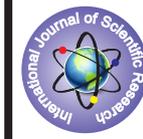


STRESS, COPING, SELF-EFFICACY, RESILIENCE AND SOCIAL SUPPORT IN UNIVERSITY STUDENTS



Education

KEYWORDS: Stress, Coping skills, self-efficacy, resilience, social-support.

Amrit Pal Kaur

Research scholar Department of Education and Community Services Punjabi university Patiala

ABSTRACT

The present study was conducted with an objective of studying stress, coping skill, self-efficacy resiliency and social support among university students. The overall sample consisted of 147 university students. The results of ANOVA and correlation revealed that university students experienced both kinds of stress that is positive and negative. The study further reveals that no significant gender differences in the stress (positive and negative) of university students but there is significantly location differences in the stress (positive and negative) university students. Urban university student more stressed than rural university student. The study further reveals that significant gender difference and not significant location difference in coping skills of university students. Male students have better coping skill than female university students and rural students also better coping skill than urban university students. This study reveals that there exists no significant gender and location differences in the self-efficacy of university students. This study reveals that there exists no significant gender and location differences in the social support of university students. This study reveals that there exists not significant gender difference and significant location difference in resilience of university students. Rural students easily resilience than urban university students. This study reveals that there exists significant and negative relationship between stress (positive) and stress (negative). This study reveals that there exists not significant coping skill with stress (positive) and social support and there is negative and not significant relationship between coping skill and stress (negative) but there is significant and positive relationship coping skill with self efficacy and resilience among university students. This study reveals that there exists not significant relationship between self-efficacy with stress (positive) and stress (negative) but there is positive and significant relationship between self-efficacy with social support and resilience. This study reveals that there exists not significant relationship between social support with stress (positive and negative) but significant relationship between social support and resilience.

INTRODUCTION

The university experience is unique for every student. During this period students face stressful situations and challenges due to changing environment and circumstances of this new environment is not adaptable for students. The most common challenges faced by students during their university days are psychological, emotional, social, academic, and career risks. These stressful and challenging situations can be cope up with the help of social support, self-efficacy and resilience but even though Some students fail to cope up with challenging situations and uprising unfavorable circumstances of their life. Hans Selye (1950) defined stress as a nonspecific bodily response to any demand caused by either pleasant or unpleasant conditions. Stress as such, like temperature as such, is all-inclusive, embodying both the positive and the negative aspects of these concepts. Holmes and Rahe (1967) defined stressful life events as those whose advents are either indicative of or require significant change in the ongoing life pattern of the individual. Folkman and Lazarus (1985) had distinguished problem focused coping which facilitates adaptation to external demands from emotion focused coping which is geared towards adapting to emotional demands or regulating distressing emotions. One group of coping skills are coping mechanisms, defined as the skills used to reduce stress. In psychological terms, these are consciously used skills. Defense is their unconscious counterpart. Overuse of coping skills and defense mechanisms may exacerbate one's problem rather than rectify it. Boyd (2002) views that social support develops from the relationship and interactions between individual, family, peer group and larger social systems. Luszczynska and Schwarzer (2005) explain that self-efficacy affects every area of human endeavour. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health. A sense of self-efficacy plays a major role in one's approach to goals, task and challenges. Atkinson, Martin and Rankin (2009) describe resilience as the "capacity to recover from the extremes of trauma, deprivation, threat, or stress. Oxford English dictionary (2010) resilience originates from Latin resilia meaning the "action of rebounding".

REVIEW OF RELEVANT LITERATURE

Sarah K. Hamill (2003) examined the resilient and competent

adolescents were similar in terms of self-efficacy and coping mechanisms, and the maladaptive and low competence/low adversity group scored lower on these measures than the resilient and competent groups. Self-efficacy and the ability to articulate coping responses were important personality characteristics that distinguished the resilient group from the maladaptive youths as predicted. Internal control, response to stress, persistence and the ability to select positive coping options did not differ across the four groups, leading to the possibility that these characteristics may serve a less important role in the development of competence in the face of adversity. Further investigation is needed to look at longitudinal correlations between resiliency and the effect of self-efficacy and coping strategies.

