

COPING WITH POLITICALLY INDUCED MACRO-STRESSORS

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DECLARATION

Certified that the dissertation entitled "**COPING WITH POLITICALLY INDUCED MACRO STRESSORS**" submitted by **SYED MOHAMMAD HAIDER RIZVI** is in partial fulfilment of the requirement for the award of the degree of **MASTER OF PHILOSOPHY** of this university. This dissertation has not been submitted for any other degree of this university or any other university, and is his own work.

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for evaluation .

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Dedicated To,
My Loving Parents

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CONTENTS

Page No.

ACKNOWLEDGEMENTS

LIST OF TABLES

ABSTRACT

CHAPTER - I	INTRODUCTION	1 - 16
1.1	Definition of Stress	1
1.2	Theoretical Approaches or Models of Stress	5
1.3	Model of Stress Used In the Study	7
1.4	Types of Stress	9
1.5	Coping with Politically Induced Macro Stressors	10
1.6	Functions of Coping	11
1.7	Need of the Study	12
1.8	Analytical Model	16
CHAPTER - II	REVIEW OF LITERATURE	18 - 38
2.1	Stress Situations Constituting Perceived Threat	17
2.2	Coping Strategies/Styles	27
2.3	Conclusions	37
CHAPTER - III	METHODOLOGY	39 - 55
3.1	Problem Statement	39
3.2	Assumptions	39
3.3	Objectives	40
3.4	Hypothesis	41
3.5	Selection of Sample	42
3.6	Research Design	42
3.7	Development and Description of Questionnaire	45
3.8	Administration of the Questionnaire	49
3.9	Coding	49
3.10	Analysis of Data	51
CHAPTER - IV	RESULTS	56 - 93
4.1	Percentages	56
4.2	Analysis of Variance	56
4.3	Correlational Analysis	71
4.4	Correlational Analysis	75
4.5	Chi-Square (X^2)	83
4.6	Correlational Analysis	84

	Page No.
CHAPTER - V DISCUSSIONS	94 - 111
5.1 Hypothesis I	94
5.2 Hypothesis II	96
5.3 Hypothesis III	103
5.4 Hypothesis IV	105
5.5 Hypothesis V	107
5.6 Hypothesis VI	108
CHAPTER - VI SUMMARY AND CONCLUSIONS	112 - 123
6.1 Summary	112
6.2 Conclusions	117
6.3 Implications	119
6.4 Limitations	121
6.5 Suggestions for further Study	122
BIBLIOGRAPHY	124 - 132
APPENDIX	133 - 136

LIST OF TABLES

No.	Title	Page No.
	Research Design Table	
1.	Percentages on Macro Stressors Perceived as Most Threatening by Students	56
2.	Analysis of Variance on Confrontive Coping Strategy Used	57
3.	Analysis of Variance on Self-Reliant Coping Strategy Used	57
4.	Analysis of Variance on Fatalistic Coping Strategy Used	59
5.	Analysis of Variance on Palliative Coping Strategy Used	60
6.	Analysis of Variance on Emotive Coping Strategy Used	60
7.	Analysis of Variance on Optimistic Coping Strategy Used	61
8.	Analysis of Variance on Pragmatic Coping Strategies used	62
9.	Analysis of Variance on Evasive Coping Strategy Used	63
10.	Analysis of Variance on Self-Reliant-Pragmatic-Emotive Coping Strategy Found helpful	63
11.	Analysis of Variance on Optimistic-Self-reliant- Fatalistic Coping Strategy Found Helpful	64
12.	Analysis of Variance on Emotive-Palliative-Fatalistic- Pragmatic Coping strategy Found Helpful	65
13.	Analysis of Variance on Palliative-Pragmatic-Confrontive-Fatalistic coping Strategy Found Helpful	66
14.	Analysis of Variance on Fatalistic-Confrontive Coping Strategy Found Helpful	67

No.	Title	Page No.
15.	Analysis of Variance on Emotive-Evasive Coping Strategies Found Helpful	68
16.	Analysis of Variance on Optimistic-Palliative Coping Strategy Found Helpful	69
17.	Analysis of Variance on Evasive Coping Strategy Found Helpful	70
18.	Correlation Matrix for Psychological threat for Oneself, Similar others, and Dissimilar Others for Arts Students (N=60)	71
19.	Correlation Matrix for Science Students (N=60)	72
20.	Correlation Matrix for First Year Students (N=60)	73
21.	Correlation Matrix for Final Year Students (N=60)	73
22.	Correlation Matrix for Male Students (N=60)	74
23.	Correlation Matrix for Female Students (N=60)	75
24.	Correlation Between Coping Strategies Used and those Found Helpful by Arts Students (N=60)	76
25.	Correlation Between Coping Strategies Used and those Found Helpful by Science Students (N=60)	77
26.	Correlation Between Coping Strategies Used and those Found Helpful for First Year Students (N=60)	79
27.	Correlation Between Coping Strategies Used and Those Found Helpful for Final Year Students (N=60)	79
28.	Correlation Between Coping Strategies Used and those Found Helpful by Males (N=60)	81
29.	Correlations Between Coping Strategies Used and those Found Helpful by Females (N=60)	82

No.	Title	Page No.
30.	Chi-square (X^2) on Coping Strategies Used and Coping Strategies Found Helpful in terms of Most Threatening Stressor	84
31.	Correlation Matrix of Personal Variables and Strategies Use by Arts Students (N=60)	85
32.	Correlation Matrix of Personal Variables and Coping Strategies Used by Science Students (N=60)	85
33.	Correlation Matrix of Personal Variables and Coping Strategies Used by First Year Students (N=60)	86
34.	Correlation Matrix of Personal Variables and Coping Strategies Used by Final Year Students (N=60)	86
35.	Correlation Matrix of Personal Variables and Coping Strategies Used by Male Students (N60)	87
36.	Correlation Matrix of Personal Variables and Coping Strategies Used by Female Students (N=60)	87
37.	Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Students of Arts (N=60)	89
38.	Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Science Students (N=60)	90
39.	Correlation Matrix of Personal Variables and Coping Strategies found Helpful by First Year Students (N=60)	90
40.	Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Final Year Students (N=60)	91
41.	Correlation Matrix of Personal Variables and Coping Strategies Found Helpful for Male Students (N=60)	91
42.	Correlation Matrix of Personal Variables and Coping strategies Found Helpful by Female Students (N=60)	92

ABSTRACT

The study was designed to investigate the student's perceptions of psychological threat from some politically induced macro stressors and the coping strategies used. A sample of 120 undergraduate students from a college of Delhi University (60 students from arts and 60 from science discipline) was used. Matching variables included the discipline (arts and science), gender (male and female) and educational year (first year and final year). The measured variables were psychological threat, frequency of coping strategies used and the coping strategies found helpful. The instrument used was a questionnaire consisting of three parts; a scale measuring perception of psychological threat from politically induced macro stressors, a coping strategies scale and student's proforma for demographic characteristics.

Analysis of data indicated that the given four politically induced macro stressors were not perceived equally threatening. The main effect of gender and the interaction effect of educational year and gender were significant on the frequency of fatalistic coping strategies used. Neither the main nor the interaction effect of discipline of study, educational year and gender of students had significant effect on confrontive, palliative, emotive, optimistic, pragmatic and evasive coping strategies used. The interaction effect of discipline and educational year and educational year and gender were significant on self-reliant coping strategy used..

The main effect of discipline and educational year were significant on self reliant-pragmatic-emotive coping strategy found helpful. Discipline in interaction with gender significantly affected the frequency of emotive-palliative-fatalistic-pragmatic coping strategy found helpful. The main effect of discipline was significant on palliative-pragmatic-confrontive-fatalistic coping strategy found helpful. The fatalistic-confrontive, emotive-evasive and evasive coping strategies found helpful were significantly affected by discipline of study, educational year and gender of students.

Students perceived similar degree of psychological threat from politically induced macro stressors for similar other students and no threat for dissimilar others. Some coping strategies used were found helpful, but not all the strategies. Some strategies used were independent of the helpfulness of the strategies. The most threatening stressor did not affect the choice of coping strategies used and the strategies found helpful.

