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RESEARCH PAPER

College Students' Strategies to Cope with Stress and its Impact on their Emotional Resilience: Teacher's Perspective

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ABSTRACT

Emotional resilience refers to the ability to generate high-quality emotions and recover quickly from negative emotional experiences. This research article aimed to explore strategies of college students to cope with stress and their impact on emotional resilience. The research design is descriptive and quantitative, with 150 teachers from Division Multan as the research sample. A self-made questionnaire was used as a tool to collect data. Data was collected physically and google link was used for those who could not be reached physically. Descriptive and inferential statistics were used for analysis of data. The study found that effective coping strategies have a positive impact on college students' emotional resilience. The study recommends that college administrators, counselors, and educators prioritize the development of targeted support and resources to help students manage stress and improve their overall well-being.

| **KEYWORDS** | College Students, Emotional Resilience, Impact, Strategies, Stress |

Introduction

Resilience is a widely recognized term in the present era, with a resilient individual possessing the ability to confront and overcome life's obstacles and challenges through their positive outlook and personal interpretation of such events (Youssef & Luthans, 2007). Grant and Kinman (2013) assert that resilience is a complex and multidimensional concept, with various definitions in literature describing it as the potential to "recover" from difficult situations, respond effectively, or "bounce back" from adversity. Although this perspective highlights the adaptive nature of resilience, it fails to capture its complexity and proactive nature. Resilience is often viewed as a defensive resource for children who have endured significant hardships, difficulties, and stress (Haggerty et al., 1996).

Research in this field mainly focuses on resilience in children (Haggerty et al., 1996) and adults who have experienced traumatic events (Bonanno, 2004). The available material is predominantly limited to the workplace context (Jensen et al., 2008), and notable researchers have played a prominent role in developing resilience and improving well-being in this area (Collins, 2007; Collins et al., 2010). Unfortunately, social workers and students, in particular, have limited opportunities to benefit from this resource. Human emotions and passions cannot be disregarded. Emotions are a popular subject of discussion in contemporary times, making it crucial to pay special attention to emotional resilience.

Emotional resilience refers to the ability to generate high-quality emotions and recover quickly from negative emotional experiences (Davidson, 2000; Fredrickson et al., 2008). Several studies have found that emotional resilience is closely linked to anxiety and

depression (Davidson, 1998; Tugade & Fredrickson, 2004). Notably, emotional resilience can be categorized into positive and negative emotional experiences, and it is related to the capacity to generate intense emotions and recover rapidly from negative emotional experiences. Emotion regulation entails influencing the emotions that individuals encounter, once they experience these feelings, and how these emotions are expressed and experienced (Gross, 1998).

The research gap in could include, the lack of research on specific coping strategies. While some studies have examined the overall coping mechanisms of college students, there is a need for more research that focuses on specific coping strategies used by college students to manage stress and their impact on emotional resilience. There is a need for more research that examines emotional resilience as an outcome of coping strategies used by college students to manage stress. Current research has largely focused on the relationship between coping strategies and stress levels, with less attention given to emotional resilience as a positive outcome. Moreover, there is a need for research that examines the influence of cultural and social factors on college students' coping strategies and emotional resilience. Studies have shown that these factors can influence the types of coping strategies used by college students and their overall emotional well-being.

The significance of this study is that college students are particularly vulnerable to stress due to the many demands placed upon them, including academic pressure, social expectations, and financial stress. Identifying effective coping strategies can have a positive impact on their emotional resilience, which can lead to improve academic performance, better mental health, and overall well-being. By understanding the specific coping strategies used by college students and their impact on emotional resilience, educators and mental health professionals can provide targeted support and resources to help students manage stress and improve their overall well-being.

Literature Review

College students face numerous stressors, including academic pressure, financial stress, social expectations, and personal challenges. Coping with stress is an important aspect of overall well-being, and effective coping strategies can improve emotional resilience and reduce the negative impact of stress (Smith & Jones, 2018). This literature review examines previous research on coping strategies used by college students to manage stress and their impact on emotional resilience. Research has identified several coping strategies commonly used by college students (Taylor & Brown, 2014). One such strategy is problem-focused coping, which involves taking action to address the problem causing the stress. Examples of problem-focused coping strategies include seeking information or advice, making a plan of action, and taking steps to solve the problem. Another common coping strategy is emotion-focused coping, which involves regulating emotions in response to stress. Examples of emotion-focused coping strategies include relaxation techniques, seeking social support, and positive reappraisal (Compas et al., 2001).

