

Study Of Stress Coping Strategy Among Adolescents In Relation To Social Support

Dr. Ajay Kumar
Associate Professor
L.L.R.M.College of Education
Dhudike, Moga(Punjab)
Email-profjayrana@rediffmail.com

Ms. Shilpy Gupta
Research Scholar
shilpygupta18@gmail.com

ABSTRACT

With the advancement in society and the increasing competition in every field, almost every person is facing the condition of stress. Being adolescent is the growing period also suffers from lots of stress conditions so it is essential to use suitable coping strategies to come out of the period of stress and support from our dear one is considered as the best way to come from the condition of stress. So the present study purposes to find the stress coping strategies among adolescents in relation to social support received from the significant persons. The objectives of the study were to find the significant relationship between stress coping strategies and social support among adolescents (boys and girls).To study the significant difference between stress coping strategies and social support among adolescents with respect to gender. Descriptive survey method was used to collect data. The tools used for the study were Coping Strategies Scale which was prepared by the investigator and Social Support Questionnaire (Varghese, 1994).A sample of 1000 adolescents was collected from government and private schools of Punjab. The results shows that stress coping strategies are positively and negatively correlated with social support in different dimensions both for boys and girls. There is very less difference in the means of coping strategies for both girls and boys this means both uses both types of coping strategies according to situation. And the girls received more social support as compared to boys.

Key words: Coping strategies, social support, adolescents

INTRODUCTION

According to Stanley Hall adolescence is considered as a period of stress and storm (Dhull & Kumari, 2015). This is that span of life when the person has maximum energy and courage to think and do something new. This is one of the most essential periods of life span. Instead of all, it is the stage when the person has to select his career, think about his/her future plans and

ambitions. All this brings the stage of stress in such individuals. So such individuals must know the strategies to come out of the stage of stress. There is abundant research on the root causes of stress and the coping behavior of adolescent people. Academic pressure is one of the main sources of stress for young people and this stress is a significant facilitator and antecedent to depression. Importantly, accumulation of these daily stressors can impact students' adjustment. Indeed, the rates of suicide ideation among adolescent students are alarming (Kaushal et al., 2018). So these persons also need to have support to come out of the stage of stress. This support may be provided by different persons who come in contact with him/her.

STRESS COPING STRATEGIES

Swami Sukhabhogananda in his book "Stress Management" says that managing stress is an important aspect of life. Stress cannot be eliminated entirely, but it has to be managed in such a way that we become master of stress and not victims. He also says that "A moment of stress takes away the maximum efficiency with minimum friction". Thus the strategies used by an individual either to manage or to eliminate stress is called stress coping strategies.

The transactional theory of coping hypothesizes that coping is progressing process that changes in response to environment, in an effort to manage different internal and external demands. Accordingly, the transactional theory of coping assumes that successful coping comprises an ability to adjust and change coping strategies in a way that accelerates positive outcomes (Lazarus & Folkman, 1987).

Coping strategies refer to the definite struggles, which may be both behavioral and psychological, that people use to master, tolerate, diminish, or reduce stressful events. Generally there are two coping strategies have been distinguished: Problem focused coping strategies and emotion focused coping strategies. Problem-Focused coping strategies are the efforts done to do something active to lighten stressful conditions, whereas emotion-focused coping strategies are the efforts used to normalize the emotional consequences of stressful or theoretically stressful events. Research indicates that people use both categories of strategies to eliminate most stressful events (Folkman & Lazarus, 1980). The prevalence of one type of strategy over another is determined on the basis of two factors: first is individual style as some people cope with stress more effectively than other one and second by the type of stressful event. For example, people usually employ problem-focused coping to deal with potential manageable problems such as job-related problems and family-related problems, whereas when the problem seems to be less

manageable, like certain kinds of physical health problems, person employ more emotion-focused coping.

Arthur et al. (1995) defined coping as “constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person”.

