



Use Of Social Support Coping Strategy of Stress Among Students Of BZU

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ABSTRACT

The purpose of present research study was to check out the level of stress and using social support coping strategy for stress management among BZU students. The study also explores the gender differences in the level stress and using social support coping strategy in males and females' students. The sample consisted of 200 peoples (100 males and 100 females) taken from students. Reliability test was applied to check out the values. It means data was reliable. T test was using to check out the frequency of level of marital satisfaction and stress in males and females. Results indicated that students are using coping strategy.

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Introduction

Stress in the common lives of people and everybody is bare to it at some time in the lives (Santiago et al., 2010). The uncomfortable situation which affects our quality of life and sense of well-being is called stress (Jennings, 2009). According to the Folkman (1984) the cognitive-transactional model of stress explained that stress is the dynamic relationship between an individual and the situation in which a stimulus interrupts an person / individual's homeostasis, causing him/her to respond to the situation with all available resources (Folkman, 1984). When stress happens, people appraise the demand and relative to their available resources. The stress's amount which we experience is administered by the following rule, that if we have more resources then we experience less stress (Turcotte, 1986).

Stress in the common lives of people has become an increasing phenomenon. Stress is a common human problem which is considered as a psychological and physical problem (Cooke, & Rousseau, 1984). Stress highlights the connection between individual and environment (Lazarus, & Folkman, 1984) and commonly treated with coping stress management strategies. It is considered that Stress can be as an certain condition at least at one or more points in phase, however you can also be minimized to your stress to the extent that the efficiency productivity. It can also minimize with health improvement of the people. Same way maintained health which can lead to productive environments for reducing stress. There are various types of coping strategies are available which are commonly in practices. Social support strategy is a commonly used as a coping strategy of stress. Stress in common condition in young age and needed to find out it college students for the understanding of stress condition in college students. The aims of my study where to find out the stress and use of social support coping strategy among students of BZU Multan.

Research Questions:

Following were most appropriate and suitable questions which were required of this study.

Q.1 Are the students of BZU stressed?

Q.2 Are the gender differences in students stress of BZU?

Q.2 Are the students of BZU use social support strategy for coping stress?

Hypothesis:

Following four hypothesis were of this study

H₀₁: The male students of BZU are stressed.

H₀₂: The female students of BZU are stressed.

H₀₃: The male students of BZU are not used social support as coping strategy for stress.

H₀₄: The female students of BZU are used social support as coping strategy for stress.

Literature Review

In the study of stress coping process, Lazarus and his contemporaries' colleagues designed a measure named "Ways of Coping" with stress. The conclusions just defined suggesting that how well persons respond to stress as dispositional optimism. Seemingly, optimists' persons are doing something otherwise from pessimists; it comes better outcomes for them. Then, what? The answer to this question is very simple, they (optimists and pessimists) use at least in part of their efforts in the different strategies to cope with stress (Michael F. Scheier 1986).

Stress:

Psychological stress discusses to a specific kind of relationship between individual and his environment in which he is living (Lazarus, 1966; Lazarus & Folkman, 1984, 1987). The affiliation or relationship between demands and a person's resources is called stress. The part of analysis is a continuing encounter or transaction, which is assessed by the individual as involving harm or threat of harm, an optimistic, positive, mobilized, and keen attitude about overcoming stressors which are obstacles that called as challenges.

No two, is the body's response from stress in the way of protecting. When this coping response works appropriately, it assists to stay alert, energetic and focused. In any different conditions, or in emergency, stress can protect our lives, and gives us extra strength to defend ourselves, for survival of our lives, for example, stress moves us on the brakes to apply it to avoid an accident. Many criteria and standards are using to distribute the stress in categorization stress. This distribution leads to many terms for different kinds of stress. One of the important criteria focuses on the reasons of stress, and it generates such terms as familial stress, marital stress, academic stress work related stress and (Orlandini, 1996).

