

# Analysis of teaching expectations in relation to their coping



## styles

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### 1. INTRODUCTION

Previous studies as the one from Barca, Cols. (1997) and Mascarenhas (2004) have found that lack of motivation is an important factor that contributes to school failure. This research analyzes the strategies used by secondary school teachers to motivate students and the later expectations of success. From this objective two hypotheses are derived:

- H1: There will be a positive and significant relationship between expectations of success and strategies of active coping.
- H2: A negative and significant relationship is expected between expectations of success and passive coping styles.

Regarding expectations of success, we distinguish between expectation of effectiveness and result. We understand by expectation of effectiveness as the conviction that we have about how successful our behavior will be. The results' ones, refer to the perception we have about the results we get with a certain behavior (Bandura, 2001).

On the types of coping, we differentiate between pasives, actives and styles related to ask for help. Based on the classification of Lazarus and Folkman (1984), active coping is defined as strategies focused on solving a problem, while the passive one, is oriented to reduce the emotional discomfort of the situation. The coping style of asking for help is a combination of both.

### 2. METHODOLOGY

The administered questionnaire was prepared by the Professor F. Domènech. The sample consists of 62 participants, 29 of them were men and 33 women. The sample from public centers constitutes 64.5% (40 people), and the remaining 35.5% would come from private / concerted centers (22 people).

The test consists of 8 items, although for the present work only the items 7 and 8 have been used. The first scale refers to the expectations that teachers have for the academic year. The scale of expectations was divided into two factors: a factor of expectations of result, and expectation of effectiveness. For this evaluation, 7 Likert-style questions were passed to the teachers.

- Item-example of Expectations of Result: "I think that there will be many failures during this course in my subjects(s)"
- Item-example of Expectations of Effectiveness: "I think I will be able to make students enjoy learning the subject(s) that I teach, from here to the end of the course"

In the second scale, 16 items were analyzed, evaluating the coping styles of the teachers, 3 factors were obtained: focused on the problem, on avoidance and on asking help

- Item-example of coping style focused on problems: "I strive as much as I can to wake up my interest"
- Item-example of coping style focused on reducing emotional distress: "I give up, I do not want to burn myself"
- Item-example of coping style focused on asking for help: "I request the collaboration of parents"

For the statistical calculations, an exploratory factor analysis was carried out to see the factorial structure, Cronbach's alpha to know the reliability and a Pearson bivariate correlation.

### 3. RESULTS

#### Successful teacher expectations scale

Factors	nº of items	Mean	SD	Cronbach's alpha
F1.1 Expectations of results	4	3'6976	11'93	0'789
F1.2 E. of effectiveness	3	3'6183	11'397	0'623

Table 1. Reliability and descriptions of scale 1

#### Scale of motivational strategies

Factors	nº of items	Mean	SD	alpha of Cronbach
F2.1 Coping focused on the effort	4	3'7863	16'36	0'873
F2.2 A. focused on the avoidance of emotional distress	8	2'077	25'531	0'852
F2.3 A. focused on asking for help	4	3'5363	19'278	0'769

Table 2. Reliability and descriptions of scale 2

### 4. CONCLUSIONS & DISCUSSION

After the analyzes, we confirmed that there is a positive and significant relationship between high expectations of success and an active coping strategy, thus accepting the first hypothesis.

About the second hypothesis, we reject that there is a significant negative relationship between expectations of success and passive coping styles.

In the private / concerted centers, a positive relationship can be observed between high expectations of results and a style of coping based on asking for help from other teachers in situations where higher results are expected.

In contrast, in public centers, there is a positive relationship between high self-effectiveness and actively facing the most problematic situations.

The difference found in the different types of centers may be due to the locus of control that their teachers present, being internal for the public teaching staff, since they themselves consider to have sufficient tools to change the situation, while the teachers of private / concerted centers, they would have an external locus, based on their coping style in asking for help in conflict situations.

### 5. FUTURE PERSPECTIVES

Actions to improve the situation of teachers, would be addressed to public teachers relieve the pressure that is felt to think that they are the only ones who can change the situation, in this sense, the ratio of students per teacher could be reduced, or the number of teachers per classroom increased. In addition, it would be convenient to promote the companionship among them.

As for private / concerted teachers, measures to improve their situation should aim to increase their perception of control over conflictive situations, and it is convenient to increase the resources available to these teachers.

From the current work we can deduce the need to go deeper into the differences and teaching needs between public and private/ concerted centers.

### 6. REFERENCES

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type of sample	Expectations Scale	Coping S.	r
All the sample	F1.2 E. efficacy	A. Active	0'347** sig: 0'006
Public center	F1.2 E. de eficacia	A. Active	0'321* sig: 0'043
C. private / concerted	F1.1 E. result	A. Ask for help	0'451* sig: 0'035

Table 3. Summary table of the correlations