When talking about adjustment and stress, the issue of stress management and coping strategies cannot be avoided. The review of literature given the importance of coping strategy and its implication to student’s adjustment, this chapter provides an overview of literature on sources of stress that how perceived stress and coping strategies are related to adjustment. The chapter includes three sections. First deals the stress related to adjustment, second cover the stress related to coping strategies, and third deals the relationship of coping strategies and adjustment.

2.1 STUDIES OF STRESS RELATED TO ADJUSTMENT

**Martin, Chemers & Garcia (2001)** examined the effects of academic self-efficacy that is confidence in ability to perform well academically, optimism, and stress on the academic performance and adjustment of first year university students. The sample was composed of 256 first year students. Result indicated that self-efficacy yielded of direct and indirect powerful relationships with academic performance and adjustment of first year college students. Optimism was also found to be related to academic performance adjustment. Academically confident and optimistic students were more likely to see the university experience as a challenger rather than a threat and they experienced less stress.

**Leo Wilton & Madonna Constantine (2003)** examined cultural adjustment and psychological distress issues in 190 Asian and Latin American international college students. Findings revealed that Latin American students reported higher levels of psychological distress than did their Asian peers. Moreover, length of residence in the U.S. was negatively associated with psychological distress symptoms, and acculturative distress and intercultural competence concerns were positively related to psychological distress in both groups.

**Hocking & Lochman (2003)** examined the literature on psychosocial factors associated with adjustment to sickle cell disease and insulin-dependent diabetes mellitus
in children through the framework of the transactional stress and coping (TSC) model. The transactional stress and coping model views adaptation to a childhood chronic illness as mediated by several psychosocial factors. This review examines the utility of the model in explaining adjustment in two different childhood diseases, identifies needed research and intervention targets, as well as highlights potential changes to the model. The major conclusions of this review suggest that, in addition to child-specific factors, family functioning is an area that interventions should address in sickle cell disease and insulin-dependent diabetes mellitus.

**Brennan, Christopher & Karen (2004)** examined the influence of congruence between partners perceived infertility related stress, and its impacts on depression and marital adjustment in infertile men and women. Couples belong to infertility treatments at a University affiliated teaching hospital. Fertility Problem Inventory FPI, the Beck Depression Inventory BDI, and the Dyadic Adjustment Scale DAS have been completed by couples. Results of study provided that the couples who understanding equal levels of social infertility stress reported higher levels of marital adjustment compared with couples who perceived the stress differently. Whereas, women in couples who felt a similar need for parenthood reported significantly higher levels of marital satisfaction, compared with women in couples where the males reported a greater need for parenthood. Moreover, there is no related between couple incongruence and depression in males. In addition, there is related between incongruence over relationship concerns and need for parenthood in favor of female depression.

**Crystal Park & Juliane Fenster (2004)** Stress Related Growth: Predictors of Occurrence and Correlates with Psychological Adjustment. Ninety-four college students completed measures of personal resources and adjustment. Six months later, they completed a second set of measures that also included questions about their most stressful experience in the past six months as well as cognitive processing, coping, and growth related to the stressor. Results suggested that specific coping processes (resources,
appraisals, and coping activities) and, to a lesser extent, cognitive processing, were related to growth. Stress-related growth predicted increases in personal resources and positive states of mind, but was unrelated to depressive symptoms. Implications for future research and potential clinical applications are discussed.

**Gutman, Vonnie & Tokoyawa (2005)** tested the financial strain, neighborhood stress, parenting behavior, and adolescent adjustment. The sample consisted of 305 African American families living in inner city neighborhoods. Of the families, 40% were living at or below the U.S. poverty threshold. The primary caregiver and a focal adolescent (mean age 13.5 years) were interviewed separately in each family. The results indicated that the income-to-need ratio was significantly related to financial strain and neighborhood stress, both of which were positively associated with psychological distress in parents. Parent psychological distress was positively related to more negative and less positive parent–adolescent relations, which predicted a lower positive and higher negative adjustment in adolescents. The results extend previous findings by demonstrating that neighborhood characteristics are an important mediator between economic hardship and parent and adolescent behaviors.

**Hampel & Petermann (2006)** investigated the age and gender effects on perceived interpersonal stress, coping with interpersonal stressors, and adjustment among early and middle adolescents. Moreover, the associations of perceived stress and coping with adjustment were examined. Total sample were 286 Austrian adolescents aged 10 to 14 years who attended the fifth to seventh grade. Self report data on perceived stress, coping, as well as emotional and behavioral problems, were assessed. Results of this study indicate that Fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a higher amount of perceived interpersonal stress and used more social support. Furthermore, girls scored higher on
maladaptive coping strategies and emotional distress and scored lower on distraction than boys.

Emotion-focused and Problem-focused coping were negatively related to behavioral and emotional problems, while perceived stress and maladaptive coping was positively associated with adjustment problems. The relations were stronger in female than in male adolescents. The evaluating multidimensional coping patterns are supported. Particularly, implementation of primary preventive programs during late childhood is suggested. All rights reserved.

**Andreas Maerckera, Simon Forstmeiera, Anuschka Enzlera, Gabriela Krüsia, Edith Hörlera, Christine Maiera & Ulrike Ehlerth (2007)** Explored the adjustment disorders as stress response syndromes: a new diagnostic concept and its exploration in a medical sample, the total of study sample was 160 mean age 63 years, results of this study indicated that the items tapping the individual symptoms meet psychometric requirements for diagnostic applications. Whereas, the diagnostic algorithm chosen indicates a 17% prevalence of AD in the sample, moreover the subtype most commonly diagnosed is AD with mixed emotional features (41%). In a subsample, diagnostic sensitivity was 0.58 and specificity 0.81 in relation to traditional AD cases diagnosed by the Structured Clinical Interview for DSM-IV. By applying the most strongly conservative exclusion rule analogous to the Structured Clinical Interview for DSM-IV, the AD prevalence was reduced to 9%.

