

Stress coping strategies of university students

Bedri Yavuz Hatunoglu¹, Ağrı İbrahim Çeçen University Education Faculty Ağrı- Turkey <https://orcid.org/0000-0003-4928-6954>

Suggested Citation:

Hatunoglu, B. Y., (2020). Stress coping strategies of university students. *Cypriot Journal of Educational Science*. 15(5), 1320 – 1336 <https://doi.org/10.18844/cjes.v15i5.5171>

Received from 29 July 2020; revised from 25 August 2020; accepted from October 12, 2020.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

©2020 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved

Abstract

The purpose of this study is to examine university students' strategies for coping with stress in terms of various variables. The study was carried out with 215 girls, 86 boys and 301 people studying at Ağrı İbrahim Çeçen University in the 2019-2020 academic year. According to the research findings; It was found that students resort to social support, which does not show a desperate approach to the events in which they are more optimistic and confident in their strategies to deal with stress. It has been observed that students have positive behaviors in their strategies to cope with stress, their irrational beliefs and personal control of university students and their thoughts about being externally supervised, and especially believing in luck and striving, are related to their styles of coping with stress. Opinions differed between university students' genders and the faculty variables they studied.

Keywords: Stress, Stress Coping, Stress Coping Strategy, University students,

* ADDRESS FOR CORRESPONDENCE: Bedri Yavuz Hatunoglu, Ağrı İbrahim Çeçen University Education Faculty Ağrı- Turkey
E-mail address: yhatunoglu@gmail.com / Tel 05323741327

1. Introduction

Our age is described as an age of stress. Our strategies to cope with stress sources that we encounter throughout life affect physical, mental and social variables. One of the important turning points in the lives of young people is the university period. In university life, stress factors arising from both the environment and the period of young people are quite high. University life is a stressful environment. In the age we are in, many changes are experienced in every area of life due to the rapid developments in technology. Every day an innovation emerges, the existing ones become old, new ones and innovations emerge, people's wishes and needs are different, and the topics on the agenda are constantly changing. In this environment, people take action to adapt to change and are left with some problems in the process.

In the face of this situation, people often experience contradiction between submission or struggle.

This contradiction takes us to the concept of "stress" that we use most frequently. University students' difficulties in the process: not feeling comfortable at school, not studying, academic problems, social problems, not caring about lessons, failing lessons, not making friends, feeling lonely, not developing relationship with faculty members, shaking in economic and social life, feeling bad. not enjoying their actions, indecision in the face of events, unwillingness and indifference, irregularity in family and emotional relationships, feeling unhappy and dissatisfied.

These sources of problems that cause stress on university students are not problems that require them to remember university years as a bad process.

When solutions are sought for the right methods and suitable solutions are found, the problems and the stress that they bring together will be minimized and the student will be able to increase the quality and efficiency he gained from university life.

In this study, it was investigated whether university students' behavior to cope with stress varies according to some variables. In this sense, the research style of university students' coping with stress; It is aimed to examine whether there is a correlation between the variables, and if there is a relationship.

What is Stress? Books about stress are sold in bookstores, and education is given at universities.

However, if those who are concerned with stress and do not reduce their stress, ask what is stress one by one, different answers are received from each. (Şahin, 1994). To the concept of stress, the American Psychological Association in 1950

The word stress has started to take its place in the field of psychology by giving place in its annual reports. There are three reasons why stress is remarkable in the field of psychology.

The first is that it meets many terms such as anxiety, tension, conflict, emotional breakdown, severe external conditions, frustration, self-threat, arousal and the like. Secondly, it provided the opportunity to examine the physiological symptoms caused by the psychological events experienced. Finally, it is the desire to investigate different effects that have not been investigated to date (Baltaş & Baltaş, 2002).

There are many studies on the concept of stress. When the definitions made about the concept of stress are analyzed, it is seen that the authors are mostly not found in a clear definition. This concept of stress is getting new definitions in parallel with conditions and changes. In this period, when the concept of stress is used frequently with changing life conditions, the definitions made about stress will be included. When considered as a process, stress consists of many dimensions, from the way we evaluate events to our thoughts, emotions and behavior. Many people think that stress is caused by

environmental causes that occur outside the individual. In fact, stress is how one perceives these environmental effects. The person analyzes the events he encounters taking into account many factors. He attributes a meaning to the events he experienced. As a result of these evaluations and depending on the environment, he experiences or does not experience stress. Coping strategies are generally categorized in two categories. 1. Coping strategies focusing on problem 2. Coping strategies focusing on emotion (Carver and Scheier, 1994; Richter and Richter, 1991; Ptacek, Smith and Zanas, 1992; Folkman and Lazarus, 1988).

Coping strategy that focuses on the problem is a more active strategy and includes rational responses focused on information and planned actions against stress sources. Coping with a focus on emotion, besides being a passive strategy, involves eliminating the emotions that occur against stress sources. In the world of science, it is seen that physicist Robert Hook first introduced the concept of stress as the relationship between the elastic object and the external force applied against it.

This definition of Hook has seriously affected psychology, physiology and sociology in the 20th century (Lazarus, 1993).

