CHAPTER – 1
INTRODUCTION
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Stress in today’s life is a common term to be heard about. The problems like depression, hypertension, stress are the outcome of changed life style, family – structure, food habit and general outlook. Over last two decades there has been transformation of Indian economy which has drastically affected our life style. Economic development has impact on individuals, families, market-trends and brought India at international platform. There is so much of competition that we are mentally stressed with one or the other thought. The stress is not only at individual level or causing conflicts in the families and relationships, but also at state, national and global level due to depletion. Ozone layer causing threat to the environment, natural disasters, tension among the countries, due to border areas and terrorism. The topics and areas are endless which make the life of the individuals stressful. To some extent stress can be taken as positive for growth and healthy competition. But when it exceed at its limits and deteriorates our health, makes our family life unpleasant then it has to be taken care of and becomes serious issue and matter of concern.

Stress can be safely said as fruit of advancement, even infants are the suffering due to working parents and the stress which their parents carry back home from work place and insecurities due to disintegration of joint families if we have a look at internet related researches, just a single site (www.alltheweb.com) has in store 25, 68, 931 documents on stress which no doubt is an alarming figure. It calls for stress- busting strategies though their application does little to overcome stress. People these days do visit doctors, counseleors and psychiatrists which is clear from the study by (pareck 1999) that 75.90% visits to doctors are for stress related issues.
The claims for physical injury at work place are half of that claimed due to stress as indicated by (Agrwal 2001) incurring $200$ billion annually.

Stress when exceed the limits of tolerance leads to suicide. It has been studied in a research by Agarwal (2001) he mentioned that, in 1996 it was reported a new Delhi based NGO in vikas school of development that 4100 person contacted its helpline for people on the verge of committing suicide. Stress can be created by different situations and various fields and different age level for example broken families’ insecurities, stress among the adolescents, jobstress, healthstress, financial stress etc.

We have to combat stress in each and every field which urbanization, globalisation and industrialization has brought to our footstep. It is a take of everyday life comprising related problems and solutions. It is a cause of difference of opinion between parents and the children. Everybody working towards attainment of goals and being ambitious leads to internal void. Lack of emotions towards others has created a situation of loneliness for our youngers and old people who seek companionship and attention. It is widely spread in mass media also. Stress related news, stories and articles are reported in newspapers and electronic media which triggers our mind to think of the solutions.

Stress

The students in junior high school, senior high school, going to college after completing school, vocational high schools, colleges or universities are fall in the category of adolescents. They have to achieve their goals as per their aspiration on the otherhand, physically they experience bodily changes, mental development and at times unable to mentally accept these bodily changes and changed behaviour of the
elders those who, no more pamper them and treat them as children. They are expected to be responsible and get training for the future responsible adult, which is at times not digestible by the adolescents who become highly emotional and get trapped in stress related complications. It can lead to behaviour or psychological troubles. They need careful handling instead of treatment.

Stress has been defined by Pinel (2003) as a physiological response to perceived threat. It therefore has negative effects on life’s pressure and events (Benson and Stuart, 1992) and can generally be viewed as a set of neurological and physiological reactions that serve an adaptive function (Franken, 1994). Holmes and Rahe (1967) indicated that any life change that requires numerous readjustments can be perceived as stressful. Today’s adolescents are brought up in entirely different atmospheres which don’t lend that the emotional. Seniority which was available to yesteryears children of joint and extended families. Parenting was different. Now a day’s children are taught different art forms and taught with a particular ambition at the back of the mind of the parents. Sometimes training is so rigorous that it sweeps away the innocence of children and they grow up as disturbed and problematic adolescents those who can’t bear the pressure of studies as well as extra activities. If both the parents are working it leads to lack of attention on the part of parents and it may lead to a communication gap between the parents and the child and lack of understanding as well. Broken family is also one of the reasons which causes stressful adolescence. In some of the causes primary education is not of the quality to clarify basic concepts and child is not able to bring the desired results. This failure creates stress and he doesn’t mingle up with peer group confidently, develops interior complex as well.

Today’s society is changing at a fast race. Adolescents are indulged in video games, whatsapp and driving bikes. Those who are not able to afford, such expensive
gadgets may feel stressed and need to be counselled. According to (Fish and Niles, 1996, Chew-graham et al, 2003) the academic performance and their abilities to grasp and learn are affected when they face social, emotional, physical and family problems.

David (2009) conducted a study and found that college students are most vulnerable to stress than any other age group.

Yahav and cohen (2008) studied the effect of daily stressors and concluded that psychological as well as physiological well being is at risk of young people as they can’t withstand daily stressors. (De Anda et al, 2000) in a study found that in case of adolescents there are various factors which can harm the adolescents ranging from school environment to their inordinate home and family environment and it can go up to global social issues. Spirito et al. (1991) concluded that major stressors children daily come across are pressure created by academics, sibling, parental conflicts, peer pressure and problem arising from love relationship so identified four main domains causing stress in children in their research that are school siblings, parents and friends. (Spirito et all) limited their sample to age 12 -13 years so there is possibility of having different results regarding sources of stress in case of older sample possibilities of having different stressors prevalent in today’s scenario.