**Laura Friedlander, Graham Reid, Naomi Shupak & Robert Cribbie (2007)** explored the joint effects of stress, social support, and self esteem on adjustment to university. The total samples were 115 First-year undergraduate students, spss package have been used to analysis the data where multiple regressions predicting adjustment to university from perceived family social support, stress, and self-esteem were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved overall,
academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment. Results are discussed with respect to potential mechanisms through which support and self-esteem may operate.

Akbar Hussain, Ashutosh Kumar & Abid Husain (2008) examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Suldo, Shannon M.; Shaunessy, Elizabeth; Thalji, Amanda; Michalowski, Jessica & Shaffer, Emily (2009) investigated the environmental stressors and adjustment of 162 students participating in the IB program and a comparison sample of 157 students in general education. Factor analysis indicated students experience 7 primary categories of stressors, which were examined in relation to students' adjustment specific to academic and psychological functioning. The primary sources of stress experienced by IB students were related to academic requirements. In contrast, students in the general education program indicated higher levels of stressors associated with parent-child relations, academic struggles, conflict within family, and peer relations, as well as role transitions and societal problems. Comparisons of correlations between
categories of stressors and students' adjustment by curriculum group reveal that students in the IB program reported more symptoms of psychopathology and reduced academic functioning as they experienced higher levels of stress, particularly stressors associated with academic requirements, transitions and societal problems, academic struggles, and extra-curricular activities. Applied implications stem from findings suggesting that students in college preparatory programs are more likely to (a) experience elevated stress related to academic demands as opposed to more typical adolescent concerns, and (b) manifest worse outcomes in the face of stress.

Fatima Nihal Otlu (2010) investigated the role of gender, acculturative stress, coping skills, cultural distance, and perceived social support in predicting college adjustment scores of international students who attend universities in Ankara. The sample of the study consisted of 170 (135 males and 35 females) volunteered international students from one private and four state universities in Ankara. A Personal Data Sheet developed by the researcher, Student Adaptation to College Questionnaire (Baker & Siryk, 1984), Acculturative Stress Scale for International Students (Sandhu & Asrabadi, 1994), Brief cope (Carver, 1997), Cultural Distance Scale (Bektağ, 2004), and the Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet, & Farley, 1988) were used to collect data.

Hierarchical multiple regression analysis was conducted to analyze data. The results of the analysis revealed that acculturative stress, positive coping skills, and cultural distance were significant predictors of college adjustment scores of international students while gender, negative coping skills, passive coping skills, and perceived social support were not. All predictor variables explained 9.8% of the total variance in college adjustment scores. The study results demonstrated that international students who have low acculturative stress, low perceived cultural distance and high use of positive coping skills were better adjusted to college.
2.2 STUDIES OF STRESS RELATED TO COPING STRATEGIES

Lightsey, Owen Richard, Jr. Hulsey & Duncan (2000) investigated whether coping styles moderated the relationship between (a) impulsivity and stress and, (b) stress and gambling behavior and tested whether impulsive persons who use avoidant or emotion focused coping under high stress conditions are most likely to gamble. Among 202 university student volunteers, 33% of men but only 3% of women reported problem or pathological gambling, and neither stress impulsiveness, nor coping predicted gambling among women. Among men, impulsiveness, task coping, and emotion coping accounted for significant and unique variance in gambling. For higher task coping and lower emotion focused coping, impulsiveness had a weaker relationship to gambling. Additionally, among non impulsive men, emotion focused coping in high stress conditions was most likely to result in gambling.

Sinha, Birendra, Willson, Leanne, Watson & David (2000) Identified of stress and coping among 198 students in India and 344 in Canada all Students aged 16-25 years were compared with respect to stress, coping, and selected psychosocial variables namely, locus of control, self esteem, life orientation, optimism, pessimism, and social support. The two main hypotheses postulated that, compared to the Canadian students, Indian students would experience more stress and would prefer emotion focused coping strategies for dealing with stress. It was also predicted that the Indian students would have an external locus of control, low self esteem, pessimistic life orientation, and greater social support satisfaction. The results reveal instead that the Indian students report less stress than the Canadian students and prefer emotion focused coping strategies. The Indian students score higher on chance control, but are similar to the Canadian students on powerful others and internal control. The Indian students are less satisfied with social support than are their Canadian counterparts.
Bruce E.; Connor Smith, Jennifer K.; Saltzman, Heidi; Thomsen, Alexandria Harding; Wadsworth & Martha E. (2001) Defined of coping are considered, and the relationship between coping and other aspects of responses to stress. Questionnaire, interview, and observation measures of child and adolescent coping are evaluated with regard to reliability and validity. Studies of the association of coping with symptoms of psychopathology and social and academic competence are reviewed. Initial progress has been made in the conceptualization and measurement of coping, and substantial evidence has accumulated on the association between coping and adjustment. Problems still remain in the conceptualization and measurement of coping in young people, however, and aspects of the development and correlates of coping remain to be identified. An agenda for future research on child–adolescent coping is outlined.

