



## EFFECTIVENESS OF STRESS MANAGEMENT PROGRAM FOR SELF EFFICACY AND COPING SKILLS AMONG COLLEGE STUDENTS

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**Abstract:** This study has been undertaken to investigate effectiveness of stress management program for self efficacy and coping skills among college students with objective of determining the effectiveness of stress management program in improving self efficacy and coping skills among college students. 30 students are selected for the study according to the inclusion criteria, GSE scale is administered to the samples to evaluate the self efficacy and Brief COPE inventory is administered to evaluate the coping skills. According to unpaired 't' value of brief COPE inventory 3.7688, there is a significant difference in the coping skills and according to unpaired 't' value of general self efficacy scale 2.1398, there is a significant difference in self efficacy. The conclusion of this study indicates that the stress management programs are effective in improving self efficacy and coping skills among college students.

### I. INTRODUCTION

College life can be very stressful. Sometimes parents, faculty and others tend to idealize their college experiences and remember it as that idyllic time when they had few worries or responsibilities. To students currently attending college, however, the process is often stressful and frustrating. The competition for grades, the need to perform, relationships, fear of AIDS, career choice, and many other aspects of the college environment cause stress. (UF| CWC Counseling & Wellness center)

According to the 2015 National college health assessment, 30% of students reported that stress had negatively affected their academic performance within the past year, and over 85% had felt overwhelmed by everything they had to do at some point within the past year.

Coping strategies are the specific efforts, both behavioral and psychological, that individuals employ to master, tolerate, reduce, or minimize stressful events. Coping strategies are classified into active and avoidant coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, while coping strategies "lead people into activities or mental state that keep directly addressing stressful events".

The goal of stress management program including techniques and fun activities is to improve self efficacy and coping skills among college students and to promote and strengthen the individual's potential to understand and experience academic situations and life events in a way that compelled one to act constructively rather than adopt a more non assertive, blaming perspective.

This shows that stress management program is essential for college students in improving self efficacy and coping up with the problems they face and to be productive.

#### 1.1 Operational definition

**Self-Efficacy:** Self-efficacy, also referred as **personal efficacy**, is confidence in one's own ability to achieve intended results.

**Coping Skills:** In psychology, **coping** means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict.

### II. OBJECTIVES OF THE STUDY

To determine the effectiveness of stress management program in improving self efficacy and coping skills among college students.

To evaluate the effectiveness of stress management program in improving self efficacy among college students.

To evaluate the effectiveness of stress management program in improving coping skills among college students.

### III. REVIEW OF LITERATURE

#### 3.1 Hamdam Molla et al(2015)

The study was aimed at investigating the effectiveness of stress management training in anxiety psychological hardiness, and general self efficacy among university students. It consist of 30 students who were divided into experimental group (n=15) and control group (n=15). The general self efficacy scale was used to assess the self efficacy of the students. According to the result, it concluded that stress management among university students cause anxiety to drop; it enhances their psychological hardiness and self efficacy.

### 3.2 Mobsen Yazdani et al.,(2011)

The aim of the study is to determine the effectiveness of stress management training program on depression, anxiety and stress rate of the nursing students. A sample of 68 male and female students were selected, one month stress management training program was given to the experimental group. DASS were used to screen the stress among students. They concluded that the stress management training program was effective in reducing stress anxiety and depression. It also can improve mental health of the college students.

### 3.3 Vliet et al (2009)

The study was conducted to find out the effect of Internet based stress management program (IBSMP) among high school students. 653 high school students participated in this study. Intervention group consist of 464 subjects and control group consist of 189 subjects. The students received 6 sessions of IBSMP. The results showed that the knowledge about stress was increased, seeking coping was increased and avoidance behavior was decreased.

## IV. METHODOLOGY

30 students are selected for the study according to the inclusion criteria, GSE scale is administrated to the samples to evaluate the self efficacy and Brief COPE inventory is administrated to evaluate the coping skills. Then they were divided into two groups, 15 samples in control group and 15 samples in intervention group. Stress management program is scheduled and administered to the experimental group. The experimental group will undergo treatment for 18 sessions thrice a week for six weeks. Each session last for one hour. The tools are re-administered.

### 4.1 Research Design:

The present study is two group pre test and post test of quasi experimental design.

