically investigate cultural factors, their findings revealed that nonadaptive coping strategies were linked to a negative dimension of *jeitinho*. These findings underscore the significance of taking cultural influences into account when examining coping mechanisms among future physical culture teachers. Such investigations would contribute to a more comprehensive understanding of the interplay between culture, coping strategies, and the experiences of physical culture teachers.

These studies shed light on the common challenges that educators encounter in managing stress and coping with demanding situations, irrespective of their specific subject areas. The implications of these findings suggest that strategies and interventions designed to support teachers' well-being and enhance coping mechanisms should be considered holistically, encompassing diverse teaching disciplines. This underscores the significance of implementing comprehensive and inclusive approaches to foster teacher resilience and address the shared challenges faced by educators across different subject areas.

In summary, the comparison of our study's results with findings from other studies contributes to a comprehensive understanding of coping strategies and life satisfaction among future physical culture teachers. The consistencies and similarities observed across multiple studies highlight the significance of promoting adaptive coping mechanisms, including seeking social support, problem-solving, and positive reappraisal. These strategies have been consistently associated with higher levels of life satisfaction and well-being. Conversely, minimizing the use of nonadaptive strategies such as avoidance and distancing is crucial for fostering positive outcomes.

Recommendations

Based on the findings of this study and the existing literature, the following recommendations can be made to support future physical culture teachers in enhancing their well-being and coping strategies:

It is crucial to develop and implement training programs specifically designed to build effective coping strategies and stress management techniques. These programs can provide teachers with the necessary skills and resources to effectively navigate the challenges they may encounter in their profession.

It is important to promote problem-focused coping strategies among future physical culture teachers. Providing resources and guidance on effective problem-solving approaches can empower teachers to actively address and overcome challenges they may face in their work.

Educating teachers about the potential negative consequences of avoidance coping strategies is crucial. Teachers should be encouraged to recognize and avoid relying on avoidance and distancing mechanisms and instead focus on adaptive coping mechanisms that facilitate resilience and well-being.

Institutions should prioritize supporting a healthy work-life balance for physical culture teachers. This can be achieved by providing resources, policies, and practices that enable effective workload management and prioritize self-care. Creating an environment that values and promotes work-life balance can contribute to teachers' overall well-being and job satisfaction.

Creating supportive school environments, reducing administrative burdens, and implementing policies that support teacher well-being can significantly contribute to their overall job satisfaction and mental health.

Implementing these recommendations will undoubtedly have a positive impact on the overall well-being, resilience, and job satisfaction of future physical culture teachers, ultimately fostering a positive and supportive educational environment.

Conclusions

The findings of this study, along with the suggestions provided, highlight the significance of promoting adaptive coping mechanisms and adopting comprehensive approaches to support the well-being and resilience of educators throughout their professional journey.

In conclusion, prioritizing the well-being and resilience of future physical culture teachers is vital for creating a positive and thriving educational environment. By implementing the recommended strategies and continuing to investigate this topic, educational institutions can play a crucial role in supporting the overall well-being and job satisfaction of physical culture teachers, ultimately benefiting both educators and their students.

It is worth emphasizing that further research in this area is necessary to delve deeper into the specific strategies that effectively promote well-being and satisfaction among physical culture teachers. By

conducting additional studies, researchers can gain a more comprehensive understanding of the factors that contribute to teacher well-being and identify interventions that can be implemented to improve their overall quality of life. Such research can provide valuable insights and contribute to the development of evidence-based practices and policies aimed at supporting the well-being and satisfaction of physical culture teachers.

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