Sami Abdel Qawi (2002) studied the coping strategist of dealing with the stress and manifestations of depression in United Arab Emirate University. The sample consisted of 234 students, academics, and resulted that females are more depressed, and are using methods directed emotional they manage with stress, was also found that the low degree of depression using the methods of reverse oriented high class problem, and use many methods to deal emotionally oriented can predict many of the manifestations of depression.

Der Bank & Marita (2002) proposed that personality disposition, coping, stress and expatriates' motivation for accepting the assignment can predict three criteria of expatriate success, namely (a) the desire to terminate the assignment, (b) performance, and (c) the cross-cultural adjustment of expatriates. The study population consisted of 95 expatriates from eight multi-national organizations. The research method for each of the three articles consists of a brief literature review and an empirical study. A cross-sectional survey design was used to achieve the research objectives. Descriptive statistics (e.g., means, standard deviations, skewness and kurtosis) were used to analyses the data. Cronbach alpha coefficients and exploratory factor analysis were used to assess the
reliability and validity of the measuring instruments, and multiple regression analyses was conducted to determine the percentage of the variance in the dependent variables that is predicted by the independent variables, the Neo-Personality Inventory Revised, Work Locus of Control Scale, Expatriate Stress Inventory, a biographical questionnaire, which included expatriates' motivation for accepting the assignment (independent variables) and expatriates' cross-cultural adjustment. Their desire to terminate the assignment and their performance (dependent variables) were administered.

The results showed that external locus of control is related to avoidance. Avoidance coping of expatriates' was best predicted by an external locus of control and approach coping of expatriates' was best predicted by an internal locus of control. The results showed that expatriates' desire to terminate the assignment is related to their cross-cultural adjustment and that personality dimensions are related to their cross-cultural adjustment and their desire to terminate the assignment. Personality dimensions explained 12% of the variance in expatriates' cross-cultural adjustment. Assertiveness and cross-cultural adjustment explained 17% of expatriates' desire to terminate the assignment. The results showed that cultural stress explained 17% of the variance in expatriates' cross-cultural adjustment. Assertiveness and cross-cultural adjustment explained 28% of expatriates' desire to terminate the assignment and extrinsic motivation explained 20% of expatriates' performance.

Lo Ruth (2002) investigated the perception and sources of stress, coping mechanisms used, and self esteem in nursing students during three years of their undergraduate nursing programmer, the sample consisted of a cohort of nursing students going through three years of a nursing programmer. The method was a descriptive correlational design. The questionnaire consisted of demographic data, the General Health Questionnaire GHQ-12, Self esteem Scale, and the modified Ways of Coping Scale. Data were analyzed using frequency distributions, content analysis, and measures of correlation. Results indicated that students in year one experienced significantly less
transient stress as compared with year two, students in year three had more positive self esteem than year two students. There were no significant differences with regard to chronic stress, avoidance and proactive coping, and negative self esteem. Chronic and transient stresses, as measured by GHQ, were significantly correlated \((p < 0.01)\) with avoidance coping behaviors, and negative self esteem. Positive self esteem was significantly correlated \((P < 0.01)\) with proactive coping behaviors. The four main stressors in the last three years for this cohort of students, in descending order are nursing studies, finance, family and health. They coped by using both problem focused and emotion focused coping skills. There is a need to review the nursing curriculum and evaluate what impacts on students' stress levels, and also introduce strategies to reduce the stress levels of nursing students.

But time spent relaxed was remembered as significantly shorter than time spent in the control activity \(F_{2,108} = (9.88, \ p <.01)\). Stress led to increases in subjective to objective time ratio \(T_{37} = (2.34, \ p <.05)\), and time following a period of stress was reported to pass quickly. Attention to the present was related to lower reported distress, whereas attention to the past was positively correlated with self-reported distress. These data imply that changes in time perception may reflect changes in experiences of stress or relaxation. Also, interventions to increase focus of attention on the present may be helpful to reduce distress.

**Matud, M Pilar (2004)** studied the effect of gender differences in stress and coping styles, during surveyed of 1566 women and 1250 men, rating age between 18 to 65 years old with respect of different sociodemographic characteristics. The study results provided that the men scored significantly less than the women in chronic stress and minor daily stressors. While there is no significant difference in the number of life events experienced in the previous two years, the women reported their life events as more negative and less controllable than the men. In addition, there are significantly difference between women and men in emotional and avoidance coping styles in favor of women,
Unlike on rational and detachment coping. And the women reported significantly higher than the men on somatic symptoms and psychological distress. Moreover, the men were found to have more emotional inhibition than the women and the effect sizes are low.

**Babar, Nawaz, Khan & Khan (2004)** Evaluating the perception of stress amongst medical students and their coping strategies, a cross sectional study using a semi-structured self-administered questionnaire was carried out over few weeks. The sample was 264 students. Considerable majority 490% think that they have been stressed at one time or another. Inability to helplessness, cope, increased stress, mental tension and too much workload are ‘stress factors’ for students. A Ninety-four percent 94% of males have experienced stress; the senior students of the fourth and final year feel more stressed 95% and 98% respectively. Low moods, inability to concentrate, loss of temper are most common symptoms. Females report more symptoms.

Academics and exams are the most powerful stressors, sports, music, hanging out with friends, sleeping or going into isolation are various coping mechanisms. Stress can affect the academic performance. If needed, students prefer to talk to a peer. They need better counseling facilities and improvement in student and teacher relationship. The prevalence of perceived stress seems to be high among medical students, which tends to affect not only their academic performances but also of health. More leisure time activities, better interaction with the faculty and proper guidance, advisory services and peer counseling at the campus could do a lot to reduce the stress.