Education of the mother correlated negatively with confrontive coping strategies used and palliative-pragmatic-confrontive-fatalistic strategy found helpful. The education of father correlated positively with pragmatic and self-reliant coping strategies used and with optimistic-self reliant-fatalistic strategy found helpful.

CHAPTER I

INTRODUCTION

Now a days every one seems to be talking about stress. Yet few have attempted a clear cut definition. Cohen (1967), expressed that "stressor is one of those peculiars which is understood by everyone when used in a very general context but understood by very few, when an operational definition is desired which is sufficiently specific to enable the precise of certain relationships".

The term stress was derived from Latin term. The term means distress, oppression, hardship and adversity. The concept of stress was first used in life sciences by Hans Selye in (1936).

1.1 DEFINITION OF STRESS

Mason (1975), reviewed literature on stress and concluded that there was confusion and lack of consensus about its definition. The term stress has been used variously to refer to (a) stimulus (external force acting on the organism), (b) response (changes in the physiological functions), (c) interaction (interaction between an external force and the resistance to it, as in biology), and (d) more comprehensive combination of the above factors.

Psychologists of different persuasions have given (a) stimulus oriented, and (b) response oriented (both physiological and behavioural) definitions of the term. Depth psychologists

have treated the concept from the etiological and psychodynamic viewpoints.

STIMULUS ORIENTED APPROACH - In this approach stress is regarded as an external force which is perceived as threatening. According to Selye, any external event or any internal drive which threatens to upset the organismic equilibrium is stress.

RESPONSE ORIENTED INTERPRETATIONS - According to this approach the stress can be understood best in terms of the ways in which individuals perceive and ascribe meaning to stress producing situations, the values they attribute to action and the way they interact with events. Psychiatrists have identified four phases of reaction to stress - the initial phase of anticipatory threat, the impact of stress, the recoil phase and the post-traumatic phase.

The response oriented approaches describe how people function under it. The way it is experienced is inferred from the response made to it.

THE PSYCHODYNAMIC APPROACH - This approach considers events (external or internal) as stress which pose threat to the integrity of the organism, leading to the disorganization of personality. Stress presages loss of ego strength and loss of ego support. Stress may be induced by interpersonal (external) or intrapsychic (between own impulses and ego) factors resulting in anxiety.

Selye's General Adaptation Syndrome (GAS) has been widely held as a comprehensive model to explain the stress phenomenon.

This three states model states that when an organism is confronted with a threat, the general physiological response occurs in following three stages.

(I) *Alarm Reaction* - The first stage includes an initial shock phase in which resistance is lowered and a "counter-shock phase in which defensive mechanisms become active.

(II) *Stage of Resistance* - Maximum adaptation occurs during this stage. The bodily sign characteristics of the alarm reaction disappear. Resistance increases to the levels above normal. If the stressor persists or the defensive reaction proves ineffective, the organism deteriorates to the next stage.

(III) *Stage of Exhaustion* - In this stage the adaptation energy is exhausted and signs of alarm reaction reappear and the resistance level begins to decline irreversibly. As a result the organism collapses.

Selye (1956) who provided an initial impetus for the research on stress defined stress as the non-specific response of the body to any demand made upon it, be the affect, mental or somatic. Goldenson (1984) described stress as a state of physical and psychological strain which imposed demands for adjustment upon the individuals and which may be internal or environmental brief or persistent. A useful definition of stress must refer to intra individual (or intra-organizational) processes. One specification for this is the "instigation to flight or fight" (Haythorn 1965). Another is the "perception of threat" (Lazarus, 1966).

The occurrence of environmental change which leads to the perception of threat, is the starting point for building a transactional definition of stress, but every change in environment does not necessarily lead to threat. Lazarus (1966) gave the concept of cognitive appraisal of psychological stress or threat in transactional definition of stress. An environmental demand can produce stress (psychological or perceived) only if the focal organism anticipates that one will not be able to cope with it at all, or cope with it adequately, or cope with it without endangering other goals. This makes the cognitive appraisal of a demand capability imbalance the necessary and sufficient condition for "threat" or "psychological stress" (Lazarus 1966, Coper and Appley 1964).

Thus Lazarus (1966), used stress, to refer to a complex psychobiological process and the process is initiated by a situation or stimulus that is potentially harmful or dangerous (stressor). If a stressor is interpreted as dangerous or threatening an anxiety reaction will be elicited. The working sequence of stress involves the events as; stressor, perception of threat and anxiety state. The term stressor was used to describe situations or stimuli that were objectively characterised by some degree of physical or psychological danger.

1.2 THEORETICAL APPROACHES OR MODELS OF STRESS

Psychologists and researchers working on stress have used

their own conceptualizations and methodology of the social-psychological issues in stress. Some of the leading models or paradigms used to study the stress are as follows.

Grinker and Spiegel (1945), Dunbar (1947) and Alexander (1950), studied stress by using psychosomatic paradigm. Its basic idea was that the tensions and strains occurring in one system of body have pathological consequences for its other systems. Life's conflicts may be communicated through both the person's subjective reactions and changes in one's basic physiology.

Bosowitz and Company (1955) through their studies based on army paratroopers in combat training developed a paradigm consisting of operationally defined concepts such as "stress anxiety" and 'stress situations". Stress refers to the class of stimuli which are more likely to produce anxiety, a conscious and reportable experience of intense dread and foreboding. It was applied to find out the reactions of groups of persons under extreme "situations" of combat that evoked anxiety and its physiological concomitant. This paradigm takes only the quality of the situation into account.

A paradigm also emerged during a famous study "student under stress" under taken by Mechnic (1962). It belongs specifically to social psychology of adaptation. In this study Mechnic has defined stress as the discomforting response of persons in particular situations, which makes it a response based definition. Mechnic has referred to the power of the

individual to master to harm producing condition as 'reversibility.

Dohrenwend (1961), and Dohrenwend and Dohrenwend (1969) have translated Selye's views on stress physiology into social and psychological terms applicable in social milieu to study the epidemiology of mental disorders. Their model contains four elements : (i) antecedent stressor, an agent that produces stress, (ii) antecedent mediating factors that increase or decrease the impact of the stress, (iii) the adaptation syndrome, that indicates an intervening state of stress, and (iv) consequent adaptive or, when there has been derailment of the mechanism underlying the adaptation syndrome, maladaptive responses.

Scott and Howard (1970) developed a model of their own by revising their own previous work (Howard and Scott 1965) which according to them, is based upon an analysis of human functioning in problem solving terms. The assumptions about the character of the human organism, on which this paradigm rests, revolve around the idea that "each human organism tends to develop a characteristic level of activity and stimulation at which it most comfortably functions. Thus a problem is a condition, confronted with which the human organism is required to exceed its characteristic level of functioning or restrict it. The mastery over the problem may occur if adequate source of energy, appropriate resources and the 'set' of the organism at the time of the problem and the nature of the problem are in

coordination. If the mastery fails tension occurs. Thus stress is regarded as a state that results from the excess tension produced by a failure of the organism to master threat from one or more of its environment. An approach to study stress was used by Boehnke et al (1993). It was based on the idea that, the appraisal of macro social stressors was not just an individual process, but was strongly influenced by high order social systems, e.g. peer groups, social classes and cultures as a whole. Thus stress has a social dimension, which ought to be probed.

1.3 MODEL OF STRESS USED IN THE STUDY

In this study, the psycho-analytically enriched cognitive phenomenological stress model of Lazarus (1966) and Hann (1977) was proposed to be used.

To distinguish psychological stress from other types, Lazarus (1966) introduced an intervening variable of threat-a-state, in which an individual anticipates a confrontation with a harmful condition of some sort-that radically changed the social-psychological understanding of the interaction between the individual and environment. Lazarus has considerably revised his own ideas later and designed a scientific paradigm with heuristic usefulness and conceptual soundness (Lazarus and his associates (Lazarus and Cohen, 1977; Lazarus 1978; Lazarus et.al., 1979 and Lazarus and launier, 1979).

According to this paradigm, stress implies a particular kind of commerce between a person and environment. A cognitive

phenomenological analysis of this commerce reveals several varieties of relationship that occur between the person and the environment. These are being mediated by cognitive appraisal processes. The relationships refer neither to person nor to environment as separate set of variables, but they describe a balance of forces such that environmental demands (external events that impose adaptive requirements) or internal demands (refer to desirable goals, values, commitment, programmes or tasks build into or acquired by an individual) exceed the resources of the person.