Stress is any physical, mental, and cognitive responses that result from the internal or external stimuli of the person, which tends to disrupt the current balance and emotional, cognitive, social functioning, and compel the person to some behavior aimed at maintaining this balance or re-establishing his disrupted balance. (Budak, 2000).

In Allison's (1997) study, it was stated that stress was caused by the exchange between the individual and the environment. As can be understood from the definitions, stress arises from the fact that the individual and the environment are somehow incompatible.

Therefore, it is certain that the individual integrity is challenging and disruptive (Deniz & Yılmaz, 2005).

Stress is defined as a concept that includes both stimulus, behavior and the interaction between the two. (Baltaş, 2000).

Stress becomes a problem only when it is below or above positive level. While the individual at the positive stress level can keep his performance at the highest level, the stress experienced at the negative stress level is either too little or too much. In both cases, stress-related anxiety, anger, depression, sleep disturbance, tension in relationships, changes in appetite and similar symptoms are observed.

In other words, negative symptoms related to stress can have many harmful consequences both on the general health status and work performance of the individual (Doğan, 2008).

University Students and Stress

People go through infancy, childhood, adolescence, youth, adulthood and old age from birth. Each period has its own unique features, but the youth period draws attention as the period in which man directs the remaining life and dynamism and change comes to the fore.

During the youth period, the individual undergoes many social and physical changes. In this period, the mental health of university youth is one of the important components of social health. (Kaya et al., 2007).

These problems, which cause stress on university students, are not necessarily problems that require students to remember their university years as a bad process. When the solutions are sought for these problems with the right methods and the time, the problems and the stress it causes, will be

minimized and the student will be able to increase the quality he / she has achieved from university life. The student's ability to solve the problems encountered in university life and cope with stress will be shaped depending on the student's desire, personality structure and habits and will differ from student to student.

Causes of Stress Source (Baltaş, 1986). According to Rowshan (2000), stressors are divided into two groups as predictable and unexpected stress factors.

The predictable stress factors are the goals and expectations that cannot be realized and the stresses that can be experienced in business life. Unexpected stress factors are loss of loved one / relative, accident and injuries and natural disasters. Predictable and unexpected stress factors can be explained as follows.

Rowshan (2000) states that the serious changes that a person experiences suddenly and unexpectedly cause a great shock on the individual. Unexpected stress factors create more tremors in the person, as it occurs unexpectedly for the person. Therefore, it is more difficult to cope with these factors. (Güner, 2006). Beck (2005) divided the source of stress in two: internal and external. War couple, chronic level of hidden pressure and subjective judgment of the person are seen as a source of external stress. It is not possible for the person to avoid anxiety in case of war.

Physical environment sources: Air pollution, temperature, coldness, crowd, dust, etc. are the factors that cause the environment to differ from its normal structure. Those arising from the field of work or occupation: heavy work, work based on parts, jobs that require great responsibility, night work, working under time pressure, etc. are heavy conditions in business life. Daily stresses: These are simple tensions encountered during the day. It arises in the face of various events or because of the conflicting purposes of individuals. Stress increases when the requirements are not met or attempts are prevented. Traffic jams, disruptions at home, bureaucratic strain, a burning meal, a crying child, etc. are quite common. Developmental stress: It is a stress specific to developmental periods such as infancy, childhood, adolescence, adulthood and old age. Each development step has its own tasks. Failure to fulfill them in a healthy and successful manner will cause stress to the person. Stress in the developmental field includes physiological, psychological and social development. In the physiological field; Completing the development of babies between the ages of 1-2, in the psychological field; Individuals between the ages of 11 and 18 live in adolescence, in the social field; Experiencing new roles and responsibilities such as marriage, business life with adulthood can be cited as an example of the developmental stress. Physical Stress Sources: Stress sources in this group are external factors that affect the body of the individual, which also involves the interaction of the individual's environment and causes significant stress in the individual. These are the negative effects of the disease on the person, the environment in which the individual works, extreme heat or cold, and excessive noise. These stress-inducing effects disrupt one's body's hemostatic balance and push the person to worry. The extraordinary situations that the individual encounters are a stressful (exfoliating) experience for the individual and suddenly disrupts the current balance. Especially earthquake and similar heavy, abusive nature events will be considered as a major stressor; Delay of aid after the earthquake, people not getting equal help, losing relatives and many other similar events are also considered as stressors. (Öztürk, 2004).

Individual Stress Sources: The person's personality, health, age, family status and lifestyle are closely related to stress. Sensitivity to stress differs from individual to individual. While some personality traits increase the sensitivity to stress, some personality traits decrease the sensitivity in this regard. While some stimulants are perceived as stressful by some individuals, they can have a neutral

effect in some individuals. Again, individuals' skills in coping with stress are different from each other (Ataman, 2002).

Organizational Stress Sources: According to Pehlivan (1995), organizational stress, called work stress or professional stress, is defined as the activation of individual energy against any expectation regarding the organization or work.