Research has also identified avoidance coping as a coping strategy commonly used by college students (Brosschot et al., 2006). Avoidance coping involves avoiding the problem or situation causing the stress, rather than addressing it directly. Examples of avoidance coping strategies include procrastination, denial, and substance use. Research has shown that effective coping strategies can improve emotional resilience in college students (Ong et al., 2006). Emotion-focused coping strategies, such as seeking social support and positive reappraisal, have been found to be particularly effective in improving emotional resilience. Studies have also found that problem-focused coping strategies, such as making a plan of action, can improve emotional resilience by increasing a sense of control over the situation (Chang et al., 2004).

In contrast, avoidance coping strategies have been found to have a negative impact on emotional resilience (Carver et al., 1989). Avoidance coping strategies can lead to increased stress, anxiety, and depression in college students. Studies have found that students who engage in avoidance coping are more likely to experience negative emotional outcomes and have lower emotional resilience. Research has also examined the influence of cultural and social factors on coping strategies and emotional resilience in college students (Paukert et al., 2008). Studies have found that cultural factors, such as collectivism and individualism, can influence the types of coping strategies used by college students. For example, students from collectivist cultures may be more likely to use emotion-focused coping strategies, such as seeking social support, than students from individualist cultures.

Social factors, such as social support and social comparison, can also influence coping strategies and emotional resilience (Thoits, 2011). Studies have found that social support can improve emotional resilience by providing a buffer against the negative effects of stress. In contrast, social comparison can have a negative impact on emotional resilience by increasing feelings of inadequacy and self-doubt. Coping with stress is an important aspect of overall well-being for college students. Effective coping strategies, such as problem-focused and emotion-focused coping, can improve emotional resilience and reduce the negative impact of stress (Folkman & Moskowitz, 2004). In contrast, avoidance coping strategies can have a negative impact on emotional resilience.

Cultural and social factors can also influence coping strategies and emotional resilience in college students. Understanding the specific coping strategies used by college students and their impact on emotional resilience can help educators and mental health professionals provide targeted support and resources to help students manage stress and improve their overall well-being. Coping with stress and improving emotional resilience can have numerous benefits for individuals, including coping with stress in a healthy way can reduce symptoms of anxiety and depression and improve overall mental health (Rogers & Power, 2000).

Material and Methods

The present research analyzes the specific coping strategies used by college students and their impact on emotional resilience. For data gathering, a descriptive survey research approach was adopted. Haider and Hussain (2014) narrated that descriptive research may be used to analyze any existing situation. It is a method of gathering data to test a hypothesis or react to research queries about the present and prior condition of the investigation (Haider & Qureshi, 2016). The two primary methods for gathering data are questionnaires and interviews. But for this particular study, data were gathered via a questionnaire.

The study population consisted of College teachers working in government colleges of Multan Division. Total 150 teachers were randomly selected. 55 (36.7%) male teachers and 95 (63.3%) female teachers were chosen from government colleges using a lottery system based on simple random sampling technique. Female instructors, on the other hand, outnumber male teachers. Data was collected physically from the teachers of Multan Division by using a self-developed questionnaire. Those who could not be reached in person or physically, a google form link was shared to get data from them.

Data Analysis

Data was analyzed using the SPSS 21. Two types of analysis were used. First was descriptive analysis and second was inferential analysis.

Results and Discussion

Table 1
Frequency Distribution at the Basis of Demographics of Respondents

Title	Description	Frequency	Percentage (%)
Gender	Male	55	36.7%
	Female	95	63.3%
		150	100%
Age of Respondents	21-30 Y	2	1.3%
	31-40 Y	46	30.7%
	41-50 Y	84	56.0%
	51-60 Y	18	12.0%
		150	100%
Designation	Lecturer	81	54.0%
	Assistant Professor	69	46.0%
		150	100%
Qualification	Master	99	66.0%
	M.Phil.	47	31.3%
	PHD	4	2.7%
		150	100%

According to the table, 55 respondents (or 36.7%) were male, and 95 respondents (or 63.3%) were female. In terms of age, the largest group of respondents were in the 41-50 age range, with 84 respondents (or 56.0%) falling into this category. In terms of designation, 81 respondents (or 54.0%) were in the Lecturer category, while 69 respondents (or 46.0%) were in the Assistant Professor category. Finally, in terms of qualification, the majority of respondents had a Master's degree (99 respondents, or 66.0%), followed by M.Phil. (47 respondents, or 31.3%), and PhD (4 respondents, or 2.7%).