SOCIAL SUPPORT

Social support comprises of the two words: Social and Support

Social means related to society and organizations related to it. Support means giving assistance which may in many forms like financial, emotional etc. In a broader sense, support can be hypothesized in terms of the structural components for example: Social Integration means being a part of different networks and partaking socially (Rodríguez et al, 2006) and the functional components for example: different types of transactions between individuals, such as emotional support or favors (Piferi & Lawler, 2006). Social support is one of the important factors in the development and maintenance of an individual. Social support was defined as an individual's perception that he or she is cared for, esteemed, and valued by people in his or her social network, that enhances personal functioning, assists in coping adequately with stressors, and may buffer him or her from adverse outcomes (Dubow, Tisak, Causey, Hryshko, & Reid, 1991).

Social support has been found to be a treasured resource for people experiencing stress. Social support has been defined as efforts to assist individuals or that inspire their sense of attachment to significant groups. Those who have more social support have been found to have better wellbeing and physical health, and to be less negatively affected by stressful situations. The attainment and preservation of social support is seen as part of a caravan of resources that people acquire across the life span. Further, the use of social support is dependent in part on retaining other resources that enable support's more effective impact (Hobfoll, 2001).

It should be noted that the finest source of social support may depend on the developmental stage of the person who is getting the support. For example, parental support appears to be more valuable in early adolescence than it is in late adolescence (Stice et al , 2004). There are four types of support that we are dealing here those are emotional support, practical assistance, financial support and the guidance and advice provided by the significant persons like parents, friends, relatives etc.

Hupcey (1998) defined social support as a well-intentioned action that is given willingly to a person with whom there is a personal relationship and that produces an immediate or delayed positive response on the recipient.

Boyd (2002) viewed that social support develops from the relationships and interactions between individual, family, peer group and larger social systems.

REVIEWS OF RELATED LITERATURE

Reviews related to Coping Strategies

Anna (2015) conducted a study to investigate the stress coping strategies among guidance counselors in the performance of their jobs. The outcomes revealed that there is no significant difference between guidance counselors: in big and small secondary schools in their choice of relaxation as stress coping strategy, in urban and rural secondary schools in their choice of music as stress coping strategy and between male and female in their choice of regular physical exercise as stress coping strategy.

Subasi and Tas (2016) conducted study to investigate coping strategies of middle school students in science classes in relation to students' goal orientations and motivating tasks conducted in the classroom environment. The results indicate that a higher perception of motivating tasks provided in the classroom environment is positively related to positive coping strategies and negatively related to projective coping strategies. Students with higher mastery-approach goal orientation tend to utilize more positive coping strategy and less projective coping strategy and non-coping strategy. It is found that mastery-avoidance goal orientation is negatively associated with positive coping strategy and positively associated with projective coping and non-coping strategies. Moreover, it is seen that students with higher performance-avoidance goal orientation have a higher tendency to use positive coping strategy.

Mohan et al. (2017) conducted study to find the relationship between mindfulness, perceived stress and coping strategies and further assessed gender differences in these variables. Result showed that there were significant gender difference on coping styles between males and females. Overall, females scored higher than males on engagement and disengagement coping strategies and less on perceived stress.

Kaushal et al (2018) conducted study to find out the educational stress and coping strategies in school going adolescents. the results revealed that males were more content (78%) with their coping mechanisms as compared to females (73%). 20.4% adolescents use occasionally coping

and 55.3% adolescents used sometimes coping and 23.5% used frequently coping strategies. Also the school going adolescents have educational stress which is affected by age, gender, socioeconomic status, examinations, parent's expectation and peer. It was found that adolescents use different coping strategies to cope up with educational stress.

Reviews related to Social Support

Kumar (2016) conducted study that seeks to investigate the level of adjustment and social support of college going adolescents. The study reveals that there exists a significant difference in overall social support between boys and girls and girls showed higher level of social support in terms of family and others support than boys. And slight significant difference is found in other support between boys and girls.