Therefore, resources related to the characteristics of the work of organizational stress sources in businesses (such as physical environmental conditions, excessive or inadequate workload, shift work order, automation and presence of a hazard factor at work) by various scientists and authors, organizational role-related resources (role conflict, role such as uncertainty), resources related to business relations, resources related to organizational structure and resources related to human resource management. (Ekinci and Ekici, 2003).

Since it is common for us to encounter these stressors in all work environments and the human system cannot be unresponsive to the source of stress, it must be ready for stress at all times in human life. In addition to the general environment, economic and political environment in which individuals live, technological and socio-cultural environment elements can be specified as environmental stress factors.

University students struggle to take clearer and more reliable steps for their future days, however, they face troublesome processes due to the lack of opportunities and limited availability (Avşaroğlu, 2007).

Symptoms of Stress: The first stage of the fight against stress is to reveal the signs of its existence. Stress often develops slowly, so it may not be easily noticed. Although the effect of stress on each person is different, it also has some common aspects. The signs of stress that people see on themselves can also be seen in others. Many people can recognize the symptoms of stress and start using methods of coping with stress. (Konak, 2005).

Stress symptoms are often intertwined. Therefore, it is very complex. Therefore, the symptoms of stress are not seen in the same way in every person. But sometimes the symptoms subside or disappear, and others replace them. (Güney, 1997: Akt: Konak, 2005).

There are different classifications related to the symptoms of stress. But in general, the researchers gathered the stress under three main headings. These are physical, behavioral and psychological symptoms. Another physiological symptom commonly seen in people exposed to stress is shortness of breath. Shortness of breath is a condition that directly affects cardiovascular diseases. It may be of a nature leading to a heart attack and stroke. (Yöndem, 2006: 32).

This discomfort usually progresses without symptoms and breathing contraction may start from a young age. The vessels carrying blood to the heart and minor injuries occurring during transportation are thought to cause this condition.

In this case, when the veins cover the injuries with a new tissue to renew and heal themselves, the narrowed veins appear and this activity continues during childhood, adolescence and old age. (Baltaş and Baltaş, 2002: 141-142).

Managers should have a good understanding of the employees' responses to stress and have clear and precise information about situations where stress increases efficiency. The feeling of fatigue caused by stress can cause a decrease in both the productivity of the person and the organization, vital risks according to the nature of the task, and indirectly affect the social and family environment of the person. **Digestive Disorder:** Digestive disorders are the most important symptoms that occur in people exposed to stress. The sensitive body structures of people exposed to stress make it easier to affect

organs such as the stomach and intestines. Some disturbances that can be seen; They are sudden muscle spasms in areas of the digestive system such as diarrhea, severe abdominal pain, stomach cramp, and ulcer. The stomach is the most important organ in digestive disorders. Secretions in the stomach and acids produced by the stomach can damage the person's body due to an imbalance in stress. (Wehlivan, 2002: 91).

Nausea: The most striking symptom of stress is nausea. Adrenaline secreted by stress directly affects the stomach and nausea. If stress disappears, it returns to normal. (Güney, 2001c: 534)

Headache: The simplest perceptible symptom of stress is headache. Excessive movements of neurons in the nervous systems of people exposed to stress cause headaches. Stress gives the person tense moments and the state of focusing in tense moments requires the person to think very quickly and make a sudden decision. These sudden decisions sometimes result negatively and can be decisions that will affect one's life.

The body can react as a headache against the imbalance in the environment of the people.

What needs to be done in such cases is to leave the unstable environment (Baltaş and Baltaş, 2002: 161).

Allergy: Reactions to some unusual situations can cause reactions due to the sensitivity of people's bodies. The allergic condition that occurs in sensitive bodies may be more effective, especially in stress situations. The most prominent features of stress-induced allergy; itching, swelling and contraction. Allergic condition is also seen in some people as rash in some parts of the body. This allergic condition is an indicator of the physiological imbalance experienced by the person (Güney, 2001c: 534).

Psychological Symptoms of Stress: The presence of some signs and symptoms in emotional and behavioral sense is inevitable in people under stress. These symptoms affect the person psychologically.

The most important psychological effects of stress are anxiety, depression and aggression. (Eroğlu, 2000).

Aggressiveness: Aggressiveness is a way of behavior that harms an object or object.

Legal and other social values of the society can partially prevent aggressive forms of behavior. However, if the sense of aggression is not reflected in objects or objects other than the organism in various ways, it will most likely turn towards the inner body and the existence of the people. Thus, the process of self-harm of the organism will begin by forcing the internal body.

This speeds up the disease formation process (Eroğlu, 2000).

Anxiety :: In this case, the person feels that he is not in despair and control. In other words, anxiety is one of the stress experiences that can diversify as a kind of uncertainty and helplessness. It is known that when it is not possible to control the situation, the person feels helpless and the stress experienced in this case is much more intense. (Eroğlu, 2000; Öztürk, 2002).

According to Sezgin, it is an anxiety, helplessness and a perception that the person does not have control over the situation. In other words, the main emphasis on explanations about why anxiety occurs; it is the basic belief that uncertainty and an uncontrollable situation are being experienced. (Akman, 2004).