Table 2
Frequency Distribution at the Basis of Strategies to Cope with Stress

Sr. #	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	College students have effective strategies to cope with stress.	82	58	8	2	0	4.47	0.66
		55%	39%	5%	1%	0%		
2	College students are aware of effective coping strategies for stress.	72	72	6	0	0	4.44	0.57
		48%	48%	4%	0%	0%		
3	I encourage college students to use effective coping strategies for stress.	63	80	5	0	2	4.35	0.68
		42%	53%	3%	0%	1%		
4	The college or university provides adequate support for college students to develop effective coping strategies for stress.	67	69	5	7	2	4.28	0.84
		45%	46%	3%	5%	1%		

This table presents the results of a survey conducted on college students regarding their coping strategies for stress. The survey consists of four statements of questions, and respondents were asked to rate their level of agreement on a 5-point Likert scale ranging from strongly agree (SA) to strongly disagree (SDA). For statement 1, 82 respondents (55%) agreed that college students have effective strategies to cope with stress, while 58 (39%)

showed a moderate agreement. Only 2 (1%) respondents disagreed, and none strongly disagreed. The mean score for this statement was 4.47 with a standard deviation of 0.66. For statement 2, an equal number of respondents (72, 48%) strongly agreed and agreed that college students are aware of effective coping strategies for stress. Six (4%) respondents showed a moderate agreement, and none disagreed or strongly disagreed. The mean score for this statement was 4.44 with a standard deviation of 0.57.

For statement 3, 80 respondents (53%) agreed and 63 (42%) showed a moderate agreement that they encourage college students to use effective coping strategies for stress. Five (3%) respondents showed a neutral stance, and 2 (1%) disagreed. The mean score for this statement was 4.35 with a standard deviation of 0.68. For statement 4, 67 respondents (45%) agreed, and 69 (46%) showed a moderate agreement that the college or university provides adequate support for college students to develop effective coping strategies for stress. Seven (5%) respondents disagreed, and 2 (1%) strongly disagreed. The mean score for this statement was 4.28 with a standard deviation of 0.84. Overall, the results indicate that the majority of respondents agreed that college students have effective coping strategies and are aware of them. They also encourage the use of effective coping strategies, but they are somewhat divided on whether the college or university provides adequate support for developing these strategies.

Table 3
Frequency Distribution at the Basis of Impact of Coping Strategies on Emotional Resilience

Sr. #	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Effective coping strategies for stress positively impact the emotional resilience of college students.	44	78	19	9	0	4.05	0.81
		29%	52%	13%	6%	0%		
2	College students who use effective coping strategies for stress show improved emotional resilience.	50	69	23	8	0	4.07	0.84
		33%	46%	15%	5%	0%		
3	Negative consequences or limitations of coping strategies on the emotional resilience of college students are rare.	54	73	19	2	2	4.17	0.80
		36%	49%	13%	1%	1%		

The table provides the frequency distribution of responses to a survey conducted on the basis of the impact of coping strategies on emotional resilience among college students. The table presents data on three statements, and for each statement, the responses were recorded on a 5-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SDA). Statement 1 suggests that 44 respondents (29%) strongly agreed and 78 respondents (52%) agreed that effective coping strategies for stress positively impact the emotional resilience of college students. 19 respondents (13%) were undecided, while 9 respondents (6%) disagreed, and none strongly disagreed.

Statement 2 shows that 50 respondents (33%) strongly agreed and 69 respondents (46%) agreed that college students who use effective coping strategies for stress show improved emotional resilience. 23 respondents (15%) were undecided, while 8 respondents (5%) disagreed, and none strongly disagreed. Statement 3 states that 54 respondents (36%) strongly agreed and 73 respondents (49%) agreed that negative consequences or limitations of coping strategies on the emotional resilience of college students are rare. 19 respondents (13%) were undecided, while 2 respondents (1%) disagreed, and 2 respondents (1%) strongly disagreed. The mean (M) and standard

deviation (SD) are also provided for each statement, indicating the central tendency and variability of responses.

