



# RELATIONSHIP BETWEEN COPING STYLE AND RESILIENCE IN UNDERGRADUATE STUDENTS

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## ABSTRACT:

This research paper examines the complex relationship between coping styles and resilience in college students. The instruments used were the Coping Styles Questionnaire (Hamby, 2013) and the Brief Resilience Scale (Smith, 2008). The total sample consisted of one hundred and ten participants (N=110) from reputed universities in Delhi NCR. Both male and female students were considered, and participants' ages ranged from 17 to 35 years. Random sampling is the basis of sampling. Statistical analysis revealed a weak positive correlation between coping style and participants' Resilience. The numbers seem to go up a bit together, which means it's just a coincidence. Research has shown that although connections are found between these components, their strength is limited. This study contributes to the growing literature on mental health and coping mechanisms in college students by providing information that can inform interventions and support systems to improve student life and academic success. Additional research methods and practical applications are discussed.

**Keywords:** Coping Style, Resilience, University Students

## INTRODUCTION:

In the domain of advanced education, the progress to college life addresses a urgent period set apart by a huge number of difficulties and potential open doors for individual and scholarly development. From the second understudies step onto grounds, they are defied with a different exhibit of stressors, going from scholarly tensions and social changes in accordance with monetary imperatives and vocation vulnerabilities. How understudies explore these difficulties and adjust to the requests of college life is molded, to some degree, by their coping style and resilience.

Coping style alludes to the mental and social methodologies people utilize to oversee stressors, while versatility envelops one's capacity to return from difficulty, keep up with mental prosperity, and flourish notwithstanding difficulties. The two develops assume essential parts in molding understudies' encounters and results all through their college process. Understanding the interchange between adapting style and strength is accordingly fundamental for clarifying the elements that add to understudies' general prosperity and scholarly achievement.

Lately, there has been a developing interest in understanding the mental elements that add to the prosperity and scholarly progress of college understudies. Among these elements, adapting style and flexibility have arisen as key builds deserving of examination because of their possible ramifications for emotional wellness and scholastic accomplishment. coping style alludes to the mental and conduct procedures people utilize to oversee stressors, while flexibility mirrors one's capacity to return from difficulty and keep up with mental prosperity despite challenges (Connor and Davidson, 2003; Lazarus and Folkman, 1984).

Inside the setting of college understudies, coping style appears in different structures, going from issue centered approaches focused on effectively addressing stressors to feeling zeroed in procedures fixated on directing close to home misery. Understudies might depend on friendly encouraging groups of people, participate in critical thinking, look for interruption, or utilize aversion strategies in light of scholarly tensions, relational struggles, or different stressors intrinsic in the college climate.

The adequacy of the survival methods, thusly, impacts understudies' versatility levels and the ability to explore the intricacies of college life. Versatility, then again, envelops a more extensive arrangement of mental characteristics and cycles that empower people to endure and recuperate from difficulty. Tough understudies show a feeling of direction, good faith, and flexibility despite challenges. Students have vigorous strategies for dealing with especially difficult times, helpful critical thinking abilities, and a strong organization of friends, coaches, and assets that work with their capacity to endure and flourish in the midst of scholarly mishaps, individual battles, and outer stressors.

The progress to college life is in many cases joined by different stressors like scholastic requests, prevailing difficulties, and freshly discovered autonomy (Hudd et al., 2000). Subsequently, understudies might depend on various survival methods to explore these stressors, which can essentially impact their

change and by and large prosperity (Compas et al., 2001). A few people might take on issue centered survival techniques, portrayed by dynamic endeavors to address the wellspring of stress, while others might utilize feeling centered ways of dealing with especially difficult times, which involve dealing with the profound misery related with stressors (Carver et al., 1989).

Not with standing the perceived significance of adapting style and flexibility in forming understudies' encounters and results, observational examination analyzing their interrelationship remains generally restricted, especially inside the college setting. While individual examinations have investigated parts of adapting or strength in disconnection, few have methodically researched how these develops cross and impact each other with regards to college understudies' lives. In addition, existing examination frequently needs consistency in philosophy, estimation, and hypothetical systems, impeding complete comprehension and correlation across studies. Against the scenery, there is a squeezing need for thorough quantitative exploration that inspects the connection between adapting style and strength among college understudies.