Depression: Depression is a kind of general grief, sadness, immobility and hopelessness for the person. One of the most important consequences of experiencing stress for a long time and not being able to deal with this stress effectively is depression.

Social Behavioral Symptoms: Insecurity towards people, accusing others, not going to appointments or canceling shortly before, trying to find mistakes and hurt people with words, excessively defensive attitude, being suddenly offended, not speaking to many people. (Toydemir, 2005).

Also: insomnia, desire to sleep, anorexia, increased eating habits, smoking and alcohol use. Consequences of Stress: Long-term and intense stress affects psychological and physical health negatively. There are two ways psychological stress can cause physical illness. The first is that when people experience stress, their hearts, lungs, nervous systems and other physiological systems are forced to work harder. Thus, it should not be surprising that people suffer from certain types of physical illness when stress continues for a long time.

The human body is not designed to be exposed to biological changes that accompany alarm and activation for a long time. According to the second explanation, stress has a strong negative effect on the body's immune system and long-term stress destroys the body's ability to protect itself against diseases (Morris, 1996).

An important issue in dealing with stress is spending leisure time of individuals in stress and their activities during these times. Assessing leisure time is explained by getting involved in social, cultural and sports activities that are suitable for the individual's self and enjoy, and getting a social personality by interacting with people. It makes individuals more comfortable and psychologically healthy by participating in and watching events such as cinema, theater, opera, exhibitions, sports matches, and awakening and spending some emotions in the audience.

Stress Coping Strategies: Individuals use coping strategies to prevent stress factors.

These are adaptive (adaptive), non-adaptive (maladaptif) strategies. Adaptive strategies are strategies used to solve the problem of the individual. It provides a decrease in emotion intensity. The individual can apply for the help of others, ask for advice and information. He can defend his right or influence others' thoughts. The individual can reduce his emotional burden by expressing his emotions to others in order to reduce the emotional weight caused by stress.

Apart from adaptive strategies, they can also use maladaptive strategy that will help individuals cope with their problems in the short term, but can cause difficulties in the long term. Alcohol and substance use, throwing a razor or hurting yourself in different ways, demonstrating angry and aggressive behavior are examples of maladaptive strategy. Against the intense stress factor, individuals generally unconsciously deny, suppress, displace, create reaction, regression, etc. use defense mechanisms. Strategies to deal with stress regulate the relationship between stress and negative consequences of stress.

Individuals who encounter the same stressors but use strategies to deal with different stresses are affected differently by these stressors. (Sumer, 2008).

Body-oriented Techniques: Today, for people of all ages, exercises such as walking, running, swimming, cycling, aerobics, light ball games and tennis have an important place in fighting stress. Exercise is a powerful biochemical phenomenon. Improved physical condition makes it possible for the body to destroy the chemicals caused by tension, increases the energy level, regulates metabolism. Exercise can serve many purposes.

It can increase skills, improve flexibility, muscle strength and endurance, relieve tension, help lose weight and not gain, and especially improve the body's general physiological conditions by facilitating oxygen supply to the body's tissues. (Şahin, 1994).

Relaxation: Relaxation training has the opposite effect of the stress effect that occurs on the body of the individual. In stressful situations, muscles are stretched, blood pressure and blood sugar rise, respiration increases. It is used to realize the tensions of the person in problems such as tension, low back pain and muscle spasm. (Baltaş and Baltaş, 2002). In the progressive relaxation technique, the muscles are considered as a group, involving stretching and relaxation of the muscles voluntarily and consecutively, respectively. (Tarhan, 2002).

Another approach used to deal with stress is biofeedback. With this method, which is applied by a medical specialist, the symptoms of stress are reduced with the help of a tool. (Okutan, 2002).

Respiratory Exercise: The biological explanation of breathing is to intake oxygen to the body and to release carbon dioxide in the body. From the first moment we open our eyes to life, we do this as long as we live. However, contrary to popular belief, there is no single way to breathe. Depending on the circumstances, conditions and responses, our breathing also changes.

Meditation: Meditation is an important and accepted method used to deal with stress today. (Uçar, 2004).

However, it is a term that encompasses many techniques that can create deep looseness.

Some meditation techniques focus on a word. In others it is sometimes recommended to focus on a color, sometimes your own breathing, sometimes an abstract concept or an object.

Nutrition :: Youngs and Youngs (2004), "What a person eats is." Using his expression, he explained three aspects of nutrition's relevance to dealing with stress:

1. It definitely has an impact on how you fuel your body, how you feel and therefore how to deal with the day ahead.
2. When you are under stress, your body must be in a position to meet your physical demands.
3. Good functioning of brain cells, like other cells in the body, depends on proper nutrition.

Techniques for the Mind: While one sees the bad event that he is exposed as the worst possible, someone else can perceive it as the beginning of a great opportunity. As a matter of fact, people who are positive about the events have the ability to beautify the time and place they are in. Techniques for Behavior: Developing Social Skills. Problems arising from interpersonal relationships are an important source of stress. In order to eliminate this stress, it is necessary to develop social skills. Social skills require individuals to act in a manner that will not hurt others while meeting their needs and achieving their goals.