The essential elements of this paradigm are the cognitive appraisal and coping processes. Cognitive appraisal can be understood as the mental process of placing any event in one of the series of evaluative categories related either to its significance for the person's well-being (primary appraisal) or to the available coping resources and options (secondary appraisal). The primary appraisal of a given event may be as irrelevant, benign positive or stressful. The irrelevant means that the person does not consider the event under assessment as having any implication whatsoever for one's well-being in its present form. A benign positive appraisal shows that the person has regarded the event as a positive state of affairs. On the other hand an event appraised by a person as 'stressful' has three types; harm-loss, threat or challenge, all of them having some negative evaluations of one's well being in past, present or future. Harmless refers to the damage already undergone. The

threat refers to harm or loss which is anticipated and challenge is difficult to attain, possibly risky, but positively gainful event appraised. The secondary appraisal deals with coping resources and options. The present study would use the above paradigm.

1.4 TYPES OF STRESS

The human stress designated as environmental stress includes psychological stress, that is the threat or anticipation of a future harm (e.g. Lazarus, 1966), for example, loss of love, unconscious conflict etc. Social stress defined as an unfavourable perception of the social environment and its dynamics. Economic stress includes unemployment and poverty etc. The political stress results from political and economic decisions of the politically motivated people, (e.g. communal outbreaks, ethnic and regional violence, corruption, state terrorism, deforestation and political exploitation etc.).

Politically Induced Macro Stressors - The politically induced macro stressors are identified in terms of stress state induced in the person by the political and economic decisions of politically motivated people. The perceptions of these stressors are widely shared and have harmful consequences for a sizeable population. Politically induced macro stressors are not new stressors, but these have become more important because of their undesirable consequences in the present day world. After the end of the cold war, globally there has been war for economic and

political supremacy. The politically motivated people are using various strategies to dominate others with little concern about the negative consequences for the people as a whole. This can be seen at the international, national as well as at the regional level. Political instability of the governments, political revolts, frequent elections and financial and economic strains are the result of this, which should certainly be of concern to psychologists. These stressors have detrimental effects on the behaviour and personality development of people and ultimately on their psychological well being.

Some work has been done in this area, beginning with Milton Schwebel (1965) and Sybill Escalona (1965) who did their survey and interview studies on adolescents' responses to the Cuban Missile Crisis. After 15 years William Beardsley and John Mack (1982) studied, how an anticipated event from the macro social or political domain i.e. the World War III influenced the psychological well being of young people.

1.5 COPING WITH MACRO STRESSORS

When the individuals are under continuous pressure, strain and stress whether real or anticipatory, be it politically induced or any kind, it puts extra demands on them. The stress states are painful for them, they want to prevent or alleviate it or else they want to cope with these. They may use a array of overt and covert behaviours and strategies to get away from these. Coping plays a central role in managing the stress producing circumstances. According to Lazarus (1966, 1981),

coping refers broadly to the efforts of the person to manage environmental and internal demands.

In this study the coping would be used in terms of the various coping strategies used to manage the effects of politically induced macro stressors. Meichenbaum (1977, 1983) and Schonpfug (1983) emphasized on stress as problem situations and coping as a form of problem solving behaviour. The development of coping as problem solving behaviour shows the importance of cognition in dealing with stress. Cox (1978) viewed stress in terms of a rational model and emphasized the perceptual nature of the stress rooted in the individuals' cognitive appraisal of situations.

For coping with stressors, it is necessary for the individuals to appraise the stress state or stressor as relevant and threatening for them. Lazarus (1978) saw the individual's cognitive appraisal of a situation central as it define an event as stressful. The stressed person evaluates his or her own resources and options for coping with the stressor; or the individual appraises the strength of his or her concerns, he or she determines to what extent one can cope with the stressor using the individually available behaviour repertoire.

1.6 FUNCTIONS OF COPING

Coping can serve one of the two functions, problem solving or emotion-regulation (Hamburg, Coehlo and Adams 1974; Lazarus, 1975). Problem solving functions involve dealing with internal and environmental demands that create threat, such as studying

for an exam or confronting a noisy neighbour. Emotion-regulating functions involve effort to modify the distress that accompanies threat—for example, by denying that the threat exists or by drinking to excess. Pearlin and Schooler (1978), considered functions of coping by making a distinction between modes that control the meaning of the situation and those that control the emotional response itself.

Numerous researchers have developed their own coping instrument and have used the distinction between problem-focused coping and emotion-focused coping to guide their scale development. The distinction is not always easy to make, because a similar behaviour can serve several functions. Folkman-Lazarus, Dunkel-Schetter, DeLongis and Gruen (1986) suggested that one may need to know the context before being able to distinguish which function a coping strategy serves. Most people use both types of strategies simultaneously.

1.7 TYPES OF COPING

Although several attempts have been made to classify appraisal and coping responses (Haan, 1977; Lazarus and Launier, 1978; Moos, 1976; Pearlin and Schooler, 1978), no accepted method has yet emerged. Moos and Billing (1978) have organized the dimension of appraisal and coping in the selected measurement procedures into three domains according to their primary focus on appraising and reappraising a situation, dealing with the reality of the situation and handling the emotions aroused by the situation.

Appraisal focused coping involves attempts to define the meaning of a situation and includes strategies such as logical analysis and redefinition. Problem-focused coping "seeks to modify or eliminate the source of stress to deal with the tangible consequences of a problem or actively to change the self and develop a more satisfying situation. Emotion-focused coping includes responses whose primary function is to manage the emotions aroused by stressors and thereby maintain an affective equilibrium. They used this preliminary classification scheme to categorize coping responses into nine types.

APPRAISAL FOCUSED COPING

(I) *Logical Analysis* - Strategies in this category include trying to identify the cause of the problem, paying attention to one aspect of the situation at a time, drawing on relevant past experiences and mentally rehearsing possible actions and their consequences.

(II) *Cognitive Redefinition* - This category includes cognitive strategies by which an individual accepts the reality of the situation but restructures it to find something favourable. Such strategies involve reminding oneself that things could be worse, thinking of oneself as well off with respect to other people, concentrating on something good that might develop from the situation and altering values and priorities in line with changing reality.

(III) *Cognitive Avoidance* - Included here are such strategies as denying fear or anxiety under stress, trying to forget the whole situation, refusing to believe that the problem really exists, and engaging in wishful fantasies instead of thinking realistically about the problem.

(2) PROBLEM-FOCUSED COPING

(I) *Seek Information or Advice* - Responses in this category include seeking more information about the situation; obtaining direction and guidance from an authority; talking with one's spouse, other relatives or friends about the problem; and asking someone to provide specific kind of help.

(II) *Take Problem-Solving Action* - These strategies include making alternative plans, taking specific action to deal directly with the situation, learning new skills directed at the problem and negotiating and compromising to try to resolve the issue.

(III) *Develop Alternative Rewards* - This strategy involves attempts to deal with the problematic situation by changing one's activities or creating new sources of satisfaction. Examples are, building alternative social relationships, developing greater autonomy and independence, and engaging in substitute pursuits such as doing volunteer work or studying religion or philosophy.

(3) EMOTION FOCUSED COPING

(I) *Affective Regulation* - These strategies involve direct effort to control the emotions aroused by the problem by

consciously postponing to pay attention to an impulse (suppression), experiencing and working through one's feeling, trying not to be bothered by conflicting feelings, maintain a sense of pride and keeping a stiff upper lip, and tolerating ambiguity by withholding immediate action.

(II) *Resigned Acceptance* - This category includes responses such as waiting for time to remedy the problem, expecting the worse, accepting the situation as it is, deciding that nothing can be done to challenge things, and submitting to fate.

(III) *Emotional Discharge* - Included here are the verbal expressions to let off steam, crying, smoking, over eating and engaging in impulsive acting out. These responses may involve a failure of affective regulation.

To conclude, many studies have been done related to stress and stressors, but the stressors in relation to the sources of these have been given little importance. Also many studies have been clinically oriented.