By utilizing normalized measures and powerful factual examinations, such exploration attempts can explain the nuanced elements between unambiguous survival techniques and flexibility results, revealing insight into the instruments hidden understudies' versatile reactions to stressors. Additionally, quantitative examinations offer the possibility to distinguish prescient variables, arbitrators, and middle people that shape the adapting flexibility nexus, subsequently illuminating designated mediations and backing programs customized to understudies' novel requirements.

Research proposes that adapting styles assume a vital part in forming people's strength levels. For instance, people who use versatile survival methods, for example, looking for social help or participating in critical thinking, will generally display more prominent flexibility despite misfortune (Hjemdal et al., 2007). Then again, maladaptive survival methods, like evasion or self-fault, have been connected to bring down degrees of flexibility and expanded powerlessness to emotional well-being issues (Ong et al., 2006).

Understanding the transaction between adapting style and strength among college understudies is consequently fundamental for creating designated intercessions pointed toward advancing understudies' prosperity and scholarly achievement. The study tries to address this hole in the writing by leading a quantitative assessment of adapting style and strength among college understudies. Through an orderly and systemically thorough methodology, we expect to clarify the relationship between unambiguous survival techniques and flexibility results, considering individual contrasts, relevant variables, and formative contemplations. By contributing exact proof to this expanding field of request, this study tries to illuminate proof based rehearses pointed toward improving understudies' prosperity and scholastic outcome in the college setting.

In the ensuing segments, we will give an exhaustive survey of significant writing, frame the hypothetical structure directing our review, outline our examination procedure, and examine the ramifications of our discoveries for hypothesis, practice, and future exploration. Through this undertaking, we expect to

progress academic comprehension of adapting and flexibility among college understudies, eventually cultivating steady conditions helpful for understudies' all encompassing turn of events and thriving.

The current review means to address the hole by leading a quantitative examination concerning the connection between adapting style and flexibility among college understudies. By utilizing thorough examination techniques and using approved proportions of adapting style and versatility, this study tries to give important bits of knowledge into the components hidden understudies' capacity to adapt actually to stressors and flourish in the college climate. At last, the discoveries of this study can possibly advise the advancement regarding proof based mediations pointed toward improving understudies' versatility and prosperity all through their college experience. Against the scenery, there is a squeezing need for thorough quantitative exploration that inspects the connection between adapting style and strength among college understudies. By utilizing normalized measures and powerful factual examinations, such exploration attempts can explain the nuanced elements between unambiguous survival techniques and flexibility results, revealing insight into the instruments hidden understudies' versatile reactions to stressors.

Additionally, quantitative examinations offer the possibility to distinguish prescient variables, arbitrators, and middle people that shape the adapting flexibility nexus, subsequently illuminating designated mediations and backing programs customized to understudies' novel requirements. We will give a thorough survey of pertinent writing, frame the hypothetical structure directing our review, portray our examination procedure, and talk about the ramifications of our discoveries for hypothesis, practice, and future exploration. Through this undertaking, we expect to progress academic comprehension of adapting and flexibility among college understudies, eventually cultivating steady conditions helpful for understudies' all encompassing turn of events and thriving.

## **REVIEW OF LITERATURE:**

Smith et. al., (2019) discussed ways of dealing with stress utilized by understudies assume a critical part in their mental prosperity. The study looks at the connection between survival techniques and mental prosperity in an example of 98 students matured somewhere in the range of 19 and 42 years. Coping Strategies were assessed through the CRI-A (Moos, 1993), while psychological well being was evaluated utilizing the BSI (Derogatis and Spencer, 1982). The outcomes show a connection between adapting style and mental prosperity. Move toward survival methods as critical thinking in educator training understudies helpfully affected side effects of sadness, phobic nervousness and generally level of mental pain. Interestingly, mental aversion adapting are related to more noteworthy presence of mental side effects showing trouble. Also, social aversion techniques (look for elective prizes and close to home release) were related with negative mental prosperity. Survival techniques might assist with lessening mental pain in college understudies. In particular, approach-situated adapting is related to positive scores for mental prosperity, and avoidant feeling centered adapting most importantly, conduct avoidant adapting might be major areas of strength for an of mental misery.