Ogurlu et al. (2016) conducted study to examine the relationship between social-emotional learning skills and perceived social support of gifted students. Regression analysis indicated that social and emotional learning skills explained 29% of social support importance section and 43% of frequency section. Another important finding was that gifted students saw close friends as the primary source of social support and their teachers as the important social support source. In addition, the most significant difference between female and male students was also found on most subscales of two scales in favor of females.

Zamani- Alavijeh et al. (2017) conducted a study to determine the status of perceived social support and associated personal and family characteristics of medical sciences students in Ahvaz, Iran. The mean score of the perceived social support was 17.06 ± 3.6 and 60.3% of them reported low social support. There was a significant relationship among the perceived social support and sex ($p=0.02$), faculty ($p<0.0001$), ethnicity ($p=0.034$) and the duration of weekly residence in dormitory ($p=0.031$). But no significant relationship was found between the variable and other individual and familial characteristics.

Fredrick et al. (2018) conducted study to investigate social support (from parents, classmates, teachers, and close friends) as a protective factor in relationship between depression and suicidal ideation in adolescent boys and girls. Results of hierarchical linear regressions indicated parent, classmate, and close friend social support buffered the association between depression and suicidal ideation. Close friend social support as a buffer appeared to be more robust for girls than that of boys.

NEED AND SIGNIFICANCE OF STUDY

In the fast moving world every person wants to be stand in the lane of successful individual. Education is also one of the very important factors for everyone to lead a successful life. The social and technical changes have a great effect on students' academic progress. This effect brings certain problems in the life of an individual. Problems always cannot be solved in one's own preferred style. The problem brings the condition of stress. Stress is common to everyone; however we differ in how we respond to our stressors. When we are under or over aroused, we cannot perform our task at our best. Peak performance is achieved when we are in a state of optimum arousal. In our everyday situation, if we are in control of our thinking, feeling and action, we can reduce the stress and increase our performance. We tend to think, feel and act in a consistent way in accordance with our own beliefs and coping strategies. Most of us habitually react to our life events without much awareness. If we learn to think, feel and act in a helpful, flexible and realistic way we can reduce stress and can gain something out of our stressful life events. To cope with the stress the person has to use different styles by himself/herself. One of the styles to cope with stress may be the assistance provided by one person to other person when the other person is in condition of stress which is known as social support. She/he can take the support from family, friends and society. Support may be provided by the significant persons in the form of emotional assistance, practical assistance, financial assistance, advice and guidance support etc. And as we know adolescent is the stage of stress and strain and it is the stage when a person need maximum support to cope with the stress from the persons related to him/her. So, the researcher felt need of the present study.

STATEMENT OF THE PROBLEM

Study of Stress Coping Strategy among adolescents in relation to Social Support

OPERATIONAL DEFINITIONS OF TERMS USED

Coping Strategies: These are the type of efforts used by the adolescents to reduce or minimize the stressful events and to solve the personal and interpersonal problems of life. Every person uses different kind of coping strategy to come out of the stage of stress. Here two types of coping strategies are taken i.e. active approach coping (problem focused coping) and avoidance coping (emotion focused coping).Further problem focused coping have five dimensions i.e. problem solving, planning, confronting, adaptive behavior and seeking assistance. Emotion focused coping

will be further divided into six dimensions i.e. rationalization, distraction, avoidance, resignation acceptance and blaming.

Social Support: Social support is the interactive relationship. It is a kind of supportive assistance provided by one person to another during his day to day life in a particular situation and the direction received pertaining to any matter. Social support provided by significant persons, family, friends and relatives are considered and the types of social support like emotional, practical assistance, financial assistance, advice and guidance provided are considered in the study.

OBJECTIVES OF THE STUDY

1. To study the nature of variables under study viz. Stress coping strategies and social support,
2. To explore the relationship between stress coping strategies and social support received from social support system among adolescent boys.
3. To explore the relationship between stress coping strategies and social support received from social support system among adolescent girls.
4. To study the difference between stress coping strategies among adolescents with respect to gender.
5. To study the difference between social supports received from social support system among adolescents with respect to gender.