**Marinos Themistocleous & Zahir Irani (2004)** examined whether coping and affect both negative and positive influence adjustment anxiety, depression and stress among Information Technology students. Total sample was 100 Information Technology students from Australia completed questionnaires which contained measures for adjustment, affect state, and coping strategies. The use of hierarchical regression analyses demonstrated that specific individual characteristics influenced the adjustment of the Information Technology students. Information technology students who engaged in
a more problem focused style of coping, such as active coping were found to be better adjusted than those who engaged in a more emotion focused styles of coping, such as cognitive avoidance coping, social coping, accepting responsibility, and self controlling coping. This study find out that the adjustment of Information Technology students is influenced by the types of coping strategies they use, specific individual demographics, and their Affect state.

Deniz (2006) examined the relationships among styles of coping with stress, decision self esteem, decision making styles and life satisfaction the sample consisted of 492 universities students. Life satisfaction was found to be positively correlated to problem focused coping and seeking social support. It was also found that life satisfaction is significantly correlated to decision self esteem and all decision making styles vigilance, buck passing, procrastination, and hyper-vigilance, In addition, significant relationships were found among coping with stress, decision self esteem and decision making styles.

Nader Fahmi Zeuod (2006) studied the coping strategies of stress among students in Qatar university, the variable was gender, level of study, academic achievement, specialization, nationality, and the impact of these in coping strategies, the researcher has use stress scale, the sample was 284 students, 144 male and 140 female were selected randomly, The study found that the most common strategies used by the students is to think positive and recourse of Allah, venting emotional, and showed no statistically significant differences in the strategies to deal with the stress due to the variable of gender, nationality, faculty, academic achievement, and level of study.

Hampel & Petermann (2004) investigated the perceived stress, coping, and adjustment in adolescents. The total sample was 286 Austrian adolescents aged between 10 - 14 years, who attended the fifth to seventh grade. Fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a
higher amount of perceived interpersonal stress and used more social support. Additionally, girls scored higher on maladaptive coping strategies and emotional distress and scored lower on distraction than boys. Problem-focused and emotion-focused coping were negatively related to emotional and behavioral problems, whereas perceived stress and maladaptive coping was positively associated with adjustment problems. These relations were stronger in female than in male adolescents.

Rachael Dyson & Kimberly Renk (2006) studied the relationships among femininity and masculinity, depressive symptomatology, levels of stress, and the types of coping strategies used by college fresh students. Results suggest that these variables were related uniquely for first year college students. Femininity and Masculinity significantly predicted problem focused coping, and femininity significantly predicted emotion focused coping. Moreover the levels of family and college stress informed by college students, as well as their endorsement of avoidant coping, significantly predicted their levels of depressive symptoms. Results of the study recommended that understanding the relationships among the gender role, the levels of depressive symptomatology, and the levels of stress exhibited by college freshmen may be important in facilitating their transition and adjustment to university life.

Chandrasekhar Sreeramareddy, Pathiyil Shankar, VSBinu, Chiranjoy Mukjopadhyay, Biswabina Ray & Ritesh Menezes (2007) focused on the prevalence of psychological morbidity, sources and severity of stress and coping strategies among medical students in our integrated problem stimulated undergraduate medical curriculum. A cross sectional, questionnaire based survey was carried out among the undergraduate medical students of Manipal College of Medical Sciences, Pokhara, Nepal. The psychological morbidity was assessed using General Health questionnaire. A 24 item questionnaire was used to assess sources of stress and their severity. Coping strategies adopted was assessed using brief cope inventory.
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The overall response rate was 75.8%, 407 out of 525 students. The overall prevalence of psychological morbidity was 20.9% and was higher among students of basic sciences, Indian nationality and whose parents were medical doctors. By logistic regression analysis, GHQ caserne was associated with occurrence of academic and health related stressors. The most common sources of stress were related to academic and psychosocial concerns. The most important and severe sources of stress were staying in hostel, high parental expectations, vastness of syllabus, exams, lack of time and facilities for entertainment.

The students generally used active coping strategies and alcohol; drug was a least used coping strategy. The coping strategies commonly used by students in our institution were positive reframing, planning, acceptance, active coping, self distraction and emotional support. The coping strategies showed variation by GHQ casernes, year of study, gender and parents' occupation. The higher level of psychological morbidity warrants need for interventions like social and psychological support to improve the quality of life for these medical students. Student advisors and counselors may train students about stress management. A prospective study is necessary to study the association of psychological morbidity with demographic variables, sources of stress and coping strategies.

Crockett, Iturbide, Torres, McGinley, Raffaelli & Carlo (2007) explored the relations between acculturative stress and psychological functioning, as well as the protective role of social support and coping style, in a sample of 148 Mexican American college students (67% female, 33% male; mean age = 23.05 years, SD = 3.33). In vicariate analyses, acculturative stress was associated with higher levels of anxiety and depressive symptoms. Moreover, active coping was associated with better adjustment (lower depression), whereas avoidant coping predicted poorer adjustment (higher levels of depression and anxiety). Tests of interaction effects indicated that parental support and active coping buffered the effects of high acculturative stress on anxiety symptoms and
depressive symptoms. In addition, peer support moderated the relation between acculturative stress and anxiety symptoms. Implications for reducing the effects of acculturative stress among Mexican American college students are discussed.