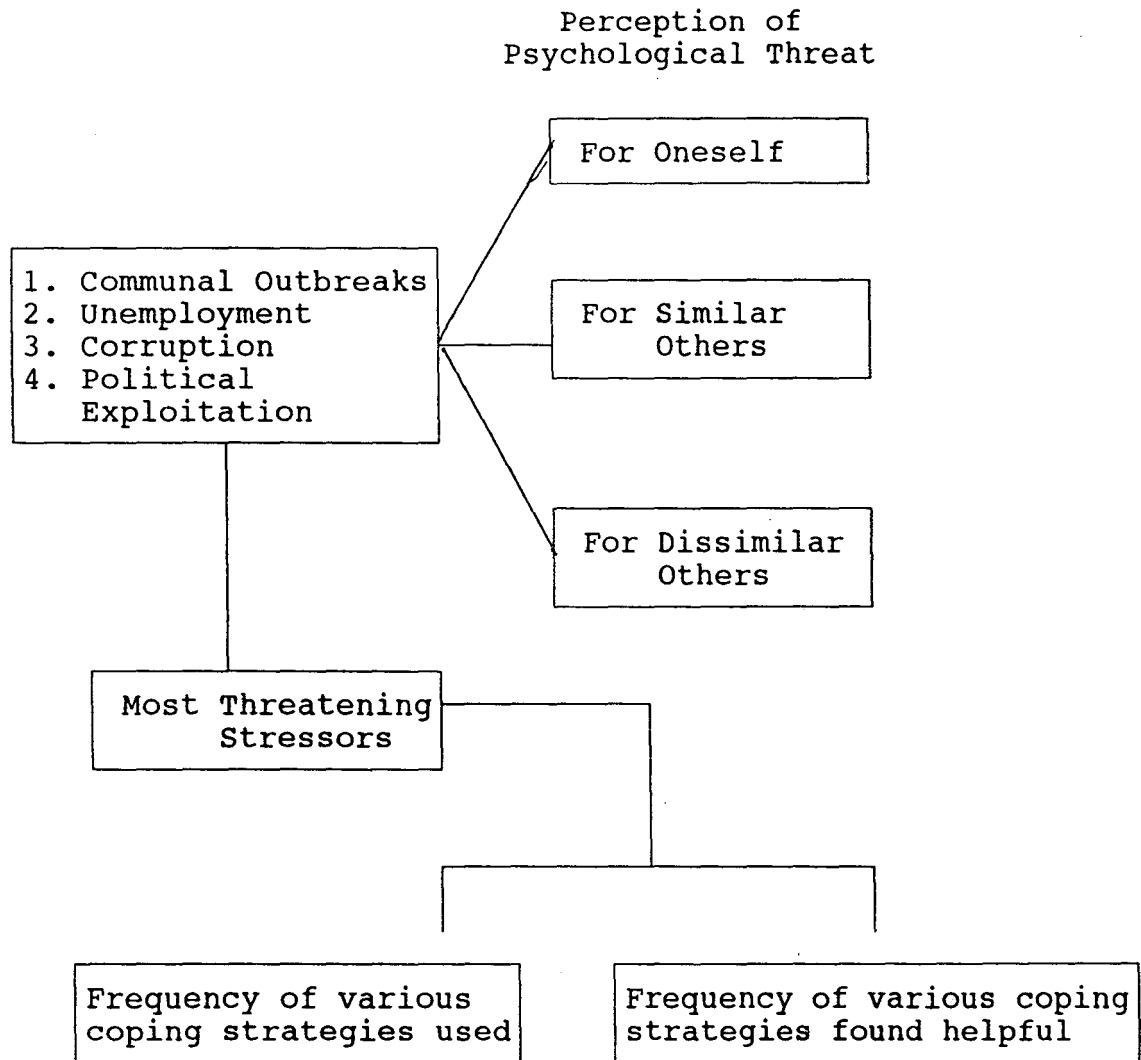
According to McGrath (1967), "stress researches have attempted to map stressor to stress, or stress to consequences, without exploring the coping process by which the organism deals with the impact of the stress. Such research is, of course, useful in developing our knowledge of stress sequence. Studies which directly focus on the coping process to investigate the varieties of coping techniques, the circumstances under which they are, or can be utilized and the range of consequences of their use - are both few in numbers and vital in their

contribution to our knowledge of human stress".

The present research proposed to study the students' perceptions of anticipated threats from politically induced macro stressors, and the frequency of various types of coping strategies used and the coping strategies found helpful by them.

This study proposes to use the following analytical model:

1.8 Analytical Model :



CHAPTER-II

REVIEW OF LITERATURE

Stressors were often external events or conditions affecting the organism. The description of stressor and their impact on behaviour was an open ended task. The current researches considered an increasing number of events or conditions as stressors.

In a review of literature on stress Weitz (1966), mentioned eight common types of stress situations, namely : speeded information processing, environmental extremes, perceived threat, disturbed physiologic balance, isolation, confinement, blocking and frustration and group pressure. Each of these situations would be stressful, when the individual was unable to respond effectively, and one felt that the consequences were quite significant to oneself.

2.1 STRESS SITUATIONS CONSTITUTING PERCEIVED THREAT :-

Such situations emphasize the perceived aspects of behaviour. It was not necessary that in such a situation the individual was actually experiencing pain or some other debilitating stimulation. It was enough that one perceives the situation potentially harmful/dangerous. Situations like communal outbreaks, poverty, unemployment, corruption, examination, conferences and so on, may all produce stress and be accompanied by stressful responses.

Erickson (1968), talked of a developmental crisis, which presented challenges to youths. Researchers, such as Hamburg (1974), Burke and Weir (1978) and Hambarg and Hambarg (1975), charted key transition times and the associated tasks/challenges for high school and college students. Antonovsky (1979), further provided a comprehensive picture of the major resources useful in the demands and the responses made. Dunham (1976, 1977, & 1981), working on pupil as well as teacher stress noted the importance of identifying those situations which disruptive pupils produced, leading to stress in class room. It was felt that by identifying such situations (e.g. rowdiness, theft, violence), one could better understand stress and the responses made.

Cox (1978) gave a comprehensive account of the behavioural, physiological and health effects found linked to the experience of stress. The subjective effects of stress included anxiety, aggression, apathy, boredom, depression, fatigue, frustration, guilt and shame, irritability and bad temper, moodiness low self esteem, threat, tension, nervousness and loneliness.

Stress also had behavioural effects which included accident proneness, drug taking, emotional outbursts, excessive eating or loss of appetite, excessive drinking and smoking, excitability, impulsive behaviour, unpaired speech, nervous laughter, restlessness and trembling. The cognitive effects of stress included the inability to make decisions and concentrate

frequent forgetfulness, hypersensitivity to criticism and mental blocks.

The physiological effects of stress were increased blood and urine catecholamine and corticosteroids increased blood glucose level, increased heart rate and blood pressure, dryness of mouth, sweating, dilation of pupils, "a lump in the throat", numbness and tingling in the parts of the limbs.

Jozef (1979), analyzed the stressful factors affecting 244 undergraduate students by establishing correlations of some stressors with personal characteristic and habits. Two questionnaires were administered. The amount of stress was evaluated on a 10 point scale. For the males the most intensive stressor was the accumulation of examination (7.0). The poor concentration (5.4) was found as the least intensive stressor. Neurotic females found relations with their mothers, sexual partners, female school mates and room mates more stressful than the non-neurotic females.

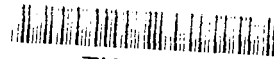
Studies in India, prior to 1977, were mainly concerned with acculturative stress due to migration from rural to urban settings (Bhaskaran, Seth and Yadav, 1970, Channabasavana Rao, Ember & Sharieff, 1970; Dube, 1970; Sethi, Gupta, Mahendru and Kumari 1972; Thacore 1973). In an excellent study of three contrasting communities of Kota, situated in South India (Brahmins, Bants and Mogers), Carstairs and Kapur (1976), documented how the socio-cultural and economic changes induce stress and mental disorders in a rural community. For example,

male bants, who were mainly tenants, farmers were found to have a higher rate of mental disorders than Brahmins and Mogers.