In this research work researcher focused on stress, and particularly interested in understanding the coping strategy for management of stress, and the situations in which students live (Seiffge-Krenke, 2008). A stress's kind as academic stress can be defined as any stress associated with school and college (Polo A et al., 1996). In particular, stress that occurs in an academic environment can affect students as much as teachers, at any educational level (Álvarez, 2000). These kinds of stress are different from academic stress. The efforts to prevent negative circumstances and outcomes which are associated with stress, such as suicide (Nath et al., 2012) or more commonly among students, anxiety and depression (Supe, 1998). It is necessary to measure students' stress to help them. In need improve or manage their coping strategies so they can manage stress and thereby improve their quality of life (Perales et al., 2003).

Theories of stress:

According to available researches, theories of stress particularly focus on the explicit and specific connection between external demands (stressors) and stress means bodily processes, it can be gathered in two different groups:

No 1, approaches to systemic stresses based in psychobiology and physiology (Selye 1976).

No 2, approaches to "psychological stress" developed within cognitive psychology (Lazarus and Folkman 1984; Lazarus 1966, 1991; McGrath 1982).

The first strategy, is known as problem focused coping strategy, can be defined as an action that has the goal of circumventing or removing the source of the stress and second strategy, is known as emotion focused coping strategy, that can be disrobed as an attempt to eliminate or reduce the emotional distress associated with, or caused by, the stressful situation (Michael F. Scheier 1986).

When a person has little social support and cannot use family friendly benefits, they are basically left to themselves to find ways of balancing family and work. The persons who tend to use a problem focused coping strategy when they faced with life's difficulties may more easily avoid work-family conflict. Researchers defined problem focused coping strategy as a defense against environmental stressors that are typically directed at defining problems, generating alternative solutions, weighting the alternatives in terms of their costs and benefits, choosing among them, and acting (Lazarus & Folkman, 1984).

Coping:

Lazarus (1991) described that there are many kinds of Coping in stress, it can be explained as an effort to overcome or manage the demands and critical events that pose a threat, challenge, loss, harm, or benefit to an

individual. The term coping has been used in a narrower sense as a response required of an individual to adapt to adverse situations. (Schwarzer, & Knoll, 2003). The individual's cognitive and behavioral efforts to reduce, manage minimize, master or tolerate the external and internal demands of the individual's environment transaction, that is evaluated as taxing or exceeding the individual's resources (Lazarus & Folkman, 1984, p.141).

Coping Strategies:

There are many kinds of coping strategies, but generally these are two common divisions of coping strategies.

There are two main kinds of coping strategies of stress:

A) Emotion Focused/coping strategies

Emotion focused coping strategies and problem focused or solution focused coping strategies. These coping strategies like adopting a sense of optimism, humor and cultivating in which situation doesn't change, nevertheless perception of it does. These problem-solving strategies are prodigious to use in many of the situations. The following techniques are examples of emotion-focused coping:

Practicing loving kindness meditation to increase self-compassion

Journaling about your emotions

Using visualization strategies to increase positive feelings (very well mind, 2018).

B) Problem Focused/Coping Strategies

Sometimes person cannot do to change a situation, nevertheless often he finds an chance to take action and change the circumstances which he face. These kinds of problem focus (solution focused) coping strategies can be more effective for stress management and stress relief. Often a small change is required to make a huge shift in your problem. For example, one thing or one change can make other changes. That is a way, opportunities are opened, of chain reaction of positive change is shaped, and life changes significantly. Similarly, once an action is taken, the sense of being trapped that you have no options for your solution this is a recipe for stress, in the result of this you can dissipate. It's important to be caring about which actions to take, as each situation may call for a different solution. A less-stressed mind person can more easily select the most beneficial path of action. These types of problem focused or solution focused techniques like as mentioned bellow:

Using conflict-resolution strategies to mitigate the stress in a relationship

Talking to human resource if you feel harassment or overwhelming demands at work

When you feel overwhelmed by a busy schedule use time-management strategy (verywellmind 2018).