The article published by spirito et al(1991) was concurrent with de Anda et al (2000) in the percent of identifying school as a major stressor for adolescents. De Anda et al (2000) concluded in their study that future goals pressurised them the most and are source of stress and other anxiety provoking situations are personal expectations, academic performance and home work in case of adolescents.
De Anda et al (2000) conducted a study on age group 15-18 years of adolescents and brought out the result that adolescents have less egocentrism and more worried about issues other than personal domain of school and home.

**Definition of stress**

Stress taken in its literary term has deep-rooted association with human-race. It starts with birth as indicated by thumb sucking of a toddler and prevails throughout life from domestic lend to international level. Whatever activity is done, there is certain amount of stress attached to it, till is accomplished. Positive stress is required for spirit of competition and when it takes negative trend it needs to be attended.

**Stress coping strategies**

The way men and women cope up with the stressful situation is more or less similar coping style acts as mediator between the stress situation and the psycho physiological reaction the researcher haven concluded any noticeable difference between the coping styles of men and women to fight stress. (Pritchard & Wilson, 2006; Hamilton & Fagot, 1998) some of the researchers are of the view that women differ from men as far as their coping style is concerned. The way men copeup with the stress is problem focused trying to concentrate on the problem than emotion attached to it on the other hand women try to cope up stress using emotional strategies (Miller & kirsch, 1987, Matud, 2004; folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986; Day & Livingstone, 2003). In general taking psychological distress if it is tackled with problem focus strategies it is much more effective than tackling it with emotion- focus strategies (Sigmon, Statnon, & Snyder, 1995).
The choice of stress coping strategies is instrumental in deciding, how far the stress has affected a person. It is a great challenge for the students because they come across various situations which give rise to stress. It adds to their learning experience and their overall personality when they successfully cope with the stressful situation arising in their social environment and academics. Student’s performance better academically by applying effective time management strategies in their way to achieve their goal (Campbell and Svenson, 1992). The academic counsellor extend help to guide the student and subject them how to plan out their long term project so that stress is avoided. The strategies like planning out their long term task so that the work is completed within the stipulated time, developing the strong team to do group activity are of great help to avoid stressful situations in student life. But it is a general trend to ignore these techniques and students put themselves in great distress before exams (Brown, 1991).

The social learning theories include various components for the management of the stress like behaviour modification, biofeedback, cognitive restructuring and techniques for the relaxation of the students such as yoga and meditation. There are three theoretical components which are basic to the concept of coping the stress namely physiological, cognitive and learned. The body has inbuilt mechanism for coping with the events giving rise to distress. It is the natural temperament of the individual to be able to perceive threats or challenges in the environment these threats lead to a chain of emotional arousal and neuroendocrine events that involve the secretion of catecholamine (epinephrine, norepinephrine) and corticosteroids (Frankenhaeuser, 1986). The result of the studies from United Kingdom through light on the coping strategies of the medical students at undergraduate level. In general the students consume alcohol to escape stress and taking it as a coping strategy (Guthrie...
et al;1995, combell et al;1998). the use of tobacco and drugs is also considered as coping strategies as it has been reported in some of the study (Miller and Surtees, 1991, Ashton and Kamali, 1995). A positive way of coping up with the stress is reflected in a study from Pakistan, in this coping strategies involving oneself in sports, listing to the music and hanging out with the friends were the common ways to fight stress (Sheikh et al; 2004). In a student’s life pressure is a common thing and there are stress situation coming in their way from one or the other direction. It is considered with while if the person takes up the responsibilities, handle the difficult problems in a balanced and thoughtfull manner. It is the positive way of taking out the stress (Strong et al; 2008).

The education system of today a different states starting from the elementary level creates such situation where students are subjective to challenges. The college students are pressure is due to the demand of the curriculum which debts to improve their overall personality and demand them to undertake various project seminar, declamations etc. they have to ensure while hearted participation all the activities framed for their growth. Some of the student sure not able to accomplish the project efficiently and consider it assource of stress in a research done by Macmillan social science library which concluded 70% of the student consider grades as a source of stress in their life’s, in a study conducted any Aasra (www.aasra.info/articlesandstatics.html) reported that in last five years the percentage of youth experiencing depression has increased from 2 to 12%. at international level out of every five visit to the doctors to visit are relative to the stress related problems. There is sleeping disorder in the people undergoing stress of 76%, 58% suffer headcs and stand relationship with family and friends with 85% people, 70% stressful people become short tempered, the conclusion of the study
conducted by NIMHANS shows that 36% of schoolchildren in India (Bangalore) suffer from psychiatric disorders. At a global level, out of every 10 students, one suffers from distress. The percentage of stressed CEO’S in India is 66% and those who find it difficult to handle is 11%. 72% of the students in India are stressed but have no idea how to cope with the stress and its ill effects. The number of students who committed suicide in 2006 is 5857 due to exam stress. It is reported that IT professionals in India are not able to take up pressure and due to stress, start taking narcotic drugs, and the percentage is 27.6%.