Table 4
Frequency Distribution at the Basis of College Support for Coping Strategies and Emotional Resilience

Sr#	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	The college or university provides adequate support for college students to develop emotional resilience.	55	81	11	1	2	4.24	0.73
		37%	54%	7%	1%	1%		
2	College students are aware of resources available to them to develop emotional resilience.	45	84	15	0	6	4.08	0.87
		30%	56%	10%	0%	4%		
3	The college or university actively promotes and encourages the development of emotional resilience among college students.	58	70	10	8	4	4.13	0.95
		39%	47%	7%	5%	3%		

This table provides the frequency distribution for responses to a survey related to college students' coping strategies and emotional resilience. The table presents the responses to three different statements/questions and displays the frequency distribution for each response option, as well as the mean and standard deviation of the responses. Statement/Question 1 relates to whether the college or university provides adequate support for college students to develop emotional resilience. 55 respondents strongly agreed (SA) with the statement, 81 agreed (A), 11 were undecided (UD), 1 disagreed (DA), and 2 strongly disagreed (SDA). The mean response was 4.24 with a standard deviation of 0.73.

Statement/Question 2 relates to whether college students are aware of resources available to them to develop emotional resilience. 45 respondents strongly agreed (SA) with the statement, 84 agreed (A), 15 were undecided (UD), 0 disagreed (DA), and 6 strongly disagreed (SDA). The mean response was 4.08 with a standard deviation of 0.87. Statement/Question 3 relates to whether the college or university actively promotes and encourages the development of emotional resilience among college students. 58 respondents strongly agreed (SA) with the statement, 70 agreed (A), 10 were undecided (UD), 8 disagreed (DA), and 4 strongly disagreed (SDA). The mean response was 4.13 with a standard deviation of 0.95. Overall, the responses suggest that the majority of respondents agree or strongly agree with the statements, indicating a positive perception of college support for coping strategies and emotional resilience. However, there were a notable number of undecided or disagree responses, indicating room for improvement in this area.

Table 5
Comparison of Respondents' Opinion on the Base of Gender (Independent Sample t-test)

Gender	N	M	SD	df	t	Sig.
Male	55	42.4	4.42	148	.27	.787
Female	95	42.2	4.34			

*P > .05 Level of Significance

The table shows the results of an independent sample t-test conducted to compare the opinions of male and female respondents. The mean scores of both groups were very similar, with male respondents having a mean score of 42.4 and female respondents having a mean score of 42.2. The standard deviations for both groups were also very similar. The t-

test result was not significant, with a p-value of 0.787, indicating that there was no statistically significant difference in the opinions of male and female respondents.

Table 6
Comparison of Respondents' Opinion on the Base of Age (One-Way ANOVA)

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	193.838	3	64.613		
Within Groups	2627.955	146	18.000	3.590	.015
Total	2821.793	149			

*P < .05 Level of Significance

The table shows the results of a one-way ANOVA analysis conducted to compare the opinions of respondents based on their age. The table presents the sum of squares, degrees of freedom, mean square, F-value, and significance level for the between-group and within-group factors. The results show that there is a significant difference in opinions between the age groups (F = 3.590, p < .05), indicating that age is a significant factor in determining the opinions of the respondents.

Table 7
Comparison of Respondents' Opinion on the Base of Designation (One-Way ANOVA)

Designation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	99.408	1	99.408		
Within Groups	2722.385	148	18.394	5.404	.021
Total	2821.793	149			

*P < .05 Level of Significance

The table shows the results of a one-way ANOVA comparing the opinions of respondents based on their designation. The analysis indicates a significant difference in mean scores between the two groups, with a significant F-value and p-value less than 0.05. This suggests that there is a statistically significant difference in the opinions of the two groups.

Table 8
Comparison of Respondents' Opinion on the Base of Qualification (One-Way ANOVA)

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.730	2	26.865		
Within Groups	2768.064	147	18.830	1.427	.243
Total	2821.793	149			

*P > .05 Level of Significance

The table shows the results of a one-way ANOVA comparing the opinions of respondents based on their qualification. The analysis found that there was no significant difference in the opinions of respondents with different qualifications, as the F-statistic was not significant at the .05 level. The between groups sum of squares and mean square were both relatively small compared to the within groups values, indicating that there was little variation between the groups. The p-value was greater than .05, indicating that there was no significant difference in opinion based on respondents' qualifications.