Attending University is an especially unpleasant time because of exceptional new stressors, for example, changes in climate, misfortune or diminishment of social encouraging groups of people, scholarly tensions, creating peer connections, and monetary administration. The ongoing research by Pidgeon et. al., (2014) analyzed the attributes of college understudies detailing high and low flexibility for clarifying its clinical ramifications in forestalling emotional wellness issue, principally zeroing in on possibly modifiable psychosocial factors. A worldwide example of 214 college understudies selected from Australia, the US of America, and Hong Kong colleges finished proportions of strength, saw social help, grounds connectedness, and mental dis-braid. Consequences of a one-way between bunches multivariate examination of fluctuation uncovered that apparent social help, grounds connectedness, and mental pain represented a huge extent (36%) of the change between the high and low flexibility gatherings of college understudies. College understudies with low degrees of strength announced altogether lower levels of seen social help, grounds connectedness, and more significant levels of mental pain, in contrast with college understudies with elevated degrees of versatility. Discoveries offer significant ramifications for the advancement of resilience based mediations among college understudies.

The wellbeing, prosperity and employability of college understudies are key contemplations inside advanced education. Accordingly, interest in understudy versatility is on the ascent. Brewer et. al., (2019) reviewed resilience in higher education students. Surveys of contemporary resilience writing feature both theoretical and strategic shortcomings, issues which hamper endeavors to plan successful strength mediations. To illuminate the plan regarding an understudy versatility program, to be guided at three Australian colleges, a checking survey of resilience intended for the advanced education setting was embraced. Searches of three electronic information bases (PsychINFO, CINAHL and ProQuest) were directed. 72 companion assessed articles distributed somewhere in the range of 2007 and 2017 were remembered for the survey. While the survey reaffirms the reasonable and systemic issues found in past strength research, it gives a helpful scrutinize of main points of contention comparable to college understudy versatility and mediations to upgrade understudies' resilience.

Military work force are stood up to with physiological and mental changes brought about by pressure and openness to injury. In spite of the fact that strength might be defensive against psychopathology, not many examinations have investigated the connections between the flexibility and survival techniques. The study by chen et. al., 2018 means to survey what different ways of dealing with stress mean for resilience, mental prosperity (PWB), and perceived health among military staff. The study was a cross-sectional review. Atomic, natural, and substance (NBC) warriors and attendants in the tactical clinical focus were selected in Taiwan in November 2015. The review contained the Short Adapt Scale, Ryff's PWB Scale, and the Strength Scale for Grown-ups, which inspected the connections among survival techniques, PWB, flexibility, and saw wellbeing. Way examination was applied. 200 members were enrolled. Flexibility is higher when positive methodology arranged survival techniques are utilized, which straightforwardly influences PWB, and thus, predicts better-saw wellbeing. Our theoretical model demonstrates that

mediations intended to advance methodology arranged survival techniques might assist military work force with creating further developed flexibility, PWB, and saw wellbeing status.

Beasley et. al., (2003) examined and reviewed that Direct impacts and buffering models were tried according to mental solidness and coping for general wellbeing and mental working. Mature age college understudies (N=187) finished measures surveying life altering situation stress and horrible valuable encounters (autonomous factors) mental solidness and coping style (mediator factors), and general wellbeing, somatization, tension and sadness (subordinate factors). Overall outcomes upheld an immediate impacts model of the connection between life stress and mental wellbeing. Mental strength, parts of adapting style and negative life altering situations straightforwardly affected on proportions of mental and physical pain. In a few cases there was likewise support for a buffering model in which mental solidness directed the impacts of close to home adapting or unfavorable life altering situations on mental trouble.

## **METHODOLOGY:**

### **AIM:**

The aim of the research is investigate the relationship between coping style and resilience of university students.

### **OBJECTIVE OF RESEARCH:**

1. To examine the relationship between coping styles and resilience levels among university students.

### **HYPOTHESIS:**

H<sub>1</sub>: There would be a positive relationship between coping styles and resilience.

### **RESEARCH DESIGN:**

This study employs from descriptive study and correlational research design.