Social support:

Social support is a multidimensional concept that contains the support received from friends, family, strangers, society and animals. It can be informative, emotional, and instrumental support and considered as structural (quantitative) or functional (qualitative) (Dumont, & Provost, 1999).

Definition of variables:

Stress:

The difficulty that causes worry or emotional tension and produces strain on the physical body is called stress (Meyer, 2003).

Students:

A person who is studying at a university or college

Social Support:

A person who get help in any crisis (stress) from other people like as family members, friend, colleagues,

strangers and strangers. (Thoits, 1995).

Method/Approach

Population:

According to Pagano (2012) "Population is the complete set of individuals, objects or scores that on investigation is interested in studying". In fact, the population refers to the entire collection of all observation of research or study. For the purpose of this research, the population are both hostelize and day scholar students. For the gender balance and equality both male and female was considered in this research. The sample was taken from students of BZU Multan.

Sample:

The sample was taken from students of BZU Multan.

Sampling Strategy:

Purposive sampling was used to select the samples in this study.

Sample size:

Sample size was consisting of 200 students, 100 males 100 females of BZU Multan (Israel, 1992).

Research Design:

The main focus of this research is to find out the stress on both male and female students and to identify social support coping strategy is using from students of BZU Multan. The suitable research design was quantitative research design. According to Creswell (2013), "Quantitative data can be transported into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships". That way quantitative data collection method was used.

Research Tools/ Instrumentation:

Two Close-ended self-reported questionnaires were used in this study. First of all, the respondents (students) as a sample was asked a questionnaire to find out stressed students from BZU Multan. The students were asked to tick an option to appropriate box or boxes matching their preferred option of his opinions. Furthermore another second questionnaire was also requiring the students (respondents) to find their opinions.

A self-reported Questionnaire PERCEIVED STRESS SCALE was be used to find out stressed students from BZU Multan for this study (Cohen, Kamarck, & Mermelstein, 1983).

COPE Inventory Measurement Instrument was be used for identifying coping strategy for stress management.

Data Collection and Analysis:

A quantitative method was involved for data collection, analyzing, interpreting and putting the results of the study. The data gathered through the adopted questionnaires analyzed by the using of bar charts, pie charts and any other form as recommended by the supervisor. SPSS software was used for analysis in this study.

Delimitation (Scope) of the Study:

This study is deemed to be carried out with the principal focus on stressed students in BZU Multan.

Limitations:

Due to lack of time, this survey was not carried out by other educational organizations in Multan.

Results:

Researcher used statistical analyses software named SPSS Statistics Data Editor Version 21.0 for this research. These data analysis indicate that the students of BZU Multan in our sample are well protected against stress, because most of them reported normal stress levels. However, there are some significant differences between male students and female student, as indicated in results.

Stress Measurement

Stress was measured by following parameters which shows stress levels and identification of stress. This measure also tells cut score of moderate stress which is consider as stressed. The students which has 14 and more then 14 score that will be consider as stressed person.

Scoring permeates are bellow mentioned.

- ▶ Scores ranging from 0-13 would be considered low stress.
- ▶ Scores ranging from 14-26 would be considered moderate stress.
- ▶ Scores ranging from 27-40 would be considered high perceived stress.

Table 1. Descriptives Statistics:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	200	20.00	28.00	21.0700	1.34318
Gender	200	1.00	2.00	1.5000	.50125
PSS	200	14.00	36.00	22.0950	4.38430
SCS	200	1.00	8.00	5.6400	1.60414
Valid N (listwise)	200				

Table 2. Frequencies

Statistics					
		Age	Gender	PSS	SCS
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		21.0700	1.5000	22.0950	5.6400
Std. Deviation		1.34318	.50125	4.38430	1.60414
Variance		1.804	.251	19.222	2.573
Minimum		20.00	1.00	14.00	1.00
Maximum		28.00	2.00	36.00	8.00