The college life offers different experiences and it is a great change in student life. There are learning experiences and students have to make certain decisions in this process. They come across stressful situations also it is the transitional stage where they are entering adulthood. They need to enhance their capability to manage stress and lead a wholesome life and be ready to achieve success in the carrier and start a balanced family life.

There is a wide range of coping strategies and coping literature for the young people so that they can adopt a particular strategy suiting to their situation (de Anda et al. 2000, Moskowitz, Stein & Lightfoot, 2013; Skinner & Zimmer-Gembeck, 2006; Williams & McGill Cuddy-De Lisi, 1999). There are some relaxation techniques which are of great help for coping up stress. These techniques include spending time with the children, going for an outing, distracting one’s mind from the problem, visiting a religious place, watching TV, some time cooking also help to relieve tension, skipping, helplessness and with withdrawal. These are emotion focus techniques of coping up the stress (Caltabino et al. 2008; de Anda et al. 2000; Skinner & Zimmer-Gembeck, 2006). The problem focus coping include solving the problem and seeking support system so bad cause of the stress is eradicated (Skinner and Zimmer 2006).
The ability of the individual is determined by the personal attributes and the interaction of different personal attributes such as cognitive, emotional and behavioural development (Delahaji et al., 2011; Skinner & Zimmer-Gemback, 2006). The perception of stress and coping strategies are deeply associated with cognitive interpretation. In-depth study of cognitive interpretation in case of stress coping strategies is cited by Folkman, Tedlie & Moskowitz (2004), which is the work of Lazarus (1996). Folkman et al. (2004) in his study suggest that the way an individual tackles a situation determines the intensity and the nature of stress the individual experiences. The study of William and McGillicuddy-De Lisi’s (1999) lays stress on the importance of cognitive development and further explains that older adolescent utilized more coping strategies than those of younger’s showing the level of cognitive development (Williams and McGillicuddy-De Lisi’s 1999). This study lays focus on positive result of the stress. The adolescence mature and are able to face challenges if they experience stress thus some level of stress to individual is safe to face (Williams and McGillicuddy-De Lisi’s 1999). The collection of data particularly of this research spread over for a sample of white, middle class students. There is further scope to study the wider population to generalise the result, however the role of conation in coping stress is effective and there is no scope of doubt.

Visconti, Sechler and Kochenderfer-Ladd (2013) conclude that coping stress strategies have great role to play in relation who emotional attribute which and individual can make use of. For example: self-esteem and insecurities. Vesconti et al. (2013) the hypothesis of his study suggest that in case of children lacking the confidence and the having low self esteems is difficult to deal independently with the stressor they come across in life. In that case there is a need to imply emotion focus coping strategies. This is hypothesis was unsupported. Dumont and provost’s (1999)
concludes a negative correlation in case of adolescent between the coping strategies of avoidance and level of self esteem, this further explains that if positive coping method are lack in there is also lack of healthy self esteem. These study supports the relationship between low self steam and unhealthy coping strategies (Dumont and provost’s 1999) the result of this study describes that this correlation is by directiona l. thou there are limitation but the adolescence those to think high of themselves , are full of confidence and possess, highesteem are lightly to face the challenges and resolve the problem positively( Dumont and provost, 1999). During the stage of transition, drastic changes and psychological turmoil the young people are more prone to indulge dangerous behaviour such as addiction of alcohol and drugs. They consider it as a coping technique for the stressful situation.(Rose & Bond 2008). Caltabiano et al.(2008) supports the conclusion and is of the view it is more true in case of holder adolescence. They seek support of these malpractices which are emotion focused. Rose and Bond(2008) concludes that the adolescent who are not emotionally balanced and lack confidence are more lightly to take help of substance abuse when they are subjective to stressful situation, it further lay s stress on the cognitive development of the person is perceiving the situation this only decide the coping strategies the individual going to adopt(Rose and Bond, 2008). Fromme and rivet (1994) debits in favour of the adolescence those who have positive attitude toward scoping the stress are less likely to show distractive behaviour and fall prey to malpractices like indulging inedictions. This study further conclude the adolescence to lack positive coping strategies adopt undesirable practices (fromme Rivet 1994) concludes that it is important to develop healthy coping skills so that adolescence are able to cope up stressful situation.
De Anda et al. (2000) studies the behaviour of the adolescence and their capability to handle the stressful situation and disagree on the point that adolescent views alcohol as a coping technique of the stressful situations and does not agree with Fromme and Rivet (1994) and Rose and Bond (2008). De Anda et al. (2000) further argues on the bases of the research findings on a sample of adolescence who were using drugs and alcohol as a coping strategies. The conclusion of the study failed to identified the number of adolescence using drug and alcohol abuse as a coping strategies, the adolescence more often use the positive coping strategies like listening to music, watching TV, reading a book which scored highest as a result of frequency bar in statistical analysis. This findings conclude that not all the adults get addicted to dangerous behaviour to face the challenges or when ever stressful situation.