Dube, Sundram, Mohan and Jain (1980) studied 110 normal persons on a 7-point scale for the severity of readjustment required by life events. They reported moderate consensus among their subjects and drew up a hierarchical list of events based on perceived helpfulness. They added new items on issues like joint family, dowry, spiritual search and dropped items on dating and breaking adjustment. Dube et.al. (1980), also reported significant gender differences in the perceptions of different life events as stressful.

Singh, Kaur and Kaur (1981), constructed an Stressful Event Scale for use in India. They initially use four categories based on severity but later switched over to a continuous rating with a maximum score of 100. The authors noted that on an average, an adult experiences 10 common stressful life events without suffering any obvious physical or psychological disturbances. Some interesting gender differences were also found, indicating that women were more bothered by family conflicts. These gender differences were in the area of intra familial setting which reflected the predominance of the household role of Indian woman.

Chris (1981) discussed the relationship between social support and action used by teachers to cope with stress. he demonstrated that different types of social support gave different ends, and social support will be seen to under lie a



range of coping actions.

Evans (1983) recommended that life stress studies in India should focus on common irritations, frustrations, distressing demands of every day life hassles of rural and urban people and suburban inhabitants. Chaturvedi (1983), concluded that patients with stress disorder cognized their life events as more distressing than normal controls. Menon and Chawla (1982), found a considerably lower incidence of life events in their study as compared to those in United States. While these researchers speculated about the influence of the more relaxed "slower life style in India" as a possible explanation of the lower incidence of stressful events, the scale itself could be the factor as it was standardized on the western male middle-class sample.

Some research had been done on the correlation of experience of life events to the development or precipitation of physical and psychiatric illness particularly depression (Chatterjee, 1981; Prakash 1980; Rao and Nammalvar, 1976). Stress relating to life events was found associated with coronary heart disease (Bhargava, Sharma and Agarwal, 1982), alcoholism (Rangaswami 1983), an ulcerative colitis (Chakarborty, Shah and Parikh 1983; Khorana 1983).

Another group of studies focused on the stressors inherent in marital life or the family set up. Agarwal, Mehta and Gupta (1978) observed that the spouses of neurotic patients suffered from anxiety neurosis and neurotic depression to a moderate degree. Rao (1983a) highlighted the ancient Indian contributions

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as an alternative way of thinking about stress so that comprehensive conceptual model of stress culturally specific to India could be developed. Confining himself to the indigenous systems of "Samkhya", "Yoga" and "Ayurveda". Rao (1983a), highlighted two Indian concepts namely "klesa" and "dukha" which corresponded to the concept of stress in common and technical sense. The concept of "klesa" crystallized in the "Yoga" framework referred largely to the stressor aspect, and the concept of "dukha" in the "Samkhya" more to the phenomenon of stress itself. The "Samkhya" system viewed "dukha" to signify the stress that the individual experienced in the course of his interaction with the world around him.

In another study, Rao (1983b) discussed stress with reference to situations in the "Gita" and "Ayurveda" claiming that the Gita provided an excellent illustration of stress and how it would be handled; and that the main importance of "Gita" was to redefine the major aspect of stress in life situations. Adopting the conceptual model of the "Yoga Sutra" it ought out the importance of the individual's own perception in role status and of the objective environment including the task as assigned to or as accepted by the person.

VanDoorren (1986) demonstrated sex differences in physiological reactions to real life stress and their relationship to psychological variables on 29 males and 23 female undergraduates on the days of examination and on a normal days. Pere (1990) analyzed the stress in the examination of

university students and found the heart rate as a good physiological indicator of the stress suffered.

Boehnke, Frindte, Hamilton, Melnikov, Reddy, Singhal, Solantaus and Unterbruner (1992) conducted a study on worries and cultural stereotypes of university and college undergraduates in six countries (U.S.A, Austria, Germany, Finland, USSR and India). In Germany and India two samples each were collected, respectively in West Berlin/ Jena and Hyderabad/ New Delhi, varying in size per city between 93 and 133. The students asked for the five most important current worries in an open question. It also asked cultural stereotypes about the cultures involved. They reported that there are tremendous cross-cultural differences in the field of worry between the six countries. There were differences in the stereotypes used by participants for their own as well as for other groups. Stereotypic view of one's own culture as well as of other cultures was significantly related to the worries expressed by individuals. They concluded that, in future there should be a focus on cultural-specific worries in relation to individual values, group-or cultural specific stereotypes and feeling of macro-social stress.

Panchanathan and Shanmugaganesan (1992) examined the effects of psychological stress on academic achievement of 170 undergraduate students. The results indicated a negative correlation between psychological stress and academic achievement. There was no difference in academic achievement of the students by sex, nature of the course of the study, socio-

economic status and type of family.

Bolanke (1993) found that, international students network patterns and cultural patterns really count. He explored the role of quantity in terms of numbers of host people in international college students' communication network and its effect on cultural stress. This effect was examined from close interpersonal communication ties and casual communicative contacts perspective. 102 international students in U.S.A. were asked to complete questionnaire from which cultural stress score was determined. The scores were used to determine the effect of casual versus close contacts. Findings indicated that the quantity of host people in a network was an important determinants of cultural stress. However, the extent to which these interaction types were able to determine the cultural stress was itself dependent on the stress type.

Cooper and Kelly (1993) assessed occupational stress among 2638 head teachers of primary and secondary schools together with principal/director of further and higher educational establishment throughout the United Kingdom. They found that as they moved further/higher educational level to secondary to primary sectors, the level of job dissatisfaction and mental ill health raise. In addition it was found that with the expectation of primary schools, female head teachers in secondary schools and further higher education were suffering from significantly greater job dissatisfaction than their male counterparts. Withdrawal and palliative strategies did not help or render job

dissatisfaction but indeed may eventually add to it.

Boehnke, Frindte, Hamilton, Melnikov, Solantaus and Unterbruner (1993) dealt with a question that how a threat of war or other global threats, affected psychological well being and how could it be conceptualized as macro-social stress. They classified threat of war as macro-social stressor as opposed to other types of stressors e.g. everyday hassles because threat of war viewed as a long term threatening condition having its origin in political and/ in economic domain as oppose to social stressor (Levine & Scotch, 1973). They concluded that "the threat of war and even more so, the threat of nuclear war can be seen as macro-social stress. But several qualifications need to be made. Firstly, if one wanted to deal psychologically with the consequences of the war threat, one had to be very precise in identifying the quality of the stressor and the mode of appraisal and coping. Secondly, if one dealt with the war threat as macro social stressor, it was absolutely necessary to take into consideration the social determinants of these modes of appraisal and coping".

Deborach and Donald (1993) studied the personal and environmental factors contributing to parenting stress 72 employed and 42 non-employed mothers. Their findings indicated the level of parenting stress was not related to employment status alone.

There were only some studies related to daily life events perceived as stressors or stressful events, like, unemployment,

poverty, threat of war, corruption and occupation related stress. Unemployment as a stressor had got some attention of the researchers. According to Dohrenwend, Krasnoff, Askenasy and Dohrenwend (1978), unemployment was a highly stressful life event. Castillo (1980) reported, after conducting a study on adolescents, that the amount of stress among unemployed was significantly greater than those employed for industrial work. Payne, Warr and Hartley (1984), explored the psychological health and experience of being unemployed for a period between 6 and 11 months in two social class groups, namely the unskilled and semiskilled worker Vs. white collar managerial and professional workers. The respondents were British married men aged between 25 and 39 years. Information was obtained through interviews about their financial and other problems, perceive threat associated with unemployment, anxiety, depression, general psychological distress and rating of general health. It was explored that the working class sample would exhibit poor psychological health than the middle class, but this was not confirmed. The medium term unemployment appeared to have affect with similar poor health in both the social samples although working class respondent reported significantly greater financial problems and difficulties in filling the time.

Fryer and Warr (1985) discussed the psychological impact of unemployment on people, including such adverse consequences as severe depression, drug abuse, selfdoubt, increased mental and financial problems and an increased incidence of crime and

delinquency. Attention was given to those goals and activities of the counselling professionals that were germane to helping the unemployed.