Discussion

The data presents the frequency distribution based on the demographics of respondents, strategies to cope with stress, the impact of coping strategies on emotional resilience, and college support for coping strategies and emotional resilience. The demographics show that out of 150 respondents, 63.3% were female and 36.7% were male. The majority of respondents were in the age group of 41-50 years (56.0%), followed by 31-40 years (30.7%). Regarding the designation, 54% were SSET and 46% were JSET. In terms of qualification, 66% were Masters, 31.3% were M.Phil., and 2.7% were PhD.

The analysis of strategies to cope with stress revealed that college students have effective strategies (55%) and are aware of effective coping strategies (48%). Moreover, the respondents encouraged college students to use effective coping strategies (53%). The respondents also believed that the college or university provides adequate support for college students to develop effective coping strategies for stress (46%). In terms of the impact of coping strategies on emotional resilience, effective coping strategies were found to positively impact the emotional resilience of college students (52%), and college students who used effective coping strategies showed improved emotional resilience (46%). The respondents also believed that negative consequences or limitations of coping strategies on the emotional resilience of college students are rare (49%).

Regarding college support for coping strategies and emotional resilience, the respondents agreed that the college or university provides adequate support for college students to develop emotional resilience (54%) and that college students are aware of resources available to them to develop emotional resilience (56%). The college or university was also believed to actively promote and encourage the development of emotional resilience among college students (47%). The inferential statistics showed that there is no significant difference in the opinion of male and female respondents on the basis of gender of participants. However, there is a significant difference in the opinion on the basis of age, where respondents of different age groups showed different opinions.

The research article presents a comprehensive analysis of the demographics of respondents, coping strategies, emotional resilience, and college support for coping strategies and emotional resilience. The findings indicate that the majority of the respondents were female, in the age group of 41-50 years, and had a Master's degree. The study reveals that the respondents had a positive attitude towards coping strategies, and college students are aware of effective coping strategies to deal with stress. The respondents believed that the college or university provides adequate support for college students to develop effective coping strategies and emotional resilience.

According to the study, effective coping strategies have a positive impact on the emotional resilience of college students. Using such strategies has been linked to improved emotional resilience, and the respondents believe that negative consequences or limitations of these strategies on the emotional resilience of college students are rare (Smith et al., 2021). The study emphasizes the importance of college support for coping strategies and emotional resilience. The respondents agreed that the college or university provides adequate support for college students to develop emotional resilience and that students are aware of the resources available to them. Additionally, the college or university was found to actively promote and encourage the development of emotional resilience among college students (Smith et al., 2021).

The inferential statistics showed that there is no significant difference in the opinion of male and female respondents on the basis of gender of participants. However, there is a significant difference in the opinion on the basis of age, where respondents of different age groups showed different opinions. This suggests that college support for coping strategies and emotional resilience should be tailored to meet the specific needs of different age

groups. The findings of this study emphasize the importance of effective coping strategies and emotional resilience for the well-being of college students. The study also highlights the need for college support for coping strategies and emotional resilience tailored to meet the specific needs of different age groups. The results of this study have important implications for college administrators, counselors, and educators in their efforts to promote the well-being of college students.

Conclusion

The study indicates that effective coping strategies have a positive impact on the emotional resilience of college students, and respondents believed that the college or university provides adequate support for college students to develop effective coping strategies and emotional resilience. It is concluded that social support, positive reappraisal, making a plan of action, increasing a sense of control over the situation, avoiding the problem or situation causing the stress and emotion-focused coping are common coping strategies used by the college students. The study emphasizes the importance of college support for coping strategies and emotional resilience tailored to meet the specific needs of different age groups. The findings of this study have significant implications for college administrators, counselors, and educators in their efforts to promote the well-being of college students. Research provided a useful framework for understanding the role of coping strategies and emotional resilience in the lives of college students and underscores the importance of promoting and supporting these strategies for the well-being of students. It is needed to explore the specific needs of different age groups and the most effective approaches to promoting coping strategies and emotional resilience among college students.

Recommendations

Recommendations at the basis of findings and conclusion are given below;

1. Provide students with information and resources on stress management and coping strategies.
2. Create a supportive and positive environment in the classroom.
3. Future researchers should conduct research to identify the more effective strategies and interventions to cope with stress.

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