2. Material and Method

In this part of the research, the model used in the research process is explained, the universe and sample of the research, data collection tools, data collection time and analysis of the obtained data are explained. This research is a descriptive screening model designed to determine the strategies of dealing with stress of Ağrı İbrahim Çeçen University students. Scanning models are suitable models for researches aiming to describe a situation that exists in the past or still as it exists (Karasar, 2006).

The advantage of the survey method is that, where appropriate, it is possible to collect large amounts of data from a large number of people in a short time. Another advantage is that a sample of the survey questions can be stored in the same way, presented to everyone.

Especially in closed-ended questions, it is possible to collect answers within specified limits. The confidentiality guarantee is more convincing than the interview. (Ozyıldırım 2006)

The universe of this study consists of the students of Ağrı İbrahim Çeçen University. In the 2019-2020 academic year, Ağrı İbrahim Çeçen University consists of students selected by random sampling. This universe; with random sampling, a total of 301 students, 86 of whom were boys and 215 were girls, constituted the sample of the study.

Table 1. Percentage and Frequencies of Variables in Stress Coping Scale

Class	Percent	Frequency
First class	16,3	49
Second class	41,5	125
Third class	31,6	95
Fourth class	10,6	32
Gender		
Male	28,6	86
Famale	71,4	215
Income		
1500 TL	20,9	63
1500-2500	23,3	70
2500-4000	22,3	67
4000 and above	33,6	101
Educational status of the mother		
Primary school	9,3	28
Middle School	11,0	33
High school	27,9	84
University	51,8	156
Educational status of the father		
Primary school	6,6	20
Middle School	10,6	32
High school	30,6	92
University	52,2	157
Number of siblings		
No	3,0	9
1	13,0	39

2	15,9	48
3	24,9	75
4	18,6	56
5	11,6	35
6 and above	13,0	39

Problem Statement

Coping strategies are generally categorized in two categories. 1. Coping strategies focusing on the problem, 2. Coping strategies focusing on emotion. Whether university students' strategies for coping with stress varies according to some variables is important and seems to be the problem to be investigated.

Sub Problems

First Sub-Problem: Do university students' total coping stress scores vary by gender?

Second Sub Problem: Do the total scores of university students to cope with stress change according to the faculty they are studying at?

Third Sub Problem: Do the total scores of university students to cope with stress change according to their classes?

Fourth Sub Problem: Do the total scores of college students dealing with stress change according to the family's income?

Fifth Sub Problem: Do the total scores of university students dealing with stress change according to the number of siblings?

Data Collection Tools

In this research, the shortened form of the scale developed by Folkman and Lazarus (1980) for university students to determine stress coping strategies was adapted by Şahin and Durak (1995), and the scale called "Coping Styles with Stress Scale" was used. The research was carried out by relational screening method. In the research, it has been determined whether university students' strategies to cope with stress change according to their gender, the faculty they are studying at, the class, family income status, and parental education level.

Stress Coping Styles Scale (SCSS)

The Ways of Coping Inventory, developed by Folkman and Lazarus in 1980, was adapted to Turkish in 1995 with the aim of measuring coping styles by Şahin and Durak. Şahin and Durak (1995) reduced the number of items from 66 to 30 by making abbreviation studies of the scale.

SCI; "Optimistic Approach (2, 4, 6, 12, 18)", "Self Confident Approach (8, 10, 14, 16, 20, 23, 26)" and "Contacting Social Support (1 *, 9 *, 29, 30)" sub-dimensions, "Problem Oriented / Active" style and "Desperate Approach (3, 7, 11, 19, 22, 25, 27, 28)" and "Submissive Approach (5, 13, 15, 17, 21) It measures the two basic styles of coping with stress, namely, "Emotional / Passive" style. (Şahin & Durak, 1995).

As a result of the reliability and validity studies of the short form prepared by Şahin and Durak (1995), the internal consistency coefficient of the scale was found between .45 and .80.

(Şahin & Durak, 1995). The reliability coefficients obtained for the subscales were between $\alpha = 0.68$ and $\alpha = 0.49$ for the “Optimistic Approach” subscale; $\alpha = 0.62$ to $\alpha = 0.80$ for “Confident Approach” subscale, $\alpha = 0.64$ to $\alpha = 0.73$ for “Desperate Approach” subscale, $\alpha = 0.47$ and $\alpha = 0.72$ for “Submissive Approach” subscale and For “Applying to Social Support” subscale, it is between $\alpha = 0.47$ and $\alpha = 0.45$ (Şahin & Durak, 1995). Relationships with psychological problems, relationships with various personality dimensions, relationships with situational variables, and contrasting group comparisons separated by different measures were mentioned in the validity studies of the PSI. (Şahin & Durak, 1995).

All the sub-scales except for the Social Support subscale were found to be in the expected and significant relationship with various symptom measures in all three studies (Şahin & Durak, 1995).