**Adults and adolescents**

There are wide range of researches on the sources of stress for the adults and adolescence on the other hand the coping techniques to combat the challenges. Taking sources of stress for adolescence and adults into consideration there is a great difference. Incase of coping strategies in both the cases these are almost similar. The source of stress for the adolescence is more of the kind the problems which they face in school, family, and friends group (De Anda et al; 2000). the sources of stress for the adults are related to their work place, family relationship problem, financial stress and the major issues related to the family like in compatibility of the partner which lead to separation (Caltabino et al; 2008; Lohman & Jarvis, 2000).

The knowledge and the experience of the individuals play an important role in handling competency of an individual. The way of person perceives the stressful situation and relives oneself from the depression using suitable stressfultechnique is
depends upon the knowledge and the experience the individuals. Dumont and Provost (1999) conclude that perception of the stressful situation is different in case of adults as compared to adolescence. The events of the day to day life are going to affect adolescent more severely than that of adults, adolescents get disturbed and frustrated to the extent of being restless over petty issues, where as adults sometimes ignore and don’t react where the adolescence get restless very soon. The understanding of the stressors, severity of the problem and the skill to cope up the stress is more matured in case of adults than that of adolescent (Dumont & Provost, 1999). Fromme and rivet (1994) conclude from their study conducted on adolescence and adults that adults which lack understanding of the coping skills and are not able to judge the stressor are more likely to take help of avoidant strategies such as drugs and alcohol. It is not the type of coping strategies which differs in both the age groups but it’s individuals while power and understanding of the stressor which matters, it concludes that irrespective of the age group it is the knowledge level of the person and experience of the situation which decide the coping competency of the individuals (Fromme & Rivet, 1994).

Definition of coping

In the view of researchers the coping up of the strategies is of two types one is based on the personal approach which is the style of the person, the other way is situation based, inspecting the situation and the environment than deciding about the process. (Carpenter, 1992 & Lazarus, 1993). The style approach considers the individual and the activities. The way of person take of the challenge and deals with the stress making use of personal characteristics which are determining factor in coping techniques (Carpenter, 1992; Lazarus, 1993; Aldwin 2007). The scientist have not accepted this approach because there are individual differences and it cannot be
generalise inspecific cases (lazarus,1993) as compare to the style of coping the stress at individual level the approach which gives importance to the process is used the cop up the situation is more widely accepted.(Carpenter, 1992; and Lazarus, 1993). Lazarus and contemporaries accept the view that individuals get the solution and try to manage the source of stress by controlling their emotional reactions; regulating their thought and checking their behavioural patterns (Folkman&Lazarus, 1985; Lazarus, 1993).There are various external and internal demands from different direction which a person has to meet. There is a change in the cognitive and behavioural reactions of the person depending upon the situation and source of the stress. It collectively gives rise to stressful situation which demand on the part of the person to decide about the coping strategies(Lazarus &Folkman,1984; p.142;Lazarus,1993;p.237).This process – based approach is more personalised than taking into consideration person as a part of the world as it overlooks individual as a part of the bigger world it is criticise (Lazarus, 1993).Ayers,Sandler,West,and Roosa (1996).Their studies used coping styles ,coping strategies as depended variables in different situation the result were moderate to high correlation between dispositional and situational coping subscales it conclude that the coping strategies used in a particular situation highly depend upon the coping style of the individual, the researcher have defined stress taking into consideration children and adolescence the variables are different in some cases situation are altered and in some cases coping strategies are the matter of study taking environment as control variable (Weisz , Rothbanum,&Blackburn,1984;Band& Weisz,1988).The concept of the some of the researchers is more focus on coping strategies taking other attributes as deepened variables (Skinner & Wellborn,1994;Eisenberg,Fabes,& Guthrie,1997;Compas et al.,2001).The regulation of the stress full situation and the emotional Reaction of the
individuals and the behaviour as well is defined as the coping. No defined explanation of the coping has been noted (Compass et al.; 2001). The coping is effected by the stressor, the source of the stress and the personally, knowledge and the experience of the individuals. There are various subtype, dimensions without any stated definition of coping (Compass 1998, Compas, et al., 2001) the view given by the researchers are varied based on the function of coping (problem vs. emotion-focused coping; e.g., Folkman & Lazarus, 1980) goals (primary vs. Secondary control e.g. Band & Weisz, 1988) or goals (engagement vs. disengagement, or approach vs. Avoidance, e.g., Ebata & Moos, 1991; Causey & Dubow, 1992; Tobin, Holroyd, Reynolds, & Wigal 1989) the study conducted on children and adolescence have emphasised the importance of employing coping strategies which are problem based so that problem can be resolved and emotion based so that their attention is channelized toward positivity (see Compass et al., 2001, for a review) the use of the individual of verities of strategies which emphasize mainly on problem in individual efforts to change the situation includes getting information reaching up to the solution and finally change the stressful events by taking needful action is the problem focus coping. The effort of the individual to ponder over one’s own emotion and seeking support from the people around and avoiding the causes which give rise to stress are referred as emotion focused coping (Lazarus & Folkman, 1984). These definition of coping have multiple dimensions and are too broad to be accepted this is the reason these are criticized (Compass et al., 2001). This criticism leads to the further proposal of subtypes of the coping strategies which range from problem solving, cognitive restructuring, emotional release, avoidance, alcohol, drug use, wishful thinking, social withdrawal, blaming others to the extent of seeking social support, seeking help from prayers and other specific strategies (Compass et al. 2001). The further division of
specific strategies into three or more than there sub types for ex seeking social support, distraction for the situation and avoidance, actively coping the stress are the part of Aysers and colleagues ‘study (Aysers, et al. 1996). the identification of the subtype of coping on the basis of the concept based on priori assumption and tested by Explanatory Factor Analysis (EFA) or Confirmatory Factor Analysis (CFA) (Halstead, Johnson, & Cunningham, 1993; Ayers, et al., 1996, compass et al; 2001). In the current study the working definition of the coping is based on specific type of coping strategies. It includes problem solving, coping strategies based on emotion and unhealthy behavioural coping. Problem solving coping works on the solutions of the problem by collecting information, thinking about the alternate solution, comparison of solutions and anticipating the consequences after caring out collection of data about how to solve problem when the individual is facing the problem. The emotion based coping takes into consideration the coping strategies like discussing the problem, emotional release, seeking health and sometimes meditation and prayers. The references of unhealthy behavioural coping includes undesirables indulgences for examples smoking and drinking which can be considered as distraction coping. these three type of coping were considered because they cover the coping strategies at the broader level and all the possible dimensions are covered.