**Biscomb Devonport & Lane (2008)** studied the sources of stress and use of coping strategies amongst Higher Education lecturers. The researcher had interviewed 10 lecturers reported experiencing a wide range of stressors, briefed by organizational stress, subject-linked stress, and non-organizational stress. The lectures are described examples of stress resulting from an unbalanced workload, often exacerbated by insufficient time allowance for task completion. All participants identified 19 coping strategies used to manage stress. Results suggest that interventions designed to reduce stress should request to increase the use of preventative and proactive coping strategies, thus reducing the need for reactive coping.

**Jayashree nayak & Susheela P.Sawahk (2008)** investigated of factors influencing stress and coping strategies was conducted on a random sample of 200 (100) male and (100) degree college teachers of Dharwad city. Questionnaire for Demographic characteristic and Coping Strategies were used along with Employment Organization Sources of Stressors scale Telaprolu and George 2005. Frequency, percentage, t-test, correlation and step wise regression were used for analysis. The factors that caused stress always were mainly due to the interference of the employment organizational responsibilities with their family organizational role, lack of their involvement in decision making that reduced their responsibilities and the participatory model in their organizational set up which enhanced their responsibilities to the point of exhaustion. Majority of the teachers revealed that stress was basically due to their laziness and also they were happy with fewer responsibilities.

The overall results of stress level revealed that, higher percentage of teachers was in low stress category. Gender wise significant difference observe in case of personal development stressor and inter-personal relation stressors, while it was no significant in
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case of work, role and organizational climate stressors Age was the influencing factor on the total stressors which was statistically highly significant. Keeping ready well ahead, taking rest, avoiding strenuous posture, taking balanced diet, walking, using sleeping pills and hot water therapy were practiced by the teachers when they were physically stressed. Offering prayer, positive thinking, working in-group, avoiding painful reminders, delegating the tasks and listening songs were practiced when they were mentally stressed. There was no significant gender difference found with respect to physical stress management where as it was significant in.

Celin Chioma & Weng Asuzu (2009) investigated the influence of shift duty and stress coping strategies among nurses in the university college hospital in Nigeria. The total sample was 166 students working in various wards. Shift duty was reported as stressful by (47.6%) of the nurses studied. Whereas the various stress coping responses were identified which were largely based on planning. Also there are no significant influence between nurse on the base of their age and seniority. The positive coping styles correlated negatively with the negative ones but the negative correlations were significant in only two instances namely between planning and denial (P<0.01) and between positive interpretations and growth and alcohol – drug disengagement (P<0.05) Stress coping responses of nurses were largely based on planning and active coping.

Brougham, Zail, Christy, Mendoza, Celeste, Miller & Janine R. (2009) studied the sources of stress academics, financial, family, social, and daily hassles. Also coping strategies self-help, approach, accommodation, avoidance, and self punishment of 166 college students were examined. The relationship between sex, specific sources of stress, and coping strategies was also investigated. Students completed a stress assessment inventory and a stress coping inventory based on a 5-factor revised COPE model (Zuckerman and Gagne Journal of Research in Personality, 37:169–204, 2003). Results found that college women reported a higher overall level of stress and greater use of emotion-focused coping strategies than college men. College men and women also
reported different coping strategies for different stressors; however the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women. These results have implications for designing stress reduction workshops that build on the existing adaptive emotion-focused strategies of college students.

Redhwan, Sami, Karim, Chan & Zaleha (2009) explored the associated factors related to causes of stress and coping strategies among university students. As a focus group discussion, it was universal sampling, conducted among 39 of Medical Science and Biomedicine students on their second semester from Management and Science University (MSU), Shah Alam, Malaysia. Three issues were discussed: firstly, how they define the stress; secondly, what the most important causes of stress in their life are; and thirdly, how they cope with stress. Verbal consent was obtained from all participants. Due to the small sample size, the data was analyzed manually. Results: Total of participants was 39 students, their age ranged from 21 to 26 years. Seventeen (43.6%) of the students were 21 years old and the majority were female 31 (79.5%). The most important causes of stress reported by the students were financial, lack of sleep, and family problems. In terms of coping with stress, the students were able to describe a variety of strategies to cope with their stressful situations. These included counseling services, doing meditation, sharing of problems, getting adequate sleep, and going out with friends.

Elzubeir, Magzoub & Elzubeir (2010) provided a systematic review of studies reporting on stress, anxiety and coping among Arab medical students and to identify implications for future research Pub Med was searched to identify peer reviewed English language studies published between January 1998 and October 2009 reporting on stress and coping among undergraduate Arab medical students. Search strategy used combinations of the terms Arab medical student, stress, PBL, psychological distress, depression, anxiety and coping strategies. Demographic information on defendants, Tool used, spread, data and statistically significant associations were extractive.
The search identified 8 articles that met the specified inclusion criteria. Within the limited range of Arab medical students studied, studies suggest these students have a high prevalence of perceived stress, depression and anxiety, with levels of perceived stress as high as those reported in the international literature for medical students of other regions of the world. Limited data were available regarding coping strategies, the impact of stress on academic performance and attrition among Arab students. No data were available regarding the impact of problem based learning on stress and coping. The existing literature confirms that stress, depression and anxiety are common among Arab medical students, as for students elsewhere. Little is known about the contribution of different curricula approaches to perceived stress and what coping.