HYPOTHESES OF THE STUDY

1. There will be no significant relationship between stress coping strategies and social support received from social support system among adolescent boys.
2. There will be no significant relationship between stress coping strategies and social support received from social support system among adolescent girls.
3. There will be no significant difference between stress coping strategies among adolescents with respect to gender.
4. There will be no significant difference between social support received from social support system among adolescents with respect to gender.

METHODOLOGY

The study was descriptive survey method in which data was collected by 1000 adolescents of 9th and 10th class of Government and Private schools of Punjab state by multistage randomization technique. The tools used for the study were Coping Strategies Scale which was prepared by the investigator and Social Support Questionnaire (Varghese, 1994).

DELIMITATIONS OF THE STUDY

1. The study was delimited to 9th and 10th class adolescents of Punjab.
2. The study was delimited to Government and Private Schools of Punjab.

ANALYSIS AND INTERPRETATION

Ho1 There will be no significant relationship between stress coping strategies and social support received from social support system among adolescent boys.

Table-1 Relationship between stress coping strategies (Problem Focused) and social support received from social support system among adolescent boys.

Social Support →	Emotional Support	Practical Support	Financial Support	Advice and Guidance
Stress Coping Strategies ↓				
Problem Solving(F1)	0.220**	0.213**	0.113*	0.213**
Planning(F2)	0.159**	0.181**	0.260**	0.135**
Confronting(F3)	0.121**	0.027	0.047	0.144**
Adaptive behavior(F4)	0.150**	0.109*	0.083	0.123**
Seeking Assistance(F5)	0.140**	0.178**	0.110*	0.140**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From table-1, it is revealed that all dimensions of problem focused coping strategies (i.e. problem solving, planning, confronting, adaptive behavior and seeking assistance) are positively correlated with emotional support and advice and guidance component of social support, which is significant at 0.01 levels of significance. This means more use of the problem solving strategies, better is the social support received from social support system (emotional, advice and guidance). Also problem solving, planning and seeking assistance are also positively correlated to practical support and only planning is related to financial support and is significant at 0.01 levels of significance while problem solving is related to financial support and adaptive behavior is related to practical support and is significant at 0.05 levels of significance. Also relationship is not significant between confronting with practical and financial support, and adaptive behavior with financial support.

Table-2 Relationship between stress coping strategies (Emotion Focused) and social support received from social support system among adolescent boys.

Social Support →	Emotional	Practical	Financial	Advice and
Stress Coping Strategies ↓	Support	Support	Support	Guidance
Rationalization(F1)	-0.039	-0.099*	0.075	-0.079
Distraction(F2)	-0.077	-0.136**	0.011	0.025
Avoidance(F3)	-0.183**	-0.247**	-0.153**	-0.070
Resignation(F4)	-0.048	-0.118**	-0.070	-0.116**
Acceptance (F5)	0.112*	0.079	0.060	0.111*
Blaming(F6)	0.018	-0.013	0.019	0.081

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From table-2, it is seen that some emotion focused coping strategies are positively related and some are negatively related to different dimensions of social support. Six of the relationship is significant at 0.01 levels of significance and only two relations are significant at 0.05 levels of significance. And it also shows that some of the relationships are not significant at both the levels of significance. Negative correlation shows that more the emotion focused coping strategies are used less is the social support received by the adolescents.

Ho2 There will be no significant relationship between stress coping strategies and social support received from social support system among adolescent girls.

Table-3 Relationship between stress coping strategies (Problem Focused) and social support received from social support system among adolescent girls.