Types of coping

Carver, Charles S.; Connor-Smith, Jennifer (2010) there are of the view that there are various classifications of the coping strategies. There are various types of classification of the coping strategies at broader level and some of the scientist has also suggested strategies on comparable basis. For example the contracts between the problems focused based strategies and emotion focus based strategies, contrast between argument and disengagement strategies, and comparison of strategies on the
basis of cognitive and behavioural. The psychological text book written by Witten has summarised in an informative way the classification of coping strategies into three distinct categories at broader level (Weiten, W. & Lloyd, M.A. 2008)

- **Appraisal-focused**: The individual takes into consideration the problem and assumes how the challenges can be faced making use of adaptive cognitive.

- **Problem-focused**: Here the acceptance of problem and changing ones attitude towards the problems. Behaving in such a manners and thinking of the way out how stressor can be reduce and eliminated.

- **Emotion-focused**: The individual concentrate on ones emotional reaction and thinking of the alternatives to change the emotional reaction.

In case of appraisal focuses strategies person modifies his thought processes and the outlook towards the problem. For example: ignoring, staying away from the source of the problem. To change ones attitude toward the problem, looking at the positive side of the situation and accordingly changing goals and values. It has been noticed if we take the situation lightly and make it humourous it is one of the best ways to fight the problem. It works more effectively in case of women than man (J. Worell 2001)

The individuals to use problem focus strategies try to find out the reason behind the problem. They collect information about the source of the problem and try to handle depending upon the source, the focus is to eliminate the reason which cause stress than after developing skills to manage the problem and thinking of the solution, in case of problem focused coping strategies, Folkman and Lazarus have elaborated and identified 3 ways out to fight the problem, which are taking all the factors related to the problem on the control, collecting data and information related to the problem
and finally going through the evaluation process by looking into positive and negative effects.

In case of emotion focus strategies releasing pent-up emotion, channelizing ones attention toward some other situation, trying to avoid negative behaviour, mediating or listing to music. Emotional focused coping primarily manages how individual perceives the stress and management of the stress in a positive manner. There are five emotional focused coping strategies which are describes by Folkman and Lazarus Robinson, Jenefer (2005) the avoidance and skipping the situation, taking the blame on own self or taking up the responsibility, with the help of self control and positive attitude. This mainly focuses on how to control oneself emotionally by not concentrating on stressor and it is mechanism to elevate distress (Carver C.S 2011). This mechanism is possible through different types of method such as looking forward to support from the friends and relatives, thinking of the stressor with the open mind, taking up the responsibility, controlling oneself and keeping distance from the stressor. This mechanism transfers the attention away from the stressor which gives stress. (Folkman, S., & Lazarus, R.S. 1988). For example the individuals involve oneself in such activities which give self satisfaction and happiness and act as means to keep distance to the stressor and in this way the person is not emotionally disrupt by the stressor. This method helps in the situation where stressor uncontrollable and beyond the reach of the individual (Carver C.S. 2011). There are some mechanism of solving the problem with the help of emotionally handling the stress, which have healing outcome for a short period of time and if employed for the longer duration their effectiveness can be determinant and on getting beneficial outcome can be considered effective (Ben-Zur, H. 2009).
The choice of coping strategies and the coping skills can vary from one situation to another and person to person depending upon the temperament of the person, all these methods have different effectiveness in different situations where as used of the problem focus cop strategies will help the person to make adjustment in life in a better way (Tyrol s. E2006)

**Theories of Coping Strategies**

The concept which they have given has proved to be most influential in coping with stress. They defined coping as “constantly changing cognitive and behavioral effort to manage specific and external and/or internal demand that are appraised as taxing or exceeding the resources of the person.”(p 141) on the part of the sufferer there is a constant change in the behaviour. The stressor can be internal or external and sometimes demand are difficult to be meeting due to inability of resources this gives rise to stressful situation which has to be taken care of. As per the researches it is important to pay attention that how people cope with the stress it is of rateinfluence (Folkman and Lazarus, 1984).Seley (1976 p. 5) are of the view the source of stress is not that important but what matters is the manner with which we respond and handle the stress.Pearlinand Schooler (1978, in (Mates and Allison, 1991) compare between types of responses for coping stress these include:

1. To give importance to the situation which give rise to stress and changing the responses towards the situation it involves active participation of the individual in a manner that intensity of the stress reduces.