Bakewell (1986) investigated the political responses of 72 young people (age 16-19 years) to unemployment and the way in which they explained their own and other people's unemployment. Subjects proved both disinterested and disillusioned with traditional political forms of expression but were convinced of the possibilities of violent social change and willing to engage in it. If unemployed for a short time, they explained their own employment in terms of the failure of the system to provide job, and the unemployment of others in terms of personal inadequacies. If unemployed for longer period they tended to engage in self blaming attributions.

2.2 COPING STRATEGIES/STYLES :-

Interest has grown in psychological interventions designed to reduce the psychological and somatic costs of stress by facilitating effective coping (Everly, Rosenfeld, Allen, Brown, Sobelman and Wain 1981; Meichenbaum and Jeremko, (1982). Lazarus and Launier (1978) pointed out that the coping process tended to focus on self, the environment or both and that they were directly related to the troubled transactions (instrumental coping) or to the emotion accompanying the transactions (palliative coping).

Pearl and Schooler (1978) found that the use of coping responses reduced the effect of role strains in the marriage,

parental and financial areas, though not in the occupational areas. Self reliance (not seeking help) and controlled reflectiveness were most efficacious in coping with marital strains, while self reliance and making positive comparisons were most useful in coping with parental strains. Cognitive redefinition (devaluation of money and selective ignoring) was most helpful in coping with financial strains.

Some of the coping styles identified by McCubbin and associates (1979) were primarily problem focused (seek information, maintain family integrity, establish independence, live upto role expectation, build up interpersonal relationship, maintain and strengthen and involvement in religion), while one was primary emotion focused (reducing tension by crying, smoking or drinking alcohol).

Cohen and Lazarus (1979) suggested that the four modes of coping were information seeking which has a self evident meaning, direct action i.e. doing something about the problem inhibition of action and intra psychic process for which the examples of defenses of denial avoidance etc. were given. The problem oriented approach towards coping provided another way of examining the nature of stress. This had been the line of research emphasized by Meichenbaum (1983) and Schonpfug (1983) who treated stressful situations as problem situations and coping as a form of problem solving behaviour. The development of stress and coping as problem and problem solving model showed the importance of cognition in stress theory.

Field researches, Cohen (1987) and Folkman and Lazarus (1985), demonstrated that most individuals exhibited a flexible way of coping in the sense they either tended to use more than one strategy in a given situation or changed their coping behaviour in response to changing situational demands.

Not many of Indian researches were available on coping with stress. Udupa (1979) while discussing the management of stress disorders, recommended the use of ancient Indian methods, especially the practice of Yoga, as an adjunct to existing therapeutic regimes. In a study on stress and coping mechanism of orthopedically handicapped children, Srivastva (1981) concluded that those who coped more effectively with their stresses were persons with more positive orientation to life in general. They employed a judicious mixture of coping and defense responses.

Rao (1983b) outlined the strategy of coping with life stresses adopted in the "Gita". It focused attention on the reality of the stress in life situations, the value of enlightened appraisal of oneself, the task based environment and the threats inherent in it. In addition to the sound stress, coping strategies outlined in the "Gita" the "Ayurveda" the "Yoga Sutra" and in the "Smritis", Rao (1983b) further pointed out that there were didactic works dealing with "Nigam" and "Subhashetas" that highlighted the coping technique suitable to the Indian culture. This was needed to identify and integrate

these view points with modern knowledge or developing a stress management programme that will be effective in Indian culture.

No study could be traced regarding student's perceptions of stressors and adopted coping strategies by them. Few studies related to organizational role stress and coping have been done. One study by Surt (1983) offered useful insights into the different styles of coping used by eight professional groups of working women in dealing with occupational role stressors. Some of the major conclusions of this study were : (a) defensiveness was used more as style to cope with role stress by professional working women, followed by intra-persistive style. A reverse pattern was found in woman entrepreneurs; and (b) avoidant oriented coping style had a positive and positive oriented coping style had a negative relationship with role stress. Pareek (1977b, 1981b) explained two kinds of strategies through which role conflict or role stress could be managed.

Angelini, Correa, Angeli and Blanques (1985) analyzed the coping styles of 181 males and 191 female Brazalian Ist year university students with regards to academic and non-academic achievement and anxiety situations coping style was determined by the content analysis of the students responses to a specially devised story completion instrument consisting of eight different stories beginning and related to achievement situations. Active, passive, negative and defensive coping style were quantified. Preferences for coping style were analyzed within and between sexes by using the Goodman method of

proportional comparisons. The results indicated the predominance of an active coping style for both sexes in both achievement and anxiety situations. A passive or defensive coping style ranked second depending on the stimulus story. Women showed a higher level of active coping style than men.

Jung (1986) surveyed 234 college students and found about half of the students had a close friend or relative whose drinking created problem for the significant others. Jung examined the coping responses of these significant others and suggested that the most common response was talking to someone about the problem and ignore the problem, directly dealing with the problem drinker, through confrontation, criticising and talking with the person had intermediate frequencies of occurrences.

Forsythe and Compas (1987) investigated the goodness of fit between appraisal of the controllability of events and the use of problem and emotion focused coping for major life events and daily hassles of 84 undergraduate students they found in relation to major life events, symptomatology was high when there was a poor fit between appraisal and coping (e.g. trying to change a stressor that was appraised as uncontrollable) and low when there was a good fit between appraisal and coping. No effects were found in relation to daily hassles.

Osipow and Davis (1988) conducted a field survey using the measure of occupational stress, strain and coping scale developed by Osipow and Spokane (1983), they tested the relation

of coping resources as moderators to stress/strain relationship. Subjects used in the study were 175 university students. They suggested that the role overload was the most significant source of stress/strain and coping resources moderated the relationship.

Carver, Scheier and Weintraub (1989) reported that optimists and pessimists differed from one another in their general coping tendencies. Nelson and Sutton (1990) examined the relationships between chronic work stressors, coping tendencies, distress symptoms and work performance for 91 organizational newcomers and reported that the choice of coping techniques accounted for significant variance in distress, symptoms mystery or performance.

Schull and Begler (1992) studied 54 men and 63 women with a mean age of 19 years, for how people who scored high on Self Defeating Personality Scale coped with stress. They found that persons who scored higher on the Self Defeating Personality Scale had a stronger choice for emotionally based rather than problem focused coping. The coping strategies preferred by them were, denial mental disengagement, alcohol and drugs.

Carol (1992) suggested that the subjects who used high self focused coping showed high blood pressure response on the exam day not only during the exam but also during other activities through out the same day including evening rest, in response to real life stress. Thomas and Jane (1992) described the undergraduate students who scored higher on the measure of self

defeating personality and scored low on ego strength. They showed external locus of control and used less adaptive coping strategies, like denial, mental disengagement alcohol and drug use. They further noted that these strategies helped them to perpetuate the high self defeating personality subjects positions as victims.

Berger (1992) described flood victims' experiences of repetitive disaster and identified factors that increased as well as alleviated stress. He studied 16 women and 14 men of three cultural groups (Indian, White and Coloured) and reported repetitive flooding, increased stress and seriously depleted the internal coping mechanism of the victims. Some victims learnt from their experiences in previous disaster and established a "flood technique" which increased their external coping with disaster.

Curry, Muller, Waugh and Anderson (1992) demonstrated the coping responses in 41, depressed, socially maladjusted and suicidal adolescents. They noted that the lower affective regulation was associated with increased depression, higher emotional discharge was associated with increased social maladjustment and low problem was associated with suicidal attempts. Latha and Kaliappam (1992) investigated the effectiveness of "Yoga" relaxation "pranayana" and "thermal bio feed back technique" in the management of high blood pressure on 14, hypertensive patients. Seven subjects underwent training in Yoga and thermal biofeed back for six month, while seven

subjects served as control. Results showed a significant reduction in the systolic blood pressure during treatment phase. Training in Yoga and thermal biofeedback procedures were least effective in altering the perceptions associated with stressful experiences.

Berzonosky (1992) studied 171 college undergraduates by administering measures of identity style, ways of coping with academic stressors and test anxiety. He found, subjects having diffused normative identity style employed avoidant oriented coping style. The informational identity style was associated with deliberate problem focused coping. He did not report any sex difference in using of coping strategy. Male students who used an informational oriented identity style reported being problem focused in their efforts to deal with stressors as their female counterparts.