Social Support →	Emotional	Practical	Financial	Advice and
Stress Coping Strategies ↓	Support	Support	Support	Guidance
Problem Solving(F1)	0.188**	0.264**	0.119**	0.276**
Planning(F2)	0.238**	0.248**	0.255**	0.260**
Confronting(F3)	-0.038	0.007	-0.069	0.010
Adaptive behaviour(F4)	0.171**	0.172**	0.095*	0.210**
Seeking Assistance(F5)	0.191**	0.136**	0.236**	0.116**

** Correlation is significant at the 0.01 level (2- tailed)

* Correlation is significant at the 0.05 level (2- tailed)

Table-3 shows that the problem solving coping strategies(i.e. problem solving, planning, adaptive behavior and seeking assistance are positively related to social support(all dimensions) and the relationship is also significant at 0.01 levels of significance except one(Adaptive behavior and financial) which is significant at 0.05 levels of significance. While relationship between confronting and social support is not significant.

Table-4 Relationship between stress coping strategies (Emotion Focused) and social support received from social support system among adolescent girls.

Social Support →	Emotional Support	Practical Support	Financial Support	Advice and Guidance
Stress Coping Strategies ↓				
Rationalization(F1)	-0.093*	-0.144**	0.023	-0.153**
Distraction(F2)	0.019	0.015	0.104*	-0.182**
Avoidance(F3)	-0.031	0.023	0.001	-0.102*
Resignation(F4)	-0.187**	-0.070	-0.016	-0.208**
Acceptance (F5)	0.082	0.032	-0.080	-0.013
Blaming(F6)	0.075	0.041	0.154**	-0.064

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table-4 shows that some emotion focused coping strategies are positively related and some are negatively related to different dimensions of social support. Six of the relationship is significant at 0.01 levels of significance and only three relations are significant at 0.05 levels of significance. And it also shows that some of the relationships are not significant at both the levels of significance. Negative correlation shows that more the emotion focused coping strategies are used less is the social support received by the adolescent girls.

Ho3 There will be no significant difference between stress coping strategies among adolescents with respect to gender.

Table-5 Comparison of dimensions of Problem Focused Coping Strategies between Boys and Girls respondents of Senior Secondary Schools.

Dimensions	Boys (N=500)		Girls (N=500)		t- Value
	Mean	S.D.	Mean	S.D.	
Problem Solving(F1)	2.84	0.684	3.09	0.607	6.142**
Planning (F2)	2.77	0.777	3.08	0.608	7.133**
Confronting (F3)	2.25	0.897	2.20	1.103	0.797(NS)
Adaptive Behavior(F4)	2.91	0.878	2.85	1.017	0.999(NS)
Seeking Assistance(F5)	2.64	0.967	2.85	0.997	3.397**

** Significant at .01 level

NS- Not Significant

Table-5 shows that there is very less difference in the means of different problem focused strategies in boys and girls. This shows that both are using all these strategies in almost same amount. The t- values for problem solving, planning and seeking assistance are 6.142, 7.133 and 3.397 which are significant at 0.01 levels of significance while t value is not significant for confronting and adaptive behavior of adolescents.

Graph-1 Graph showing means of dimensions of Problem Focused Coping Strategies between Boys and Girls respondents of Senior Secondary Schools.