**Rukhsana Kausar & Graham Powell (2011)** explored the coping levels and psychological distress experienced by careers, in relation to the post-onset personality and physical changes in patients with neurological disorders. The sample of the study was 112 careers a close relative or a friend of patients. Estimate of the careers was carried out 4-18 months after the onset of neurological disorders in the patients. Coping was assessed using the "ways of coping questionnaire". Psychological distress in careers was measured in terms of the subjective burden, anxiety and depression they experience. The Leeds' scales for anxiety and depression, and a 10 point rating scale were used to measure subjective burden in careers. Data were analyzed using t-test analysis, correlation and regression analyses. It was found that careers experienced an enormous amount of psychological distress. Those careers who were more dependent on emotion-focused coping styles reported greater distress as compared to those who depended more on problem-focused strategies. These findings have important implications from the point of view of rehabilitation as well as that of community care.

**Rajesh Kumar, Nancy Chew (2011)** assessed stress level and coping strategies among nursing students. A descriptive study was conducted in a private nursing institute of Punjab affiliated with Baba Farid University of Health sciences, Faridkot, total of 180
students participated in the study. Perceived Stress Scale -14 (PSS-14) was used to assess stress level and ACOPE was used to identify the coping strategies. Results of the study revealed that 34% students were having moderate stress and 33% each were having mild and severe stress. Class of the students and their courses were found to be significantly associated with the stress level of nursing students. Majority of subjects tend to use more of healthy coping strategies as compared to negative or un-healthy ones. "Seeking diversion" is the most common and "Seeking professional support" is the least common coping strategy identified in nursing students.

**Welle & Graf (2011)** surveyed the effectiveness of lifestyle habits and coping strategies on stress tolerance among college students, specific to race and gender. The total sample were 459 College students, completed a stress inventory, which was comprised of three established surveys of stressors, symptoms and coping strategies. Stress tolerance ratios (STRs) were calculated, and subjects divided into high or low stress tolerance groups. Statistical differences were determined by chi-square estimates and odds ratio calculations (95%CI).

Results of the study indicate that the Seven lifestyle coping factors (out of 20) were significantly associated with high stress tolerance (HST) for males, 13 for females, and five were commonly shared (P<0.05). Whites had 13 significantly factors associated with HST while blacks had only three (P<0.05).

**Kho Soon Jye & Dahlia Zawawi (2012)** explored the associated factors related to causes of stress and coping strategies among post graduate students. A quantitative research was carried out and the samples were the MBA students in a renowned business school in Malaysia. Total participants were 150 students, with 37.3% male and 62.7% female. The three major sources of stress among students were identified as academic related stress, time related stress and social/environmental related stress. The results suggested that the major stressor among these students was indeed the academic related stress. In addition, among the four coping strategies studied, it was discovered that active
problem coping was the most applied by many. From the findings of the study, it also showed that race had no significant relationships with the stressors and coping strategies. This study contributed both to the academics and the education industry. For the former, the study has managed to provide further understanding on the issue of stress particularly among MBA students. Simultaneously, the same understanding is also beneficial practically for business schools in their efforts to create a good and challenging environment to enhance students’ learning.

2.2 STUDIES OF COPING STRATEGIES RELATED TO ADJUSTMENT

**Pancer, Hansberger, Pratt & Alisat (2000)** explored how perceptions of social support changed across time during the first semester of university, and how social support, coping strategies, and adjustment were interrelated among 390 first-year students in Beijing, China. Results indicated that overall levels of social support among students did not change significantly across the first term, but that support from different sources (parents, peers, teachers, siblings) showed distinctive patterns of change. Support was positively related to adjustment and to coping skills in a dynamic way, and an integrative structural equations model showed that the role of social support operated both directly in relation to adjustment and indirectly through its relations to coping styles.

**Colleen Ward, Yutaka Okura, Antony Kennedy & Takahiro Kojima (2001)** examined the relationship between coping styles and adjustment with 113 British expatriates living in Singapore. The Coping Humor and COPE scales were used to measure coping styles and to predict psychological adjustment. Higher order factor analysis of the cope resulted in four factors: Approach, Avoidance, Acceptance and Social Support. Stepwise regression revealed that Avoidance $\beta = .40$, Coping Humor $\beta = 0.24$ and Approach ($\beta = -.19$) emerged as significant predictors of depression $R = .33$.

**Tamres Janicki & Helgeson (2002)** examined sex difference in coping in meta-analytic review and an examination of relative coping; results indicated that the Women
were more likely than men to engage in most coping strategies. The strongest effects showed that women were more likely to use strategies that involved verbal expressions to others or the self-to seek emotional support, ruminate about problems, and use positive self-talk. These sex differences were consistent across studies, supporting a dispositional level hypothesis. Other sex differences were dependent on the nature of the stressor, supporting role constraint theory. We also examined whether stressor appraisal (i.e., women's tendencies to appraise stressors as more severe) accounted for sex differences in coping. We found some support for this idea. To circumvent this issue, we provide some data on relative coping. These data demonstrate that sex differences in relative coping are more in line with our intuitions about the differences in the ways men and women cope with distress.