**SAMPLE:**

The sample size of study was calculated based on Z-value of normal distribution curve .The sample size of study is 110 participants (N=110) and the data was gathered using random sampling technique.

**INCLUSIVE CRITERIA**

- College and university students
- Both male and female students
- Age= 17 to 35 years

**EXCLUSIVE CRITERIA**

- School students
- students above the age of 30 years

**TOOLS USED:****COPING STYLE QUESTIONNAIRE: ( Hamby et. al., 2013)**

The coping questionnaire evaluates behavioral, emotional, and cognitive coping strategies. Item 2, 3, and 4 below, which focus on cognitive and emotional techniques, were derived from the widely used Coping Strategies Scale by Holahan and Moos (1987), whereas items 1, 5, 6, and 8 were unique cognitive and emotional items. The remaining items were modified using the framework developed by Spitzberg and Copach (2008) to measure coping strategies used in response to stalking. The questions were modified to emphasize generic coping strategies rather than reactions to particular circumstances, and they were made simpler to accommodate a community sample that included individuals with varying educational backgrounds and reading proficiency levels. The reliability of test was found to be 0.88 and the validity is high.

**BRIEF RESILIENCE SCALE: (Smith et. al., 2008)**

The BRS is a 6-item measure of resilience that focuses on the ability to recover from stress and adversity. Responses are rated on a five-point Likert scale: Strongly disagree (1) Strongly agree (5). The higher the mean BRS score, the more flexible the respondent. The BRS is a one-factor scale. BRS scores showed adequate reliability ( $\alpha = .83$ ; intraclass coefficient = .69). validity is high. The BRS is a reliable and valid way to assess resilience as an ability to bounce back quickly.

**PROCEDURE:**

The researcher approached the participants who had met the criteria to take part in the study using the Random Sampling method. To make sure individual were willing to participate in the study, participants had to provide written informed consent. After being informed about the study, the participants had all of their questions answered. Additionally, sociodemographic information was requested of them. Participants were advised that the information gathered would be kept private and used exclusively for research.

**STATISTICAL ANALYSES:**

The acquired finding were analysed using a computer software application SPSS. Considering frequency distribution of normality is a trust worthy test, it was used to determine whether the data was normal. The mean and standard deviation were used to compute the descriptive statistics of the data that were gathered. Pearson's coefficient of correlation is the inferential statistic utilized in this study.

**RESULT:**

The aim of this research is to investigate the relationship between coping style and resilience among university students. The result suggests a weak positive correlation between the two variables (0.159). That means when coping style increases, resilience also tends to increase but slightly.

**TABLE 1: Shows the overall frequency mean, standard deviation and values of variables**

Variable	Mean	SD	Coping Style	Resilience
Coping Style	36.3455	7.77957	1	.159
Resilience	19.0636	2.77365		1