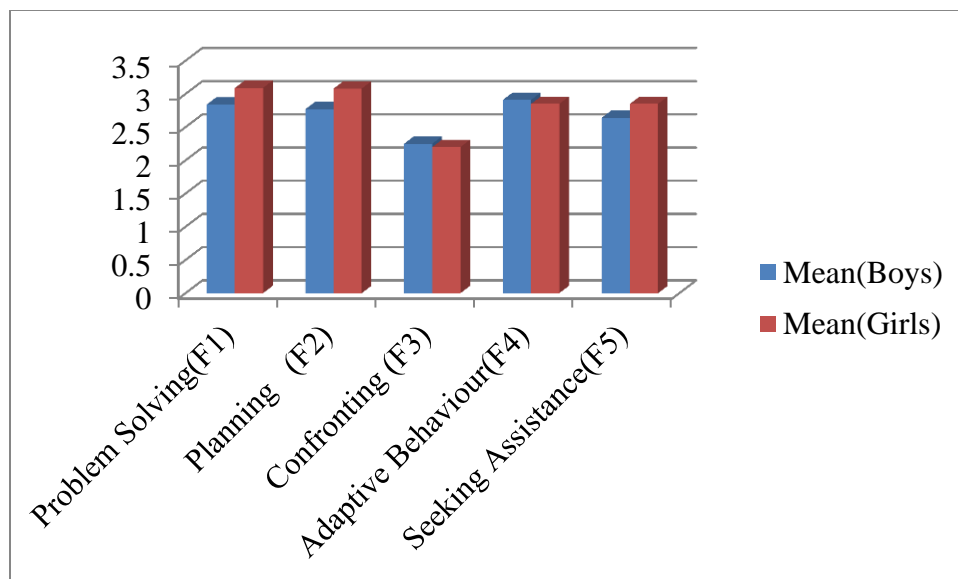


Table-6 Comparison of dimensions of Emotion Focused Coping Strategies between Boys and Girls respondents of Senior Secondary Schools.

Dimensions	Boys (N=500)		Girls(N=500)		t- Value
	Mean	S.D.	Mean	S.D.	
Rationalization (F1)	1.67	0.781	1.50	0.846	3.290**
Distraction (F2)	1.84	0.785	1.81	0.974	0.486(NS)
Avoidance (F3)	1.66	0.955	1.58	0.913	1.354(NS)
Resignation (F4)	0.84	0.892	0.64	0.877	3.575**
Acceptance (F5)	2.57	0.832	2.66	0.810	1.785(NS)
Blaming (F6)	2.05	0.994	1.92	1.054	2.007*

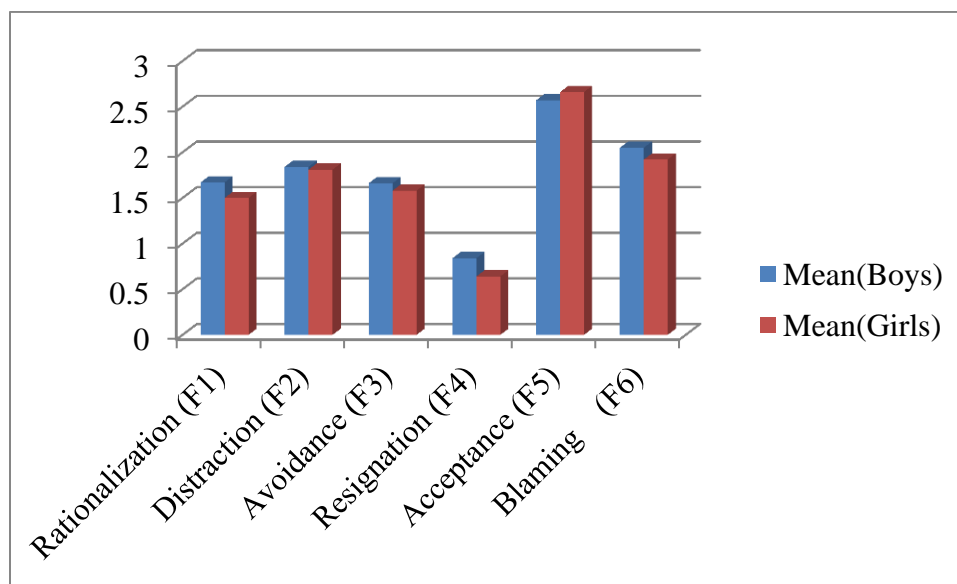
** Significant at .01 level

*Significant at .05 level

NS- Not Significant

Table-6 shows that there is very less difference in the means of different emotion focused strategies in boys and girls. This shows that both are using all these strategies in almost same amount. The t- values for rationalization and resignation is 3.290 and 3.575 respectively which is significant at 0.01 levels of significance and t-value for blaming is 2.007 which is significant at 0.05 levels of significance. And the t- value is not significant for distraction, avoidance and acceptance of adolescents.

Graph-2 Graph showing means of dimensions of Emotion Focused Coping Strategies between Boys and Girls respondents of Senior Secondary Schools.