**Mana Tuna (2003)** investigated the differences in the effects of different coping strategies on different dimensions of university adjustment of the first-year students in Turkey and in the United States. Three questionnaires have been used to generated the data student adaptation to college questionnaire (SACQ), Brief Cope, and Demographic Sheet (DS) from 1143 first year university students from Turkey \( n = 695 \) and U.S.A \( n = 448 \). Multiple hierarchical regression analysis was then carried out to examine the cultural differences in coping strategies self distraction, active coping, denial, substance use, using emotional support, behavioral disengagement, positive reframing, planning, humor, and religion as predictors of overall and four dimensions of university adjustment, namely, academic adjustment, social adjustment, personal/emotional adjustment, and goal commitment/institutional attachment. The study results provided that there were cross-cultural differences in the effects of behavioral disengagement on social adjustment, goal commitment/institutional attachment, and overall adjustment. Whereas, there are differences in effects of religion and positive reframing on personal/emotional and overall adjustment, and effect of active coping was point out to be significantly different on academic adjustment of first year students from Turkey and the United States of America.
Marita McCabe, Suzanne McKern & Elizabeth McDonald (2004) studied the coping and adjustment among people with multiple sclerosis (MS), and define the different in these areas from general population people. also evaluated the duration of illness and the role of severity as well as levels of social support on coping style and adjustment, the total sample were 101 men and 190 women from general population, In addition to 144 men and 237 woman with MS. Results of this study showed that people with MS specially woman were more probable to credence coping styles related to seeking support, explain the poverty levels of adjustment, and problem solving, and on all dimensions. Whereas, According a wishful thinking coping style, as well as a lack of failure to seek social support, or problem-focused coping, for both men and women with MS was also more probable to be associated with poorer psychological adjustment. Levels of health weakness were only minimally related to psychological adjustment, especially for men.

Woby Watson , & Roach Urmston (2005) Examined whether coping strategy use predicted levels of adjustment in chronic low back pain after controlling for the influence of catastrophic thinking and self-efficacy for pain control. The total sample was 84 patients with chronic low back pain completed the coping strategies questionnaire, a pain VAS and the Roland disability questionnaire. To derive composite measures of coping, the coping strategies questionnaire subscales, excluding the Catastrophizing subscale and 2 single-item scales, were entered into a principal components analysis. The extent to which scores on the coping measures predicted levels of adjustment after controlling for catastrophic thinking Catastrophizing subscale and self-efficacy for pain control 2 single-item scales was explored using sequential multiple regression analysis. Results of this study indicate that two coping dimensions emerged from the principal components analysis, which were labeled Distraction and Praying or Hoping, and Denial of Pain and Persistence. Scores obtained on these coping measures explained an additional 5% and 13% of the variance in pain intensity and disability, respectively. Interestingly, however, the scores on the coping measures did not predict
Chapter Two: Literature Review

pain intensity or disability after controlling for the influence of catastrophic thinking and self-efficacy for pain control.

Schroevers Kraaij & Garnefski (2007) investigated the goal disturbance, cognitive coping strategies, and adjustment to different types of stressful life event, and focused on (a) the relationships among goal disturbance, cognitive coping strategies, and depressive symptoms; (b) differences across events in the relationships between cognitive coping strategies and depressive symptoms, and (c) divergences in goal disturbance, cognitive coping strategies, and depressive symptoms across different types of stressful event. The total samples of 132 college students are completed a questionnaire. These events were categorized into four different types of event. Moreover, depressive symptoms were measured. Results of this study provided that there is significant differences across events in the use of certain cognitive coping strategies. Regression analyses have been used and pointed that there is significant relationships between cognitive coping strategies and depressive symptoms. While, these relationships between cognitive coping strategies and depressive symptoms were rather consistent across the four types of event, implications for developing interventions that help people to deal with stress and attain their personal goals are discussed.

Lauren Herrmann (2007) explored existing literature by examining college freshman's overall adjustment to college as a function of optimism, choice of coping strategies, and parental attachment. 150 college freshmen completed a self-report questionnaire packet including the Life Orientation Test-Revised (LOT-R), The Brief COPE, the Parental Attachment Questionnaire (PAQ), and the Student Adaptation to College Questionnaire (SACQ). The study showed that persons identified as optimistic, with secure parental attachment, also were identified as having successful adjustment to college. The use of active coping methods also were found to be related to a successful adjustment to college, while avoidant coping methods were related to less successful college adjustment.
Ali Habayeb & Jamal Abu-Maraq (2008) examined the reality of adjustment in social, educational, emotional and discipline wise dimensions on the part of An-Najah National University students in Palestine. It also aimed at reaching the difference in the adjustment reality and the interaction amongst its variables, namely, college, gender, major change and lodging in the university environment. To realize objectives of study, the researchers have used the adjustment to university questionnaire prepared by Jamal Alleil, 1993. The sample of study was 845 students, 346 male and 499 female in the second semester 2007/2008. One finding of the study was that the adjustment reality, across the four dimensions, was positive first came the social dimension 74.8% and emotional 56.47% third was the discipline factor 54.80% and last, educational/academic study 51.53%.

Another finding was that there were no statistically significant differences in the adjustment reality across the social, educational and discipline dimensions in regard to the college variable. But differences were found in the emotional domain to the advantage of humanities faculties. No differences, however, were found in the social and emotional domains in relation to the gender variable. Notwithstanding, there were differences in the educational and discipline dimensions in relation to the gender factor to the advantage of males in discipline and to females in the educational. Another finding was that there were no differences in the discipline dimension in relation to change of major variable. However, statistically significant differences were found the social, educational and emotional level, in relation to change of major at variable to the advantage of students who did not change their major. Results also showed no differences in the lodging variable in the emotional and discipline dimensions, but differences in the social and educational levels were in favor of students who lodged near campus.

Zimmermann, Beveridge, Wang & Zhu. (2008) founded the Adjustment to college is critical for academic success. Lack college adjustment correlates with poor academic performance, low graduation rates, and poor success later in life. Limited data
are available on the effects of inflammatory bowel disease IBD on college adjustment. We hypothesize that disease activity negatively impacts on QOL, and adversely affects college adjustment, Undergraduate students 6 Chronics disease, 12 ulcerative colitis and 19 healthy controls completed a standardized college adjustment survey SACQ and QOL instrument SF-12. Where appropriate, disease specific activity and QOL indices were obtained HBI, SCCAI, and SIBDQ.