SCSS is a four-point Likert type scale and each question is scored with a score between 0-3. While scoring, 0 points are given for the 0% answer marked in each question, 1 for the 30% answer, 2 for the 70% answer and 3 for the 100% answer. While the scores for each factor are calculated independently from each other, the total score for the scale is not calculated. The scores obtained from the questions of each factor are summed up and divided by the total number of questions of that factor, thereby obtaining an average score for each factor. While scoring, items 1 and 9 are scored reversely. As the scores obtained from individuals' self-confident, optimistic and social support factors increase, they use more effective methods to deal with stress; The increase in the scores obtained from the helpless and submissive approach factors shows that it uses ineffective methods to deal with stress.

Table 2. Statistical Data of the Scale

N	Lowest Score Available	Highest Score Possible	Mean	Standart Deviation
301	50,00	99,00	74,7674	8,434

According to the data in Table 2, the lowest score that can be obtained on the scale of 301 people participating in the study is 50.00 and the highest score is 99.00. The average of the data in this scale was 74.7674 and the standard deviation was 8.43479. According to the research findings; it was observed that students displayed positive behaviors in their strategies to cope with stress.

Data Analysis

The data obtained as a result of the research were analyzed with the SPSS 17.0 Statistical Package for the Social Sciences package program. Frequency table, reliability, frequency and percentage analyzes of the existing data were made.

3. Results

Findings Related to the First Sub-Problem: Do university students' total coping stress scores vary by gender?

Table 3. T-Test for University Students' Total Coping Stress Scores According to Gender

Gender	N	Mean	Std. Deviation	t	Severity level
Female	86	74,8605	9,13064	,121	,228

Male	215	74,7302	8,16201	
				p> 0.05 meaningless

D.F=299

According to the data in Table 3, no significant differences were found between the thoughts of females and males according to the gender of university students' total stress coping scores. (t, 121, p> 0.05, 121).

Findings Related to the Second Sub-Problem: Do the total scores of university students to cope with stress change according to the faculty they are studying at?

Table 4. One-Way Variance Analysis Findings Regarding Whether the Total Scores of University Students Coping with Stress Changed According to the Faculty of Education

	Sum of Squares	F.D	Mean Square	F	Severity level
Between Groups	1596,053	9	177,339	2,613	,006
Within Groups	19747,668	291	67,861		
Total	21343,721	300			p<0.000 significant

In Table 4, it is seen that there is a significant difference according to the one-way analysis of variance findings regarding whether the university students' total coping stress scores change according to the faculty they are studying at. (p <0.000 significant).

Table 5. LSD (Least Significant Difference) Test Findings Regarding Whether the Total Scores of University Students Coping with Stress Depend on the Faculty of Education

Faculty	Mean Difference	Severity level
Faculty of Education Literature Faculty	11,9618	p<0.05
Faculty of Economics Faculty of Theology	14,2255	p<0.05

FD.299.

In the LSD (Least Significant Difference) test findings regarding whether the total scores of coping with stress of university students according to the data in Table 5, the averages between the Faculty of Education and the Faculty of Arts and Sciences were found to be 11.96.

Again, the average of the Faculty of Economics and Administrative Sciences and the Faculty of Theology found 14.2 differences. (P <0.05).

Findings Related to the Third Sub-Problem: Do the total scores of university students to cope with stress change according to their classes?

Table 6. One-Way Variance Analysis Findings Regarding Whether The Total Scores of University Students Coping with Stress Changed According to the Class They Are Studying

	Sum of Squares	F.D	Mean Square	F	Severity level
Between Groups	341,100	3	113,700	1,608	,188
Within Groups	21002,621	297	70,716		
Total	21343,721	300			

In Table 6, no significant differences were found according to the one-way analysis of variance findings regarding whether the university students' total coping stress scores were changed according to the faculty they studied at. ($p > .000$ meaningless).

Findings Related to the Fourth Problem: Do the total scores of college students dealing with stress change according to the family's income?

Table 7. One-Way Variance Analysis Findings Regarding Whether The Total Scores of University Students Coping with Stress Change According to the Income Status of the Family

	Sum of Squares	F.D	Mean Square	F	Severity level
Between Groups	178,485	3	59,495	,835	,476
Within Groups	21165,235	297	71,263		
Total	21343,721	300			

In Table 7, no significant differences were found according to the one-way analysis of variance findings regarding whether university students' total coping stress scores changed according to the income status of the family. ($p > .000$ meaningless.)

Findings Related to the Fifth Sub-Problem: Do the total scores of university students dealing with stress change according to the number of siblings?

Table 8. One-Way Variance Analysis Findings Regarding Whether The Total Scores of University Students Coping with Stress Changed According to the Number of Siblings

	Sum of Squares	F.D	Mean Square	F	Severity level
Between Groups	554,240	6	92,373	1,306	,254
Within Groups	20789,481	294	70,713		
Total	21343,721	300			

In Table 8, no significant differences were found according to the findings of one-way analysis of variance regarding whether the total scores of university students to cope with stress change according to the number of siblings. ($p > .000$ meaningless).