Goeller (1992) investigate the Indiana female principal's perceptions of occupational stress and identified coping resources utilized by these principals. Thomas (1993) demonstrated the relationship between student's perceived coping resources, effectiveness academic achievement and ability. They also examined the relationships between specific coping resources and achievement as well as gender differences in specific coping resources.

Carver, Pozo, Harris, Nariega, Scheier, Robinson, Kitcham, Moffat and Clark (1993) indicated that optimism was inversely related to distress at each point, even controlling for prior

distress. Acceptance, positive reframing and use of religion were the most common coping resources. The denial and behavioural disengagement were the least common reactions. Patricia (1993), investigated the coping style of 257, 3rd-5th grade children for the hurricane stressor.

Brian and McCabe (1993) examined the efficacy of approach and avoidance strategy for coping with stress experience during sports performance of 90 female undergraduates. The approach task was to put 10 golf balls along an S shaped path to reach a specific target hole. The avoidance task was to put 10 golf balls into an easy target while music and noise were playing to distract subject from the task. The use of approach strategy enhanced perceived capability and impaired performance.

Fontaine, Manstead and Wagner (1993) examined 420 undergraduate students' ability of the expectancy based personality dimensions of dispositional optimism and perceived control over stress to predict the ways in which people characteristically attempted to cope with the stress. Students completed the Life Orientation Test (LOT, Scheier and Carver 1985). They reported a modest but positive correlation between optimism and the perceived control measure optimism was positively correlated with active coping and positive reinterpretation was negatively correlated with focusing and venting of emotion. Perceived control over stress was negatively correlated with behavioural disengagements.

Hamilton, Hoffman, Brown and Rauma (1993) studied unemployment, distress and coping of worker in 4 closing and 12 non-closing General Motor Plants. Their results showed that depression was the most long lasting and most regularly linked to workers unemployment. They also found that the fit between the workers coping decision and the objective out comes was crucial for understanding the trend in depression.

Muris and Jong (1993) explained the relationship between information seeking coping style and the perceptions of threat. The studied 82 undergraduates to see that monitoring/blunting coping style were related to trait anxiety. They reported that monitoring (but not blunting) was positively related to perceptions of threat i.e. subjects with a high monitoring coping style perceived potentially situations as more threatening than subjects with a low monitoring coping style. Russel and Davey (1993) showed that the monitoring style was highly correlated with the tendency to define both ambiguous and unambiguous situations as threatening.

Carver and Scheier (1994), studied 125 undergraduates (57 men and 68 women) for situational coping and coping dispositions in a stressful transaction and found that students reported situational coping and four class of affects (threat, challenge, harm and benefit appraisal). Coping did not predict lower level of future distress, some coping seemed to induce feeling of threat.

2.3 CONCLUSION :-

It was evident from the review of literature presented, that there were researches related to stress and coping but most of the studies were clinical studies.

There were some areas where stress related research was needed. As mentioned by Weitz (1966), of the eight common types of stress situation, one was "perceived threat", where only few studies had been done in general and no study related to perceived threat from anticipated events in social and political domain, except the one by Beardsley and Mack (1982). The question with which they dealt was "how an anticipated event from the macro social or political domain, in that case World War III, influenced the psychological well being of young people".

Generally in stress related researches, the focus was on the source of stress. The factors responsible for bringing these stressors should also be taken into account. The present research focused on the impact of stress by identifying four most relevant macro stressors (communal outbreaks, unemployment, corruption, and political exploitation), which were politically induced. These were perceived as stressors having harmful consequences for a sizeable population resulting from political and economic decisions and conflicts having long term threatening conditions for the individuals. It will be interesting and useful to know, how the students viewed these

stressors and how they coped with these, although they were not directly affected by many of these stressors.

CHAPTER-III

METHODOLOGY

3.1 PROBLEM STATEMENT :-

The study explore the students' perceptions of psychological threats arising from some of the politically induced macro stressors and their coping strategies.

3.2 ASSUMPTIONS :- The assumptions in the present study are :

- (1) Given one's social context, one perceived numerous macro stressors as psychologically threatening. It was assumed that all politically induced macro stressors may not be perceived equally threatening by the students.
- (2) Stressors could affect individuals differently. To a particular stressor some individuals could react more intensely than others. Their personal characteristics may play active role in it. It may thus be assumed that the perceptions of psychological threat from a politically induced macro stressor may vary by personal characteristics (such as discipline of study, educational year and gender) of students, and they may adopt different coping strategies.
- (3) When an individual considered other individuals similar to oneself, one would think of all the cognitive aspects of others being similar to self. It may thus be assumed that students will attribute same degree of perceived psychological threat to similar others and no threat to

dissimilar students from the given politically induced macro stressors. There may be thus positive relationships between perceptions of psychological threat for oneself and similar other but not with dissimilar others.

- (4) It was assumed that what coping strategies, one used, one would also find those coping strategies helpful. These two would have positive relationships.
- (5) Researches conducted in early nineties (Solantaus 1991) showed that a strong objective stressor leads to a strong subjective experience of being threatened. This leads to the assumption of a varied pattern in the perceptions of different politically induced macro stressors, the coping strategies used and those found helpful.
- (6) It was assumed that the demographic characteristics of the students (such as parental education, parental income and population composition of the area in which students lived) may relate to the choice of coping strategies used and coping strategies found helpful.

3.3. OBJECTIVES :- The main objectives of the present study are the following :

- (1) To find out the most and least threatening macro stressor as perceived by the students.
- (2) To find out the main and interaction effects of discipline of study, educational year and gender of the student of coping strategies used and coping strategies found helpful.

- (3) To assess the relationships between perceived psychological threat from politically induced macro stressors for oneself with those of similar others and dissimilar others.
- (4) To assess the relationships between coping strategies used and the strategies found helpful by the students.
- (5) To find out the differences in the perceptions of psychological threat from politically induced macro stressors, the coping strategies used and coping strategies found helpful by the students.
- (6) To assess the relationships of demographic characteristics (such as parental education, parental income, and population composition in the area in which student lives) with coping strategies used and strategies found helpful.

3.4 HYPOTHESES :- The hypotheses formulated on the basis of objectives are as follows :

- (1) The four macro stressors will not be perceived equally threatening by students.
- (2) The main and interaction effects of discipline of study, educational year and gender of students will be significant, on the coping strategies used and the coping strategies found helpful, when confronted with psychologically threatening politically induced macro stressor.
- (3) One's own perceptions of psychological threat to politically induced macro stressors (such as communal outbreaks, unemployment, corruption and political

- exploitation) will positively correlate with those of similar others and negatively with dissimilar others.
- (4) There will be significant relationships between coping strategies used and the coping strategies found helpful by the students.
 - (5) The coping strategies used and those found helpful by students will differ depending on the identification of a stressor as most threatening.
 - (6) Parental education, parental income and population composition in the area in which student lives will relate to their choice of coping strategies used and strategies found helpful.

3.5 SELECTION OF SAMPLE :-

Since it was an exploratory study, the sample was selected from a college of Delhi University by using purposive sampling method. The investigation included a total number of 120 students from two streams (Economics and Chemistry) of arts and science disciplines respectively. Out of the 120 students, sixty students were male and sixty female. From each discipline first year and final year students were taken.

3.6 RESEARCH DESIGN :-

An ex-post facto research design utilizing 2x2x2 factorial order had been used in present investigation. This included gender at two levels (male and female), discipline at two levels (arts and science) and two education years (first year and final year).

Discipline	Educational Year	Gender	
		Male	Female
Arts (60)	First Year (30)	15	15
	Final Year (30)	15	15
Science (60)	First Year (30)	15	15
	Final Year (30)	15	15

VARIABLES :-

1) *MATCHING VARIABLES -*

I) Discipline (Arts and Science)

II) Gender (Male and Female)

III) Educational year (First Year and Final Year)

2) *MEASURED/EXPLORATORY VARIABLES -*

I) Psychological threat

II) Coping strategies used

III) Coping strategies found helpful

3) *SOCIO PERSONAL VARIABLES -*

I) Age

II) Parental education

III) Parental income

IV) Type of population in the area the students live (in terms of professions).