Jourdan (2010) investigated differences in self-concept, racial identity, self-efficacy, resilience, and achievement among African-American gifted and non-gifted students. Specifically, the study evaluated if gifted students were more resilient, report higher self-efficacy and self-concept, express differing attitudes of racial identity, and achieve at higher rates, compared to non-gifted students. Previous literature in that area had been limited to college-aged students and further studies were needed with school aged population. The study utilized a causal-comparative Ex-Post Facto design and separate t-test and the Mann Whitney tests of independent samples to examine if there were significant differences between the scores of 37 gifted (15 males and 22 females) students and 38 non-gifted students (16 males and 22 females) students on the four measures: self-efficacy, resiliency, self-concept and racial identity. Analysis of the data indicated that students in the gifted sample scored higher on indexes of resilience, self-concepts and self-efficacy, as well as different racial identity levels. As expected, findings also indicated students in the gifted sample reported higher grades and GPA's than did the non-gifted sample. These findings were discussed in terms of implications for educational policy and service practices for school psychology to improve the retention and persistence in gifted programs.

Reyes (2012) explored self-efficacy and resilience in relation to test scores among 136 baccalaureate nursing students in multiple courses during one, 16 week semester. No statistically significant differences were found in perceived self-efficacy or resilience total scores between early semester and late semester measurements.

Significant differences were found on the Resilience Scale subscales of Perseverance and Existential Aloneness. Test scores were weakly correlated with resilience and self-efficacy scores.

Qian (2013) explored the relationship between resilience and social support, coping style of students in two middle schools for providing an evidence for improving students' resilience. Six hundred students were surveyed with the Connor-Davidson resilience questionnaire (CD-RISC), perceived social support scale (PSSS) and coping style questionnaire (CSQ). Resilience had significant difference between male and female students. The resilience was positively correlated with social support and two factors of coping style: seeking help and solving problem, but negatively correlated with the other factors in coping style. Students with high score in Connor-Davidson resilience were more likely to use the positive coping style. Social support is an important factor of resilience in students.

Meguellati Achour and, Mohd Roslan Mohd Nor (2014) examined that the role of resilience and social support in reducing depression of secondary school students. The respondents were randomly selected from four secondary schools from Kuala Lumpur with the aim to examine the role of resilience and social support as coping strategies in reducing depression and increasing student satisfaction with life in secondary schools. Data were randomly collected from 200 students of secondary schools in Kuala Lumpur. The results show that social support and resilience are positively related to life satisfaction. The findings also revealed that resilience was positively and significantly related with social support.

Kupczynski (2014) Institutions of higher learning have struggled to retain incoming freshmen, especially Hispanic students, who historically face greater challenges to succeed. The purpose of this mixed-methods study was to investigate the relationship between resiliency, self-efficacy, and persistence of college seniors with an emphasis on first- and continued-generation Hispanic students. An examination of how retention factors have supported Hispanic college seniors was explored through qualitative interviews. Implications of this research provide insight to college, career, school, and community counselors working with prospective Hispanic students. Counselors are likely to address and support the needs of first- and continued-generation Hispanic students while contributing to the improvement of university programs. An emphasis on strategies to increase the number of Hispanic college graduates must include commitment at all levels of campus communities. Such emphasis will be advantageous to college and university counseling centers as they work with this particular population.

Behruz (2014) examined resilience stress and coping among Canadian medical students. 155 students were involved in the study. The findings showed that medical students had higher perceived stress, negative coping and lower resilience. The male medical students had higher positive coping, resilience and lower perceived stress than female medical students. Coping scores did not vary by gender in our sample. The multivariate model showed that resilience and negative, but not positive coping, predicted stress. Medical students are neither more resilient nor better equipped with coping skills than peers in the population. Greater emphasis on self-care among medical trainees is recommended. Emphasizing the importance of self-care during medical training, whether by formal incorporation into the curriculum or informal mentorship, deserves further study.

Table 1.1 Means and SD of Stress positive, stress negative, coping skills, self-efficacy, resilience and social support Scores of University Students.