2. It involves cognitive restructuring which control the situation even before the stress emerges.
3. It includes the method employed to overcome the stress after its emergence. It includes taking part in different types of activity such as practicing relaxation techniques, relying on tobacco, listen to music and watching TV or participating sports.

Research has proved and compared between the problem focus and emotion focus stress coping strategies. The problem focused strategies pays attention on the problem which distresses and tries to change the cause which is the root cause for creating problem example: identification or defining the problem, concentrating on the solutions, choosing the best solution as per the problems and defining new guidelines of behaviour and developing new skills and procedure. In comparison to this emotion focused coping strategies take into consideration undesirable feelings which hurt and exaggerate the situation. In case of emotion focus coping strategies distraction is instrumental and concentrating on the positive site of the situation, the researcher are of the view that in coping the stress problem focused strategies are more beneficial than emotion focused strategies.

**College students and copings**

It includes the adjustment of the college student to the stressful situation they come across and how they cope up. The strategies which they employ to overcome stress which is the part of college life (Leong et al, 1997). In student’s life it is very important to manage stressful events efficiently without disturbing the goal of life. In that case the important coping style which place important role is domain specific strategies (Struther et al, 2000). The results of the studies by Leong et al. and Struther et al. conclude that we can predict academic and personal/emotional adjustment if the individual actively tries to cope up the problem by doing positive
activities to solve the problem. Further Mosley et al. (1994) concluded that the symptoms of depression are associated with cognitive restructuring and the affects to overcome which can be effected are enjoyment coping. Misra et al. (2000) pointed that there are gender differences wereas selection of coping strategies is concern. the university students in general try to control or reduce their stress by adopting positive attitude and positive activities like seeking social support, religious. Reliance on the more avoiding the stressful situation. In case of gender difference for selecting the coping strategies the study of Struther et al; conclude that there are significant differences in both that genders for the release of pent-up emotions, incase of females the emotional reasons and seeking social support concluded to be hired on all the three case. In contrast white (2000) found no significant difference in the coping style of stress between females and males. Methuney et al (2000) studied the comparisons of coping strategies to fight stress within different cultures and concluded that American and Turkish students have different ways of fighting the stress. The coping strategies of Turkish students were more organise and they managed their time and energy in a systematic manner in order to change their thinking to reduce stress while American students discussed their problem and were able to express their feeling and thoughts about their problems in same way Sniha et al(2000) found in his study that Indian students make a better use of coping strategies based on emotion such as discussing seeking social of support and developing positive attitude toward the situations, it was the cross cultural study. Shwartz (1987) concluded that Chinese students consider their academic events as stress to and try to cope up the stress by active coping strategies in case of Saudi students the sources of stress is there personal events and there method is to treat the symptoms which are visible due to the stress Shwartz in cross cultural study concluded that different culture have their different
social stare as a result of which giving rise to different type of stress situation and their coping strategies also differ accordingly.

In the present study the coping style with stress with both the gender will be examine.

**Dietary pattern**

Dietary pattern is the most important factor associated with the stress. The dietary pattern can be the source of the stress in some other case it might be the outcome or the systems of the stress. If a person is involved in a busy life style having lost of stress and not able to have balance diet are likely to relay on fast food or high calorie diet in a way the food which gives instant energy. This is one of the reason for disturb dietary patter leading to stress and is likely because physical and mental distervance. If a person is not having much work to do or any responsibility is also in clutch habit of overeating which leads to in balance and stress. Whenever there stress, as an avoidance the individual develops sudden edge to eat food or there is loss of appetite.

Their have been studies done to examine the association of dietary pattern with the stress and its other factors. Wardle, Steptoe, Oliver and Lipsey, conducted a study to find the association of work related stress with nutritional status incase of adults taking into consideration dietaryconstraint, the study conducted on a sample of 90 staff members in a design taking cross sectional and longitudinal elements. The sample was selected from the members of her large department store with 52 women & 32 men, this sample was assess on four occasion spread over the 6 month periods the important parameter as variation in weight for the correct examination of the stress, the level pd work stress was determent by recording the no. Of hours, they work over the period 7 days to get the objective indicator of stress. The stress level of
the subjects was perceived they worked 47 hours on the high stress in a week and 32 hours on low stress on a week. A cooperative study of high level of stress periods with low level of stress period taking into consideration the gender difference and restrained eating, the results of the study reflected that there was a great association of the high stress period was with the high energy, saturated fat and sugar intake. The important part of findings is that those who were on restricted diet responded to work stress with greater appetite and consumption of high caloric foods as compared to those who are not on restricted diet. The food intake due to effects of stress related to the work was more on those who were on restricted diet, this study cannot be generalise because it primarily focuses on those individual who have extended working hours.