There was an inverse correlation between disease activity and college adjustment in CD and UC R = -0.6554, p = 0.0032. IBD students had lower physical QOL SF-12 than controls p = 0.0009. Emotional domain of college adjustment correlated best with SIBDQ R = 0.8228, p < 0.0001, and correlated better in CD (R = 0.8619) than UC (R = 0.7946). Mental QOL SF-12 was worse in CD than UC (p = 0.0211), but neither differed from controls (p = 0.4, p = 0.6) Students with active chronics and colitis adjust less well to college life. Physical and emotional factors likely contribute. More aggressive medical therapy and better emotional support before and during college may result in happier and healthier college students, leading to higher graduation rates and future success. Interventions resulting in better disease control and support systems may improve college performance and provide long term benefits to young adults with IBD.

Maria Chong Abdullah, Habibah Elias, Jegak Uli & Rahil Mahyuddin (2010) explored the relationship between coping and university adjustment and academic achievement amongst first year undergraduates in a Malaysian public university, sample of study was 250 first year undergraduate students from Malaysian public university. The results of the study provided that the there is a positive significant relationship between coping and their overall university adjustment, social adjustment, academic adjustment, personal-emotional adjustment, students’ attachment to the university, and academic achievement students. Moreover, the study presented that throughout a period of one semester, students’ overall adjustment and academic achievement was found to be significantly predicted by their coping strategies.
Yiqun Gan Yueqin & Yiwen Zhang (2010) compared the relative importance of proactive coping and preventive coping in the adjustment to university life among 403 freshmen at a Chinese university and evaluated the function of proactive coping in the stress process. Participants completed the Future Oriented Coping Inventory (Gan, Yang, Zhou, & Zhang, 2007), the Student-Life Stress Inventory (Gadzella, 1994), and the College Maladjustment Scale (Kleinmuntz, 1960). Bolger and Zuckerman’s (1995) differential exposure model of personality was borrowed to examine whether the students were exposed to different levels of current stress and to explore the impact of stress on maladjustment. The results suggest that stress has a mediating effect between proactive coping and maladjustment but not between preventive coping and maladjustment. The results also suggest that only proactive coping plays an important role in university adjustment, and proactive coping is a dispositional trait rather than a coping strategy.

Hong Ji & Lei Zhang (2011) investigated the mental stresses of college students and argue that there are four sources of stresses, namely employment situations, study conditions, personal factors, and economic conditions. It shows a significant positive correlation between employment situations and mental stresses of college students, and a positive correlation between study conditions and mental stresses. Although there is a positive correlation between economic conditions, personal factors and mental stresses respectively, the differences are very prominent for individuals.

Francisco Rodriguez (2012) estimate of coping strategies and adjustment in children, based on four types of stressors school, family, peer interaction and health, whence of changes coping, school, stress, and social and clinical maladjustment, the sample were 402 students their age between 9 to 12 years. The study results presented that the coping variable with ACS, also stress and clinical maladjustment predict, with different effect, and the coping strategies appointed by children.

Jordan Picken (2012) surveyed the coping strategies, adjustment and well being of male inmates in the prison environment, the research area of imprisonment and its
effects on inmates has had a long and complex history over the past decades, with researchers having varying opinions. Early researchers suggested that imprisonment had negative psychological and physical effects on its inmates, leading to psychological deterioration. More recent research, on the other hand, has suggested that imprisonment is not as detrimental as first thought. This review aims to provide an overview of the coping strategies, adjustment and well being of male inmates in the prison environment. Additionally, a systematic review methodology is adopted to examine the relationships between coping strategies, adjustment and well being of male inmates. The objectives of this review were, firstly, to determine if coping strategies affect the adaptation, adjustment and well being of inmates and, secondly, to determine if institutional changes can improve inmate adjustment and coping. The results were mixed, but demonstrate that there is a complex relationship between the coping strategies, adjustment and well being of male inmates and that institutional opportunities and changes can be beneficial. The review concludes that there is a link between coping strategies, adjustment and well being of male inmates and that therapeutic community, such as those at HMP Grendon, would be useful in conventional prisons to help inmates adjust and reform.

Abbasnia Hashemian & Baba khani (2012) examined the relationship between copings styles with mental health and social adjustment of undergraduate students (A Case Study, Ilam Branch, Islamic Azad University, Iran), the total sample were 360 students of Islamic Azad University of Ilam city. Result of this study indicated that the social adjustment can be used as a mediator in the relationship between coping styles and mental health in students. While, there was a positive relation between problem solving coping style with mental health and social adjustment and a negative one between emotional copings style with mental health and social adjustment. In addition, the use of problem solving coping styles will improve mental health and social adjustment in students but the use of emotional coping styles leads to social adjustment and mental health problems among students.
Most of the studies related to stress, coping skills, and adjustment, reported that the academic area is a major source of stress among college students, while studies reported contradictory result regarding gender. Some studies demonstrated that female students have higher stress levels than male students and having poorer adjustment. In other studies, it was found that gender has no effect stress, coping, and adjustment. Stress also found to be related to college adjustment. In addition stress, coping skills were found to be predictive of college adjustment. Similarly, as a coping strategy was also found to be effective in adjustment process and higher the coping skills lower the college adjustment. However, some other studies stated that coping may not be predictive of adjustment. Lastly, social area was also stated as an influential factor in college adjustment in most of the studies, higher the social support better the adjustment. It seems worth examining the value of sources of stress, coping strategies as predictors of adjustment among university students.