3. Conclusion And Suggestions

Results

It is a fact that today, where life is full of struggles, individuals are intertwined with stress in all areas of life. In order for individuals to maintain their health and lead a good life, it is of great importance to know how to deal with stress, knowing the right methods. In the research, in order to determine students' strategies to cope with stress and to reveal the relationship between stress coping strategies in terms of some variables, the following results have been reached.

According to the data obtained from the research, no significant difference was observed between male and female students in using effective methods in the face of the stressful event they experienced. According to the results of the research, no significant difference was observed between the gender of the students with the self-confident approach and social support search sub-dimensions. According to the research findings, the income level variable of the family does not make a significant difference on the coping styles used by students in the face of a stressful event. According to the findings of the research, parental education status variable does not make a significant difference on the coping styles used by students in the face of a stressful event.

Stress factors exist in our lives as good and bad. It was observed that the class variable made a significant difference when students showed an effective coping method against a stressful event or using problem-oriented solutions. According to the data obtained from the research, it was observed that the number of siblings did not make a significant difference in their effective coping method. According to the research findings, the family income status variable does not make a significant difference on the coping styles used by students in the face of a stressful event.

As a result of the research, it was observed that the students who participated in the study mostly used strategies to deal with positive stress (self-confident, optimistic approach, resorting to social support).

Recommendations

In the light of the findings obtained from this research, the suggestions that can be presented for the psychological counseling and guidance services offered to university students for coping with stress first and the similar studies to be done afterwards are given below.

Parent education seminars can be organized on the impact and importance of perceived social support from the family on the students' coping with stress.

Psychological tests should be applied to families from time to time and incentives should be provided to seek psychological help when necessary.

Psychoeducational programs can be prepared to help them become internally controlled individuals, and psychological counseling services can be emphasized with individuals and groups.

Although it has been tried to reach as many students as possible in order to increase the representation of the sample of the research, it should be taken into consideration that this study is made only with the data obtained from the students of a university. Although the confounding factors of the sample included in the research are tried to be reduced by considering the demographic variables such as the class they are studying, the family status and the number of siblings, studies with larger and more heterogeneous samples are needed to obtain a clearer picture of the university sample. Including subjects such as “coping with stress”, “problem solving skills” and “social skills training” in various departments of the university, especially in psychological counseling and guidance departments, to deal more actively with the problems faced by students in their social relations and post-graduation business lives. It is thought that it will help them to solve using their dating skills. The factors that cause university

students to get stressed physically and psychologically should be informed about stress symptoms and stress management.

Students should be enabled to be active in the social field and activities should be organized to encourage students to these areas. Individual and group counseling activities can be organized for students using ineffective coping methods. They can also focus on issues such as thoughts and beliefs that can lead to stress, the effect of the way you interpret events, the effect of eating habits and diet, the importance and benefits of doing sports. Medico-social centers providing health services to university students can be made more effective to provide preventive and preventive services in addition to their therapeutic services. Psychological support services can be offered in universities to solve problems and to use strategies to effectively deal with stress. Support can be provided to students by establishing a guidance service for each department. New social events should be organized and existing activities should be enriched. Students should be encouraged to do sports. Kyrgyzstan-Turkey Manas University campus in other sports facilities, hiking, soccer, basketball, should benefit from social activities such as tennis. Opportunities for students to have access to the resources they may have information on should be improved, seminars and conferences should be organized frequently on these topics.

References

- Baltaş, A. ve Baltaş, Z. (2008). Stres ve başa çıkma yolları. (25. Basım). Ankara:
- Baltaş, Z. (1984). Kavram Olarak Stres. İstanbul Üniversitesi Edebiyat Fakültesi Eğitim Bilimleri Bölümü Pedagoji Dergisi, Ayrı Basım. 2, 211-220.
- Baltaş, A. ve Baltaş, Z. (1989). Stres ve Başa Çıkma Yolları. İstanbul: Remzi Kitabevi.
- Ben-Zur, H. (2005). Coping, Distress, and Life Events in a Community Sample. *International Journal of Stress Management*, 12(2), 188-196.
- Carver, C. S. and SCHEIER, M. F. (1994) "Situational Coping and Coping Dispositions in a Stressful Transaction", *Journal of Personality and Social Psychology*, 66(1), 184–195.
- Cohen, S. ve Wills, T. A. (1985). Stres, social support and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357.
- Çiftçi, M. P. (2002). Bir grup lise öğrencisinin stresle başa çıkma yolları ile strese karşı dayanıklılıkları arasındaki ilişkinin incelenmesi, Yayımlanmamış yüksek lisans tezi. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.
- Dyson, R. ve Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62, 1231–1244.
- Demirtaş, A.S. (2007) İlköğretim 8. sınıf öğrencilerinin algılanan sosyal destek ve yalnızlık düzeyleri ile stresle başa çıkma düzeyleri arasındaki ilişki. Yayımlanmamış yüksek lisans tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Ekinci, H. ve Ekici, S. (2003), "İşletmelerde Örgütsel Stres Yönetim Stratejisi Olarak Sosyal Desteğin Rolüne İlişkin Bir Araştırma", *C.Ü. Sosyal Bilimler Dergisi*.
- Folkman, S. (1984). Personal Control and Stress and Coping Process: A Theroretical Analysis. *Journal of Personality and Social Psychology*, 46(4), 839-852.
- Folkman, S. ve Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, 21, 219-239.