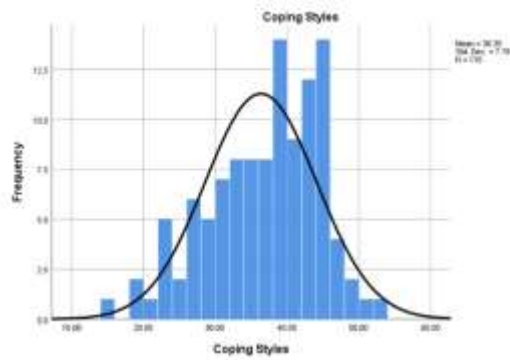


Figure 1: Coping Styles

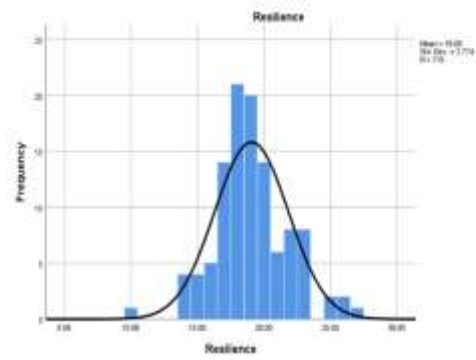


Figure 2: Resilience

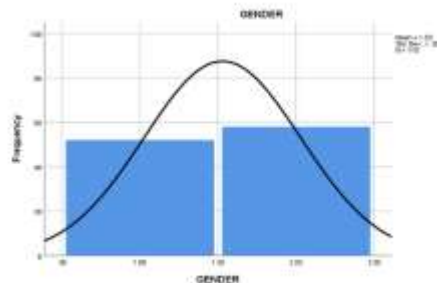


Figure 3: Gender

According to table no.1, The mean score for coping style was 36.3455, indicating a typical response on the scale measuring coping style. Similarly, the mean resilience score was 19.0636, indicating the general level of the participants. These mean scores represent the mean for each construct, providing information about the average response in the sample. The standard deviation measures the distribution of scores around the mean. For decision styles, the standard deviation is 7.77957, indicating that scores differ by 7.78 units from the mean. Similarly, for energy, the standard deviation is 2.77365, indicating that the scores differ by 2.77 units from the mean. This information will help you understand the difference, or difference, in the data set for each variable. The coefficient between the variances and the variance is 0.159. This positive relationship indicates an increase in the variety of activities, which leads to an increase in strength. However, if the coefficient is 0.159, the relationship is considered weak. In other words, although higher coping styles are associated with greater strength, the relationship is not necessarily strong. This view allows you to understand the degree of relationship between two variables in your model. In general, these statistics provide basic information about the distribution and relationship between different types of tolerances and robustness statistics in your model. The mean and standard deviation provide information about the typical response and variance for each variable. Meanwhile, the correlation coefficient shows the strength and direction of the relationship between the two variables.

## DISCUSSION:

College students face many stressors, from academic pressures and social transitions to personal challenges. Research has shown that how students deal with these stressors, and how they work through them, can be related to their resilience and ability to bounce back from adversity. A strong positive relationship reliably links various health behaviors with greater resilience, but some studies have found weak positive relationships, which are somewhat more complex.

This weak positive relationship is due to the use of coping mechanisms. Students who use strategies such as problem solving and seeking social support may be better able to cope with stress. Over time, these strategies become more and more effective. However, the strength of this relationship depends on the type of activity. For example, research suggests that relying on social support to manage stress may be more linked to coping mechanisms than emotional suppression, which can have long-term negative effects.

Individual differences must also be taken into account. Personality traits and past experiences can have a significant impact on how students respond to stress. It may be that high-achieving students maintain resilience even when the variety of activities is less diverse. Current research on the resilience-attitude relationship in college students is limited. Many studies are cross-sectional. In other words, they take place at the same time.

Longitudinal studies that follow students over time can better understand how different activities influence the development of resilience. In addition, the university population is diverse. Future research should explore how factors such as background, socioeconomic, and global culture influence the relationship between predatory behavior and resilience. By providing students with effective stress management skills such as problem solving and social support networks, colleges and universities can empower students to face challenges and build resilience throughout their journey. Focusing on building resilience will result in successful and well-adjusted students.

## CONCLUSION:

University life presents many challenges for students. Academic pressures, social anxiety and personal problems influence them. Research shows that a student's decision-making style, or how they deal with adversity, can be related to their resilience and ability to bounce back from adversity. A strong positive relationship links positive behavior to strong motivation, but some research suggests a weak positive relationship.

weak relationship may be due to multiple adaptive activities being formed. Students who use problem-solving strategies or seek social support may be better able to cope with stress. Over time, this approach can increase your strength. However, the strength of this relationship depends on the type of activity. Research shows that relying on social support to manage stress is more likely to be linked to coping mechanisms than emotional suppression, which can have negative long-term consequences. The balance between resilience and resilience makes individual differences difficult. Personality traits and past experiences can have a significant impact on how students respond to stress. Models with internal

resistance can be stronger. Many studies are cross-sectional and provide a snapshot over time. Longitudinal studies that follow students over time can better understand how different activities influence the development of resilience. In addition, the university population is diverse. Future research should explore how factors such as background, socioeconomics, and global culture influence the relationship between predatory behavior and resilience. By providing students with effective stress management skills, such as problem solving, and fostering strong social support networks, colleges and universities can empower students to face challenges and strengthen their path. This focus on promoting resilience will result in a successful and well adjusted group of students who are prepared to succeed not only academically but also in the face of future challenges.

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