Location	Gender	Stress positive			Stress negative			Coping skills			Self-efficacy			Resilience			Social support		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Urban	Mean	2.00	2.18	2.10	1.97	2.16	2.08	148.85	130.61	138.61	28.32	27.85	29.07	49.57	48.11	48.76	65.17	62.25	63.55
	SD	0.49	0.47	0.49	0.57	0.57	0.68	31.75	29.09	31.44	5.32	8.20	7.15	7.79	11.87	10.21	18.97	17.05	17.84

OBJECTIVES OF THE STUDY

1. To study stress among university students in relation to their gender and locale.
2. To study coping skill of university students in relation to their gender and locale.
3. To study self-efficacy of university students in relation to their gender and locale.
4. To study resilience among university students in relation to their gender and locale.
5. To study social support among university students in relation to their gender and locale.
6. To explore the relationship between stress, coping skill, self-efficacy, resilience and social support of university students.

HYPOTHESIS

1. There is no significant mean difference in stress of university students in relation to their gender and local.
2. There is no significant mean difference in coping skill of university students in relation to their gender and local.
3. There is no significant mean difference in self-efficacy of university students in relation to their gender and local.
4. There is no significant mean difference in resilience of university students in relation to their gender and local.
5. There is no significant mean difference in social support of university students in relation to their gender and local.
6. There is no significant relationship between stress, coping skill, self-efficacy, resilience and social-support of university students.

SAMPLE

A sample of 147 students was collected through stratified random sampling technique from Punjabi University, Patiala (Punjab).

TOOLS USED

1. Life Experiences Survey
2. Proactive Coping Inventory (PCI)
3. General Self-efficacy Scale
4. The Resilience Scale (RS-14)
5. The Multidimensional Scale of Perceived Social Support (MSPSS)

DESIGN OF THE STUDY

The raw data for the study was obtained with help of descriptive survey method.

STATISTICAL TECHNIQUE

In order to search the data for meaningful purpose and to test hypothesis, the data was analyzed with help of various statistical techniques. Statistical mean and standard deviation were computed for different sets of data further ANOVA and correlation were used.

RESULTS AND DISCUSSION

The present study was undertaken with purpose to study stress, coping skill, self-efficacy, resilience and social support among university students. The findings of the study are presented as:

Significant Mean Differences in Stress and Coping behavior, self-efficacy, resilience and social support

Rural	Mean	2.26	1.95	1.97	1.98	1.94	1.95	141.05	133.68	135.44	27.20	27.12	27.14	44.60	49.09	48.02	56.40	65.87	63.61
	SD	0.53	0.48	0.49	0.45	0.68	0.63	21.62	32.60	30.39	5.50	7.39	6.96	6.85	7.71	7.72	19.75	17.27	18.23
Total	Mean	2.01	2.03	2.02	1.98	2.02	2.00	145.60	131.53	136.80	29.18	27.38	27.97	47.50	48.74	48.34	61.52	64.59	63.59
	SD	1.10	0.49	0.49	0.52	0.71	0.65	27.98	31.30	30.78	5.60	7.66	7.08	7.74	9.35	8.85	19.59	17.20	18.00

Table 1.1 provides a summary of mean and standard deviation of total sample on damnation of gender and locale.

Table 1.2 Summary of Analysis of Variance (stress positive, stress negative, coping skill, self-efficacy, resilience and social support)

SV	Df	Stress Positive			Stress Negative			Coping skills			Self-efficacy			Resiliency			Social support		
		Ss	ms	F	ss	ms	F	Ss	Ms	F	ss	ms	F	ss	Ms	F	ss	ms	F
Location	1	0.61	0.61	2.56	0.60	0.60	1.40	363.72	363.72	0.39	135.00	135.00	2.73	19.61	19.61	0.25	0.15	0.15	0.00
Gender	1	0.01	0.01	0.04	0.05	0.05	0.12	5521.17	5521.17	5.99*	105.16	105.16	2.13	50.31	50.31	0.65	305.69	305.69	0.95
L X G	1	0.62	0.62	2.61	0.50	0.50	1.16	587.69	587.69	0.64	12.57	12.57	0.25	290.43	290.43	3.75	1195.08	1195.08	3.73
Within	143	34.02	0.24		61.39	0.43		131834.7	921.92		7071.16	49.45		11070.64	77.42		45810.59	320.35	
Total	146	35.26			62.54			138307.28			7323.89			11430.99			47311.51		