Ho4 There will be no significant difference between social support received from social support system among adolescents with respect to gender.

Table-7 Comparison of dimensions of social support scale between Boys and Girls respondents of Senior Secondary Schools.

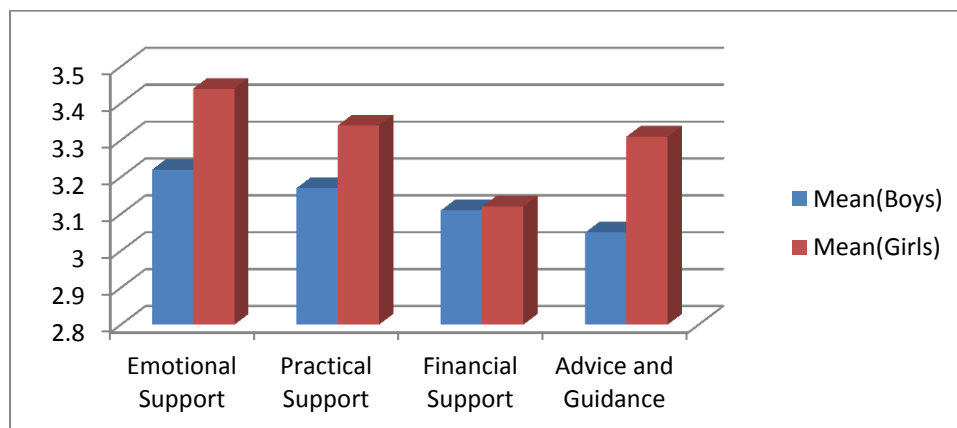
Dimensions	Boys (N=500)		Girls (N=500)		t- Value
	Mean	S.D.	Mean	S.D.	
Emotional Support	3.22	0.656	3.44	0.585	5.596**
Practical Support	3.17	0.699	3.34	0.617	3.982**
Financial Support	3.11	0.744	3.12	0.801	0.300(NS)
Advice and Guidance	3.05	0.645	3.31	0.615	6.642**

** Significant at .01 level

NS- Not Significant

Table-7 shows that the means of girls for all dimensions of social support is more than that of boys this shows that girls receives more social support as compared to boys. The t-values for emotional, practical, advice and guidance are 5.596, 3.982 and 6.642 respectively which is significant at 0.01 levels of significance. And the t-value for financial support is 0.300 which is not significant.

Graph-3 Graph showing means of dimensions of Social Support between Boys and Girls respondents of Senior Secondary Schools.



CONCLUSIONS

It is concluded that problem focused coping strategies are positively correlated with social support in most of the dimensions both for boys and girls. This means more use of the problem solving strategies, better is the social support received from social support system. While emotional focused strategies are negatively correlated with social support in most of the dimensions both for boys and girls. This means that more is the emotion focused coping strategies less is the social support. There is very less difference in the means of different problem focused strategies in boys and girls. This shows that both uses all these strategies in almost same amount. The t- values for problem solving, planning and seeking assistance are 6.142, 7.133 and 3.397 which are significant at 0.01 levels of significance while t value is not significant for confronting and adaptive behavior of adolescents.

There is very less difference in the means of different emotion focused strategies in boys and girls. This shows that both uses all these strategies in almost same amount. The t- values for rationalization and resignation is 3.290 and 3.575 respectively which is significant at 0.01 levels of significance and t-value for blaming is 2.007 which is significant at 0.05 levels of significance. And the t- value is not significant for distraction, avoidance and acceptance of adolescents.

The means of girls for all dimensions of social support is more than that of boys this shows that girls receives more social support as compared to boys. The t-values for emotional, practical, advice and guidance are 5.596, 3.982 and 6.642 respectively which is significant at 0.01 levels of significance. And the t-value for financial support is 0.300 which is not significant.