Torres and Nowson in their studies examined the relationship between stress and eating behaviour and link between stress and weight gain. By going throw a number of studies that involve the relationship between stress and food intake and also correlation between the acute and chronic stress and weight gain and food intake, it was determined that there is a positive correlation between the both. Some of the studies showed conflicting results because effect of food habit of the acute and chronic stress can be both stress decreased and increase eating. A retrospective survey conducted on U.S. Marine’s food intake during fighting stress was taken as an example to the surely stressful situation. The results concluded that 68% of Marine’s were found eating less than usual on the first day of survey. The reason of the decrease food intake was thought to be fear. A sample of 212 students in an another study were examine for food intake change due to stress level, the 42% student reported themselves, that there food intake increased due to stress, whereas 38% of the students reported that there food intake decrease due to stress. There are cretin...
condition and faces in student’s life which are stressful. the major stressful event such as examination was investigated to study the impact on food consumption on a sample of 225 male and female high school students it concluded that total energy intake was significantly greater on the day of exam as compare to stress freedays. Abovemention studies are not reflecting one promising factor which is outcome of stress whether increases pr decrease food intake. It can be considered may be its due to limitations on the part of the studies, considering that Sudeten external factor related to the stress were not control in the experiments.

Torres and Nowson studied the consumption of different types of food as an effect of stress. a sample of 12,110 subjects was investigated in a large cross-sectional study to investigate the relationship between stress and food intake. The consumption of high fat diet was found to be positively associated with the stress. Therewas a conclusion of mix result indicate of laboratory study due to the limitation because there wasa limitation on inducing stress in humans and inability to major dietary intake. Incase of laboratory experiments only acute stress is induced on the subjects. There are the results on the bases of avoidancelongitudinal studies that high fat diet, rich food and preference for sweet food is highly associated with chronic stressful situation in life, the evidences throw crosssectional studies have also proved that weight gain due to higher food intake is positively associated with higher carrier intake. (science)

A lab studies done by oliver, Wardle and Gibson. Examined in their study the intake of food choice is as an effect of stressful situation the sample consisting of 68 healthy men and women constituting to groups in which for one group stressful situation was created by gaining them a task to prepare a 4 min. Speech to be delivered after lunch. The control group (second group) was not given ant task not
creating any stressful situation for them. Both the groups were severed lunch and their food choices were examined. As the result of the study found that there was no difference between the quantities of food consumed by the members of both the groups. Whereas the food choices of both the groups were different. The stress emotional eater preferred high fat diet and sweet foods than the other group which was not given any task (http://www.psychosomaticmedicine.org/cgi/content/abstract 62/6/853)

Oliver and Wardle examined the effect of perceived stress on food choices in a study by questionnaire method. A sample of 212 students answer the questionnaire for reporting the effect of stress in their eating behaviour .the response of 73% of responded was positive for increased snaking during stressful situation. The result showed that there was decreased in the intake of meal –type (fruits, veg, meat and fish) food and decrease and increase in the intake of snack –type( pizza, burger, chips and fried snacs)foods in during stressful period.(http://www.ncbi.nlm.nih.gov/pubmed/10357442)

Cartwright, Wardle, Steggle, Simon, Croker, and Jarvis, Stress and dietary practices were examined the relationship between stress and dietary practices in adolescence sample of 4,320 students with the mean age of 11.83 years including both male and females was examined to measured the effect of stress on 4 aspects of dietary practices. The stressful situation particularly effects the consumption of breakfast, healthy food and fatty food in case of adolescence. The 4 aspects examined by questionnaire method were fatty food intake, fruit and vegetable intake, snacking and breakfast consumption. The selection of the subject was from students related to diverse socio economic and ethnic backgrounds. The result concluded that more stressful situation leads to reduction in the intake of daily breakfast and healthy foods
where as there was increase consumption of fatty food. The result conclude that in the stressful situation students munch on fast food and un healthy food they don’t follow disciplined dietary pattern and there is less consumption of healthy food which in turn effects there health in the long run. The study concludes that there is a significant change in the food types which the adolescent consume as a result of stressful situation. The study undertaken didn’t major the amount of food consume during the stressful situation (http://cat.inist.fr/?aModele=afficheN&cpsidt=15062857)

The study reviewed resulted that there is increased as well as decreased food intake during the stressful situation. Some researcher have taken into consideration physiological response to stress to understand why there is a difference in the food pattern as a result of response to the stressful situation. There is physiological response to the stress that prepare the body to face the stressful situation in appositive way because there is release of cortisol from the adrenal gland. Epel, lapidus, McEwen, and Brownell examined if the cortisol reactivity level in women is the cause of higher food intake as a response to stress. The sample consisting of 59 healthy women aged 30 to 40 years old were examined to check there response to the stress. On two different days, taking one day as control session and the other day as stress session by given them challenging task to study their response to the stress. A 45 min. long challenging task to create stressful situation by giving unrealistic time contracts to meet the decided goals. Participants were given a basket of snacks which included to higher fat sweets, salty snacks and to low fat sweets and salty snacks to check there choice of food in the stressful situation, in both stress and control session there was measurement of level of slavery cortisol at regular time interval. The results of the study showed that the women who were having high leves of cortisol reactors to stress consumed more foods than those who were having low cortisol reactors. Those who
consume more food having high reactors consumed more sweet foods were as women 
with low reactors consumed less sweet food on both the days of stress and control.