- Folkman, S. and LAZARUS, R. S. (1988) "Coping as a Mediator of Emotion", *Journal of Personality and Social Psychology*, 54(3), 466–475.
- Greenberg, J. S. (1993). *Comprehensive Stress Management*. (4. Basım). USA: WCB, Brown&Benchmark.
- Güler, M., Basım, H.N. (2009) A tipi kişilik örüntüsünde bilişsel ve duygusal zekânın stresle başa çıkma ve stres belirtileri ile ilişkisi. *Türk Psikiyatri Dergisi*.1-12.
- Güney, S. (2001), *Stres ve Stresle Başa Çıkma*, Nobel Dağıtım, Ankara.
- Hall, D. T. (1980), "Stress and the Two – Career Couple", Inc. Cooper and R. Payne (eds), *Current Concens in Occupational Stress*, Wiley, New York
- Hargreaves, G. (1998), *Stresle Baş Etmek*, İstanbul, Doğan Kitapçılık A.Ş.
- Karahan, T.F. ve Eplikoç, H. (2007). Üniversite öğrencilerinin stresle başa çıkma tarzlarının uzun süreli yaşadıkları yerleşim birimine ve algıladıkları anne-baba tutumlarına göre incelenmesi. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 3(33).
- Kaya, M., Genç, M., Kaya, B. ve Pehlivan, E. (2007). Tıp Fakültesi ve Sağlık Yüksekokulu öğrencilerinde depresif belirti yaygınlığı, stresle başa çıkma tarzları ve etkileyen faktörler. *Türk Psikiyatri Dergisi*, 18(2), 137-146
- Keskin, G. (1997), "Örgütsel Stres ve Erzurum'da Kamu Personeli Üzerinde bir Uygulama", *Verimlilik Dergisi*, MPM Yayınları,(2).
- Kirel, Ç.(1993),"Örgütsel Stres Yönetimi", *Anadolu Üniversitesi İİBF Dergisi*, C:11, S:1, Eskişehir.
- Koç, H. ve Kara, D. (2009). Öğretim elemanlarının stresle başa çıkma davranışlarının bazı değişkenlere göre belirlenmesi. *Journal of Business Research*, 1(2), 35-50.
- Özgüven, E. (1992). Üniversite öğrencilerinin sorunları ve baş etme yolları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 7, 5- 13.
- Powell, J. T. ve Enright, J. S. (1990), *Anxiety and Stress Management*, Routledge, London.
- Ptacek, J. T., SMITH, R. E., and ZANAS, J. (1992) "Gender, Appraisal And Coping: A Longitudinal Analysis", *Journal of Personality*, 60(4), 747–770.
- Richter, J. and RICHTER, G. (1991) "Perceived Parental Rearing, Depression And Coping Behavior: A Pilot Study İn Psychiatric Patients", *Social Psychiatry and Psychiatric Epidemiology*, 26(2), 75–77.
- Sinha, B. K. ve Watson, D. C. (2007). Stress, coping and psychological illness: A crosscultural study. *International Journal of Stress Management*, 14(4), 386-397.
- Şahin, N.H. ve Durak, A. (1995). Stresle başa çıkma tarzları ölçeği: üniversite öğrencileri için uyarlanması, *Türk Psikoloji Dergisi*, 10, (34), 56-73. Şahin, N.H.,
- Şahin, Ş. (1999). Üniversite son sınıf öğrencilerinin stresle başa çıkma tarzları üzerine bir inceleme. *Yayımlanmamış Yüksek Lisans Tezi*. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü. Ankara.
- Tengilimoğlu, D. ve Okutan, M. (2002), *İş Ortamında Stres ve Stresle Başa Çıkma Yöntemleri: Bir Alan Uygulaması*, G.U. İktisadi ve İdari Bilimler Fakültesi Dergisi, cilt:4, sayı:3.
- Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? *Journal of Health and Social Behavior*, Extra Issue, 53-79.
- Türküm, S. A. (1999). *Stresle başa çıkma ve iyimserlik*. Eskişehir: Anadolu Üniversite Yayınları.
- Türküm, S. (2001). Stresle başa çıkma biçimi, iyimserlik, bilişsel çarpıtma düzeyleri ve psikolojik yardım almaya ilişkin tutumlar arasındaki ilişkiler: üniversite öğrencileri üzerinde bir araştırma. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*. 1 (2), 1-16.

- Yıldırım, İ. (1991). Stres ve stresle başa çıkmada gevşeme teknikleri, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 6, 175-189.
- Yılmaz, N.E.(1993). Üniversite öğrencilerinde stres düzeyleri, psikopatoloji ve stresle başa çıkma. Yayımlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü. Ankara.
- Watson, D. C. ve Sinha, B. (2008). Emotion regulation, coping, and psychological symptoms. *International Journal of Stress Management*, 15(3), 222-234.