Control group = Pre test → Post test

Experimental group = Pre test Intervention Post test

### 4.2 Sampling Technique:

Simple random sampling technique

### 4.3 Screening Criteria:

#### Inclusion Criteria:

1. AGE: 19 to 23 yrs old college students
2. SEX: Both males and females
3. DASS Stress Score 19 to 33 [moderate & severe]

#### Exclusion Criteria:

1. AGE: Below 19 yrs and Above 23 yrs old college students are not included
2. Physically handicapped people are not included
3. Married girls are not included
4. DASS Stress score below 19 and above 33 are not include [normal, mild, extremely severe]

### 4.4 Materials Required

1. Screening Tool
2. Instrument /Measurement Tool

#### Screening Tool

Depression Anxiety Stress scale

#### Instrument / Measurement Tool

1. General Self Efficacy Scale
- 2 Brief COPE Inventory

### 4.4 Procedure

At first DASS scale was administered to screen the stress among college students. The stress populations were totally 300 samples among three different colleges. Among that lot-randomization were used to select 30 students for the study according to the inclusion criteria. Then they were divided into two groups, 15 samples in control group and 15 samples in intervention group by using lot method. In that odd number belongs to control group and even number belongs to experimental group. After that they were assessed by Brief COPE inventory and General Self-Efficacy Scale on pre-test. Stress management program is scheduled and administered to the experimental group. The experimental group will undergo treatment for 18 sessions thrice a week for six weeks. Each session last for one hour. Control group was not under in any intervention procedure. But the tools are re-administered and scores were tabulated and treated with 't' test for both control and experimental group.

### 4.5 Hypothesis

#### Alternate Hypothesis

There will be significant improvement in self efficacy and coping skills among college students after stress management program.

#### Null Hypothesis

There will be no significant improvement in self efficacy and coping skills among college students after stress management program.

## V. DATA ANALYSIS

**Table 1:** Comparison of pre test values of control & experimental group for Brief COPE Inventory

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	Brief cope	Pre test	54.27	4.40	1.2476	0.2225
Experimental	Brief cope	Pre test	52.33	4.08		

**Table: 1** shows comparison of pre test values of control & experimental group for Brief COPE inventory mean values 54.27; 52.33, 't' value is 1.2476, and 'p' value is 0.2225 which shows it is not statistically significant. Independent 't' test was used to score the values.

**Table 2:** Comparison of pre & post test values in control group for Brief COPE Inventory

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	Brief cope	Pre test	54.29	4.40	2.2563	0.0406
Control	Brief cope	Post test	54.53	4.27		

**Table 2** shows comparison of pre & post test values of control group for Brief COPE inventory mean values 54.27;54.53, 't' value is 2.2563, and 'p' value is 0.0406 which shows it is not statistically significant. Paired 't' test was used to score the values.

**Table 3:** Comparison of pre & post test values in experimental group for Brief COPE Inventory

Group	Factor	Test	Mean	SD	't' Value	P Value
Experimental	Brief cope	Pre test	52.33	4.08	20.8342	0.0001
Experimental	Brief cope	Post test	60.07	3.75		

**Table 3:** shows comparison of pre & post test values of experimental group for Brief COPE inventory mean values 52.33; 60.07, 't' value is 20.8342, and 'p' value is 0.0001 which shows it is statistically significant. Paired 't' test was used to score the values.

**Table 4:** Comparison of post test values in control & experimental group for Brief COPE Inventory

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	Brief cope	Post test	54.53	4.27	3.7688	0.0008
Experimental	Brief cope	Post test	60.07	3.75		

**Table 4** shows comparison of post test values of control & experimental group for Brief COPE inventory mean values 54.53, 60.09 & 't' value is 3.7688, and 'p' value is 0.0008 which shows it is statistically significant. Independent 't' test was used to score the values

**Table 5:** Comparison of pre test values in control & experimental group for General Self Efficacy [GSE]

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	GSE	Pre test	18.2	4.09	1.1035	0.2792
Experimental	GSE	Pre test	16.46	4.50		

**Table 5** shows comparison of pre test values of control & experimental group for GSE mean values 18.2, 16.46 & 't' value is 1.1035, and 'p' value is 0.2792 which shows it is not statistically significant. Independent 't' test was used to score the values.

**Table 6:** Comparison of pre & post test values in control group for General Self Efficacy [GSE]

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	GSE	Pre test	18.2	4.09	1.0000	0.3343
Control	GSE	Post test	18.3	4.38		

**Table 6** shows comparison of pre & post test values of control group for GSE mean values 18.2, 18.3 & 't' value is 1.0000, and 'p' value is 0.3343 which shows it is not statistically significant. Paired 't' test was used to score the values.

**Table 7:** Comparison of pre & post test values in experimental group for General Self Efficacy [GSE]

Group	Factor	Test	Mean	SD	't' Value	P Value
Experimental	GSE	Pre-test	16.46	4.50	11.4519	0.0001
Experimental	GSE	Posttest	22.53	6.21		

**Table 7** shows comparison of pre & post test values of experimental group for GSE mean values 16.46, 22.53 & 't' value is 11.4519, and 'p' value is 0.0001 which shows it is statistically significant. Paired 't' test was used to score the values.