BIBLIOGRAPHY

- Anna, Onoyase (2015). Stress coping strategies among guidance counselors in the performance of their jobs in secondary schools Delta North Senatorial District. *Journal of Education and Practice*, 6 (30), 111-116. Retrieved from <https://eric.ed.gov/?q=stress+coping+strategies&id=EJ1081340> dated 24/01/2019 at 7.14pm
- Arthur, A., Stone and Laura, S. Porter (1995). *The Encyclopaedia of Mental Health: Ada P.Kahn, Jan Fawcett* 2008, 122.
- Boyd, B.A. (2002) Examining the relationship between stress and lack of social support in mothers of children with autism. *Journal of the Hammill Institute on Disabilities*, 17(4), 208.

- Dhull, I. & Kumari, S. (2015). Academic stress among adolescent in relation to gender. *International Journal of Applied Research*, 1(11), 394-396.
- Dubow, E.F., Tisak, J., Causey, D., Hryshko, A., & Reid, G. (1991). A two-year longitudinal study of stressful life events, social support, and social problem solving skills: Contributions to children's behavioural and academic achievement. *Child Development*, 62, 583-599.
- Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, 21, 219-239
- Fredrick, S.S.; Demaray, M.K.; Malecki, C.K., & Dorio, N.B. (2018). Can social support buffer the association between depression and suicidal ideation in adolescent boys and girls? *Psychology in the Schools*, 55 (5), 490-505. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.22125>. Dated 25/01/2019 at 10.17 p.m
- Hobfoll, S.E. (2001). Social support and stress. *International Encyclopedia of the Social & Behavioral Sciences*, 14461-14465. DOI: <https://doi.org/10.1016/B0-08-043076-7/03823-7>
- Hupcey, J.E. (1998) Social support: Assessing conceptual coherence. *Qualitative health research*. 8, 204-218.
- Kaushal, Y., Koreti, S., & Gaur, A.(2018). Educational stress and coping strategies in school going adolescents. *International Journal of Contemporary Pediatrics*, 5(4), 1452-1456 <http://www.ijpediatrics.com> DOI: <http://dx.doi.org/10.18203/2349-3291.ijcp20182545>
- Kumar, S. (2016). Adjustment and social support of college students in adolescents. *Asian Journal of Psychology and Education*, 49(5-6), 2-9. Agra: Agra Psychological Research Cell.
- Lazarus, R., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, 1(3), 141-169.
- Mohan, J., Upmanyu, V.V., Soroush, A. (2017). Mindfulness, perceived stress and coping strategies. *Asian Journal of Psychology and Education*, 50(5-6), 2-12. Agra: Agra Psychological Research Cell.
- Ogurlu, U.; Sevgi, Y.H. ; Yavuz, B. F.(2016). The relationship between social–emotional learning ability and perceived social support in gifted students. *Gifted Education International*, 34(1), 76-95.DOI: <https://doi.org/10.1177/0261429416657221> dated 25/01/2019 at 7.25 p.m.
- Piferi, R.L., Lawler, K.A. (2006). Social support and ambulatory blood pressure: An examination of both giving and receiving. *International Journal of Psychophysiology*, 62, 328–336.

Rodríguez, A. F, Guallar, C. P., & Herrera, M.C.(2006). Social network as a predictor of hospital readmission and mortality among older patients with heart failure. *Journal of Cardiac Failure*, 12, 621–627.

Stice, E., Ragan, J., & Randall, P.(2004). Prospective relations between social support and depression: Differential direction of effects for parent and peer support? *Journal of Abnormal Psychology*, 1(13), 155–159.

Subasi, Münevver, & Tas, Yasemin(2016). The Role of Motivating Tasks and Personal Goal Orientations in Students' Coping Strategies in Science. *Asia-Pacific Forum on Science Learning and Teaching*, 17 (2). Retrieved from <https://eric.ed.gov/?q=coping+strategies&id=EJ1145732>)

Zamani-Alavijeh, F., Dehkordi, F. R., & Shahry, P. (2017). Perceived social support among students of medical sciences. *Electronic physician*, 9(6), 4479–4488. doi:10.19082/4479