The studies examine that stress not only gives rise to biological reaction s but also alters health behaviour which ultimately influences health (adler et. al and Steptoe A 1991). There is a prominent change in the choice of food which is high calorie, sweet and snacking type leading to less consumption of healthy foods like fresh fruits and vegetables and there is effect on appetite also (Steptoe A et.al 1998).

It is a complex process which includes relationship of type of diet and appetite with stress. There are biological changes as an effect of a stress which reduces or increases the food intake, at least for a short term. It can be in the form of adrenaline induced glycogenolysis, slowed gastric emptying, autonomic shunting of blood from gut to musculature, and activation of the hypothalamic-pituitary-adrenal axis (Johnson EO et. al and York DA 1992).

The stress is integral part of human life and it is a complex process because the surety of stress varies from situation to situation and its impact is also different on different individual there are various factors like SES, age group, gender and type of work which affect the response of stress. And its effect on everyday life. Particularly in adolescence the area of concern is their health and mind set because there are consider as future of the society. Adolescences is the stage when one decide about the carrier and gets prepare for the family life. The stress should not be allowed to negatively effect the day to day life of the teenagers. The parents, guardians, counsellors and school and college authorities play pivotal role in supporting the student if at all at any stage there life is disturb due to internal fears, apprehensions and stress. They have to come up in a way that students confide in them and feel free to share their fear and
worries may it be personal or professional, the caretakers should be aware of the strategies to handle the stress in the life of the students and to create such an atmospheric so that students work hard be focused plan their short term and long term goal in a congenial atmosphere where they are happy healthy enjoying get to gather and meetings so that their full potential is exploited and they achieve their goals creating a healthy and stress free society.

**Need for this Study:**

On the basis of studies reviewed it has been proved that today’s adolescents have pressure when they are not able to bear the stress of routine projects which are not completed as per two expectation & there are expectation on the part of parents, peer group, society. There are comparisons also which lead to inferiority complexes among the students. Upto certain less stress is considerable healthy, when it exceeds its limits it negatively effects, healthy and the atmosphere in the family. It is total for their carrier also. It calls for a need to study the stressors in the life of the adolescents so that strategies can be planned in order to help the adolescents. A Separate cell at organisational and has to be developed to sort out day to day stress creating problems of the students. This is possible only if a wide range of resources has been done and solutions are evolved to bring out strategies to combat stress taking into consideration various factors associated with the stress.

These prove that today’s scenario we need to study the causes and responses of the stress.
**Purpose of the study:**

The main purpose of the study is to see the correlation between stress coping strategies and dietary patterns. Other purposes of the study are to identify major stressors and effective coping strategies, healthy dietary patterns with adolescents. With so much pressure in their young lives, adolescents are looking for ways to cope with the mounting impact of stress. It is hoped that the literature review will provide ideas to help adolescents identify signs of stress, develop healthy coping strategies, and manage stress levels and diets to create a balanced life and healthy lifestyle.

**Statement of the problem:**

Adolescence often have a lot of outside pressure from multiple combinations of stress related to college, study, future job, project, friends, and family, etc. Some adolescents choose unhealthy options to deal with stress and may smoke or use drugs, self-harm, become depressed, or give up on life altogether. Therefore, the problem becomes how can adolescents recognize what is causing them stress, and how can they manage their stress loads in a healthy and productive manner? Adolescents need to be aware that there are positive ways to cope with the stressors in their lives. Being able to help students manage their stress and cope with stressors may not only benefit the students, but may also help their academic performance too.

Reducing stress may eventually improve student achievement as well parents would need the resources to promote and present stress-related programs to adolescents. The primary concern is the student’s safety and physical and emotional well-being. Providing adolescents with a positive role model to help them with other areas may have a positive impact on adolescents’ behavior knowledge about stress management, coping programs, and following a good diet may improve the adolescent as
a whole and help prepare adolescent with the tools needed to manage stress in an effective and positive manner.

**Objectives**

- To examine the prediction effect of socio economical status on stress coping strategies among college going students.

- To examine the prediction effect of gender on stress coping strategies among college going students.

- To examine the prediction effect of diet patterns on stress coping strategies among college going students.

**Hypothesis**

- Following hypothesis were made to know the stress coping up strategies among college going students:

  - Subject perceiving high socio economic status can show better stress coping up strategies as compared to the subjects perceiving low socio economic status.

  - Male subject would show less stress coping up strategies as compared to female subjects.

  - Subjects perceiving low consumption of vit.B12 and B 6 would show high stress as compare to subject perceiving normal vitamin B12and vitamin B6.

  - There is a close relationship between the subjects concerning gender, socio economic status and diet pattern on stress coping strategies.