Table 3. Gender Participation

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	100	50.0	50.0	50.0
	female	100	50.0	50.0	100.0
Total		200	100.0	100.0	

Table 4 Frequencies**Perceive Stress Sale Frequency Frequencies****Social Coping Strategy Frequencies**

Statistics		PSS	SCS
N	Valid	200	200
	Missing	0	0
Mean		22.0950	5.6400
Std. Deviation		4.38430	1.60414
Variance		19.222	2.573
Minimum		14.00	1.00
Maximum		36.00	8.00

Table 10. Gender Frequencies (male)

Statistics^a		PSS	SCS
N	Valid	100	100
	Missing	0	0
Mean		22.4000	5.4300
Std. Deviation		4.38547	1.60966
Variance		19.232	2.591
Minimum		15.00	1.00
Maximum		36.00	8.00

a. Gender = male

Table 11. Gender Frequencies (female)

Statistics^a		PSS	SCS
N	Valid	100	100
	Missing	0	0
Mean		21.7900	5.8500
Std. Deviation		4.38384	1.57874
Variance		19.218	2.492

Minimum	14.00	1.00
Maximum	36.00	8.00
a. Gender = female		

Stress Results

Male average stress score was =22

Female average stress score was =21

Male was more stressed then Female

86 percent students are using coping strategy for stress management.

Social Sport Coping Strategy Results

86 percent students are using coping strategy for stress management.

Males coping strategy score was= 5.3

Females coping strategy score was= 5.8

Females are more using coping strategy then males

Discussion:

At the end of the findings of research confirm that hypothesis formulate based on earlier findings and previously done researches. So, after the analysis the results shows that stress is increasing in students respectively in 25, 26, 27 years. With respect to the first objective of this research, in general, the stress levels of the students in our sample were normal to low however (Barraza, 2010) found normal to high stress levels in college students, but he focused specifically on “academic stress,” whereas we evaluated stress more generally.

We found gender differences on the Stress Scale indicating that women experience more stress than men in high school, which is consistent with research indicating that women tend to express higher levels of stress and anxiety than men (Muñoz, 2003). As well as more happiness, which may mean that, women tend to feel and express feelings with more intensity than men (Sánchez et al., 2006).

We also found that stress levels varied by year, with 25 years and 26 years students reporting significantly less stress than the 27-year students. This may be attributable to the heavier course load and more difficult subjects (such as English, and respective subjects). But it may also reflect the career-oriented choices in 27-year students must make at the end of the college year, including decisions about their future. Psychologists who work with these boys and girls say that the last year students study spend more time seeking vocational guidance and career advice than the other students.

With respect to my second objective, i found that social coping strategy was used more frequently. These results are consistent with a social coping strategy with stress Minimization. Students who cope with stress by minimizing the threat tend to avoid the stressful situation rather than trying to find a solution to it, which just postpones the ultimate resolution of the situation.

Finally, my objective was to determine whether the students had protection against or risk factors for stress. The results indicated that these students are protected against stress, as they use social coping strategy.

Conclusion and Future work/recommendation:

In conclusion, the results reported here indicate that the students in our sample which had taken from BZU are well developed psychologically. They are using coping strategy when they feel stress. But the previously

mentioned risk factors for stress must be addressed to prevent future negative consequences of their stress. Based on these results of students' stress level and their coping strategies, I have several recommendations for reducing stress, using suitable coping strategies and improving student quality of life.

- 1) Offer training programs to teach students how to manage stress and anxiety before examinations, which can be conducted as brief workshops.
- 2) Offer students courses on how to prepare for examinations, including the development of study skills and memory strategies so they can improve their academic performance in difficult subjects.
- 3) Evaluate the career advice that students get with the aim of reducing the stress associated with career choices
- 4) Develop a program to identify students with family problems or problems adapting to college so they can be given psychological support.

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