*p<0.05

The result of ANOVA analyses are provided in table 1.2 the F-values for the main effects of location on positive stress, negative stress, coping skills , self-efficacy ,resilience and social support among university students came-out to be 2.56 , 1.40, 0.39,2.73,0.25and 0.00. These are not significant at 0.05 level. It means that rural and urban university students experience almost same level of positive stress, negative stress, social support and use almost same level of coping skill self-efficacy and resilience. Further the table 1.2 shows that The F-values for the main effect of gender on positive stress, negative stress, self-efficacy, resilience and social support among university students came-out to be 0.04, 0.12, 2.13, 0.65 and 0.95. It is also not significant at the 0.05 level. This indicates that male and female university students almost same level of stress positive negative, self-efficacy, resilience but in case coping skills main effect of gender come out to be 5.99 it is significant at 0.05 level . It means male and female university students significantly different in using coping skills. Male use better coping skill than female university students. The F- value for the interaction effect of location X gender on positive stress , negative stress, coping skill, self-efficacy , resiliency and social support among university students come out to be 2.61,0.50,1.16,0.64,0.25,3.75 and 3.73.It is not significantly at 0.05 level.This indicates that gender and location do not interact significantly with each other to explain positive stress, negative stress, coping skills, self-efficacy, resiliency and social support among university student.

Relationship of Positive Stress , Negative Stress , Coping Skills, self -efficacy, social support and resilience

Table 2.1Correlation Between Stress (Positive) Stress (negative), Coping Skills self -efficacy Social Support and resilience among university students (N=147)

Variable	Stress Positive	Stress Negative	Coping Skills	Self-efficacy	Social support	Resilience
Stress Positive	1	0.186*	0.148	.118	0.070	0.151
Stress Negative		1	-0.134	0.003	-0.038	-0.001
Coping Skills			1	0.483**	0.351**	0.145
Self- efficacy				1	0.787**	0.353**
Social Support					1	0.353**
Resilience						1

**p<0.01; *p<0.05

The table 2.1 shows that there is positive and significant relationship between stress (positive) and stress (negative) (r= 0.186) which is significant at 0.05 level.The table 2.1 farther shows that positive but not significant relationship between stress (positive) with coping

skill (r=0.148;p>0.05), self -efficacy (r=0.118;p>0.05), resilience (r=0.070;p>0.05) and social support(r=0.151;p>0.05) among university students.

The table 2.1 further reveals that the value of coefficient of correlation between stress(negative) with coping skill (r= -0.134;p>0.05), self-efficacy (r=0.003,p>0.05) resilience (r=-0.038;p>0.05) and social support(r=-0.001,p>0.05) this indicates that the stress(negative) is not significant relationship between coping skill ,self-efficacy, resilience and social support among university students.

The table 2.1 further reveals that there is positive and significant correlation between coping skill with self-efficacy(r=0.483,p<0.01) resilience (r=0.351;p<0.01)This indicates that there is significant positive relationship between coping skill and self-efficacy and resilience. The table 2.1 further reveals that there is positive but not significant correlation between coping and social support (r=0.145).

The table 2.1 further reveals that the value of correlation coefficient between self-efficacy with resilience(r= 0.787) and social support(r=0.321) which is significant at 0.01 level.

The table 2.1 further reveals that the value of correlation coefficient between social support and resilience(r= 0.353) which is significant at 0.01 level.

Hence the hypothesis “there is no significant relationship between stress coping skill self efficacy social support and resilience of university students” is partially accepted.

CONCLUSIONS

1. This study reveals that there exists no significant gender and location differences in the stress(positive and negative) of university students
2. This study reveals that there exists significant gender difference and not significant location difference in coping skills of university students .Male students have better coping skill than female university students and rural students also better coping skill than urban university student.
3. This study reveals that there exists no significant gender and location differences in the self efficacy of university students.
4. This study reveals that there exists no significant gender and location differences in the social support of university students.
5. This study reveals that there exists not significant gender difference and significant location difference in resilience of university students. rural students easily resilience than urban

university

6. This study reveals that there exists significant and negative relationship between stress (positive) and stress (negative)
7. This study reveals that there exists not significant coping skill with stress (positive) and social support and there is negative and not significant relationship between coping skill and stress (negative) but there is significant and positive relationship coping skill with self efficacy and resilience among university students.
8. This study reveals that there exists not significant relationship between self efficacy with stress(positive) and stress (negative) but there is positive and significant relationship between self efficacy with social support and resilience.
9. This study reveals that there exists not significant relationship between social support with stress (positive and negative) but significant relationship between social support and resilience.

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