**Table 8:** Comparison of post test values in control & experimental group for General Self Efficacy [GSE]

Group	Factor	Test	Mean	SD	't' Value	P Value
Control	GSE	Post test	18.3	4.39	2.1398	0.0412
Experimental	GSE	Post test	22.53	6.21		

**Table 8, Graph: 8** shows comparison of post test values of control & experimental group for GSE mean values 18.3, 22.53 & 't' value is 2.1398, and 'p' value is 0.0412 which shows it is statistically significant. Independent 't' test was used to score the values.

## VI. DISCUSSION AND RESULT

**Table: 1** Shows comparison of pre test values of control & experimental group for Brief COPE inventory mean values 54.27;52.33, 't' value is 1.2476, and 'p' value is 0.2225 which shows it is not statistically significant and there is no difference between pre test values of control and experimental group. It indicates the unanimity of both group were same before giving intervention.

**Table: 2** Shows comparison of pre& post test values of control group for Brief COPE inventory mean values 54.27;52.53, value is 2.2563, and 'p' value is 0.0406 which shows it is not statistically significant. It indicates that there is no change in control group between pre and post test, because the examiner doesn't give any intervention to control group.

**Table: 3** Shows comparison of pre & post test values of experimental group for Brief COPE inventory mean values 52.33; 60.07,'t' value is 20.8342, and 'p' value is 0.0001 which shows it is statistically significant and there is difference between pre & post test values of experimental group. Mean scores also shows a huge different in pre & post-test values of experimental group. Since the experimental post-test value is greater than the pre-test value, it denotes that there is a significant improvement in coping skills.

These results are supported by the study done by Hirokawa et al (2002), in their study they examined the effects of a stress management program for college students on their perception of mental stress and stress coping strategies. The result showed that passive coping skills of students in the stress management group had decreased after the program. This shows that the coping skills of the students have improved.

**Table: 4** shows comparison of post test values of control & experimental group for Brief COPE inventory mean values 54.53, 60.07 & 't' value is 3.7688, and 'p' value is 0.0008 which shows it is statistically significant and there is difference between post test values of control & experimental group. Mean scores also shows a huge different in post-test values of both control & experimental group. Since the experimental post-test value of experimental group is greater than the post-test value of control, it denotes that there is a significant improvement in coping skills.

These results are supported by the study done by Vliet et al (2009), in their study, they examined the effect of Internet based stress management program (IBSMP) among high school students. 653 high school students participated in this study. Intervention group consist of 464 subjects and control group consist of 189 subjects. The students received 6 sessions of IBSMP. The results showed that the knowledge about stress was increased, seeking coping was increased and avoidance behavior was decreased.

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**Table: 7** shows comparison of pre & post test values of experimental group for GSE mean values 16.46, 22.53 & 't' value is 11.4519, and 'p' value is 0.0001 which shows it is statistically significant and there is difference between pre & post test values of experimental group. Mean scores also shows a huge different in pre & post-test values of experimental group. Since the experimental post-test value is greater than the pre-test value, it denotes that there is a significant improvement in self efficacy.

These results are supported by the study done by Hamdam Molla et al(2015) This study examines the effectiveness of stress management training in anxiety psychological hardiness, and general self efficacy among university students. It consist of 30 students who were divided into experimental group (n=15) and control group (n=15). The general self efficacy scale was used to assess the self efficacy of the students. According to the result, it concluded that stress management among university students cause anxiety to drop; it enhances their psychological hardiness and self efficacy.

**Table: 8** shows comparison of post test values of control & experimental group for GSE mean values 18.3, 22.53 & 't' value is 2.1398, and 'p' value is 0.0412 which shows it is statistically significant and there is difference between post test values of control & experimental group. Mean scores also shows a huge different in post-test values of both control & experimental group. Since the experimental post-test value is greater than the control post-test value, it denotes that there is a significant improvement in self efficacy.

These results are supported by the study done by Hampel et al (2008). This study examines the effect of school based anti stress-training among adolescents. 320 adolescents in the age range of 10-14 years participated in the study. Intervention group consist 138 subjects and control group consist of 182 subjects. The intervention group showed higher perceived self efficacy, less perceived stress and more adaptive coping at post and follow up period.

Based on the results and interpretation, the researcher accepts the alternative hypothesis and rejecting the null hypothesis.

## VII. CONCLUSION

From the result of the study it is concluded that the stress management program are effective in improving self efficacy and coping skills among college students and

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