OPERATIONAL DEFINITIONS OF VARIABLES :-

DISCIPLINE - Whether the students come under arts or science group.

GENDER - Male and female.

EDUCATIONAL YEAR - Whether the students are presently studying in first year or final year.

SOCIO-PERSONAL VARIABLES - The age was used as the students' actual chronological age; the parental education included the educational qualifications of mother and father separately. The parental income consisted of the total of father and mother's income. Type of population composition in the area students lived was taken in terms of parent's professions.

PSYCHOLOGICAL THREAT :-

According to Kelly (1955), the threat constituted the individual's awareness of an imminent, wide spread change in one's construct system.

The psychological threat was thus defined as, the individual's awareness of an imminent and wide spread change which shattered the system of individual's behaviour and had detrimental effects on his/her well being.

POLITICALLY INDUCED MACRO STRESSORS :-

These were identified in terms of the stress state, induced in the person by political decisions and used by certain politically motivated people. These are called macro stressors because the perceptions are widely shared and have harmful consequences for a sizeable population.

COPING STRATEGY -

Coping strategies represent the manner of organized sequence of activities by which the individual attempts to encounter the social or physical environment, in mobilising

different resources to handle stress.

Here the coping strategies have been used in two ways : how often the students used the given strategies and how helpful are the strategies for them.

3.7 DEVELOPMENT AND DESCRIPTION OF QUESTIONNAIRE

PART-I :- It focused on four politically induced macro stressors to assess the degree of psychological threat posed for the students, as these stressors give rise to inter-group conflicts.

The identification of four macro stressors had been done on the basis of a preliminary survey of students, expert's opinion and discussion with experts and students. The researcher prepared a list of stressors namely, communal outbreaks, poverty, unemployment, environmental destruction, corruption, hunger crisis, anticipation of war, political exploitation, regional and ethnic violence and state terrorism and presented to the students and experts and asked them whether they considered these as politically induced and stressful for social groups at a wider level. They were also asked to briefly define these stressors. The researcher also consulted some experts working on related topics for suggestions and opinions.

On the basis of discussions, expert opinions and definitions given, four stressors namely, communal outbreaks, unemployment, corruption and political exploitation, were retained, as most agreed that political motives, particularly a desire for power were the main force underlying these stressors.

To make sure that they really viewed these stressors as stressful, they were asked to rate each of these in terms of psychological threat, posed for oneself, for similar others and dissimilar others.

In this part of the questionnaire a student was asked to assess psychological threats posed by macro stressors for oneself, for similar others and for dissimilar others. For this purpose four politically induced macro stressors were chosen and the students were asked to rate in terms of perceived psychological threat for oneself, for similar others and for dissimilar others using a four point scale (i.e. very much, much, little and very little). Following instructions were given for this purpose.

"Listed below are the four macro stressors which are invariably politically induced. These pose different kinds of psychological threats to all of us. Kindly read one stressor at a time, think of the psychological threat it may pose to you and tick mark (✓), on the appropriate choice defined below. Again read the same stressor, think of the psychological threat it may pose to those who are similar to you and tick mark (✓) the appropriate choice. Return to the same stressor but this time think of the psychological threat for those who are dissimilar to you and tick mark (✓).

If you find any of the given definition of the stressor as incomplete or ambiguous, write what you would like to add".

PART-II :- The second part of the scale dealt with coping strategies. It consisted of 26 items, as an adopted and modified version of *Jalowiec Coping Style Scale*. Jalowiec scale had 60 items and included eight dimensions of personality as coping styles. Out of sixty, 26 items were chosen here. These items were taken on the basis of face validity experts opinion, its communicability power and whether the items appeared understandable. Student's point of view was a prime consideration. Repetitive and ambiguous items had been avoided.

The Jalowiec coping scale was a self report instrument dealing with stressful aspects of present physical and psychological situations, that ask respondent to assess the helpfulness and the frequency with which they used different coping strategies.

A list of four politically induced macro stressors and 26 coping strategies were presented to them. The respondents were asked to identify the most threatening stressor, out of four stressors and then respond to, two types of questions of coping strategy. The first dealt with how often one used the given strategy and the second dealt with the helpfulness of the used coping strategy. Each was to be rated on a three point scale.

The 26 strategy related items focused on eight different types of coping strategies namely, confrontive, self reliant, fatalistic, palliative, emotive, optimistic, pragmatic and evasive. These are operationalized below :

- (1) *CONFRONTIVE* - This dimension included the items in which one confront the situation, faced up the problem and finds constructive problem solving.
- (2) *SELF-RELIANT* - In this dimension the items showed dependency on self rather than others.
- (3) *FATALISTIC* - This dimension was related to pessimism, helplessness and feeling of little control over the situation.
- (4) *PALLIATIVE* - In this dimension the person tried to reduce or control distress by making self feel better.
- (5) *EMOTIVE* - this dimension dealt with the items of expressing and releasing emotions, ventilating feeling.
- (6) *OPTIMISTIC* - In this dimension the items dealt with positive thinking, positive outlook and positive comparisons.
- (7) *PRAGMATIC* - The items under this strategy showed practical and concrete things and concern with results rather than theory.
- (8) *EVASIVE* - This dimension dealt with evasive and avoidant activities.

Following instructions were given to the students.

"We are interested here in knowing how you cope with a macro stressor. Listed below are different ways of coping first circle (O), the stressor most threatening to you (COMMUNAL OUTBREAKS, UNEMPLOYMENT, CORRUPTION AND POLITICAL EXPLOITATION), then read on item at a time to indicate in column A, how often

you use such a strategy and in column B, how helpful you find these strategies by using the given response choice.

PART-III - The third part sought information on the demographic variables. The students were asked to provide information on one's name, age, gender, discipline, educational year, parental education, parental income, and the type of population in the area they lived in.

3.8 ADMINISTRATION OF THE QUESTIONNAIRE :-

To the extent it was possible, care was taken to follow the specified procedure. As a first step an appointment was made with concerned students. Then on the specified days and time, the researcher administered the questionnaire to students.

After giving brief introduction and required instructions the students were asked to work on questionnaire in given order. He/She worked in the presence of the investigator and returned it. Students were duly thanked for their co-operation.

3.9 CODING -

The coding were done in the following manner.

Code-	Education Year	
	a) First year	1
	b) Final year	2
Sex-	Sex of the Student	
	a) Male	1
	b) Female	2
Discip-	Discipline	
	a) Arts	1
	b) Science	2

PEM-	Parental Education Mother	
	a) Upto Graduation	1
	b) Post Graduation and above	2
	c) Professional Degree	3
PEF-	Parental Education Father	
	a) Upto Graduation	1
	b) Post Graduation and above	2
	c) Professional Degrees	3
PI-	Parental Income	
	a) Upto Rs. 60,000/ only	1
	b) Rs. 60,001 upto Rs. 90,000/ only	2
	c) Rs. 90,001 and above	3
PC-	Population Combinations	
	a) Servicemen	
	b) Businessmen	
	c) Mix	
a ₁ b ₁ c ₁ -	Psychological threat from stressors	
	a = For oneself	
	b = For similar others	
	c = For Dissimilar others	
	Very Much	1
	Much	2
	Little	3
	Very Little	4
X-	Coping Strategies Used	
	a) Never	1
	b) Sometimes	2
	c) Often	3
Y-	Coping Strategies Helpful	
	a) Not at all	1
	b) Little	2
	c) Very Much	3
Siamt-	Stressor Identified as Most Threatening	
	a) Communal outbreaks	1
	b) Unemployment	2

c) Corruption	3
d) Political Exploitation	4

3.10 ANALYSIS OF DATA :-

The following statistical techniques were used.

The principal component factor analysis was done to find out underlying strategy to be used and the coping strategy found helpful and then rotated by using Varimax rotation procedure. These are presented Table I and II.

Table I and II include the results of factor analysis on 26 items each on coping strategy used and found helpful resulting in eight factors (each dimension). On the coping strategy used, factor 1 contained 3 items namely, 3, 20 and 21. It explained about 8.5% of variance. It was identified as confrontive strategy. Factor 2 contained 4 items (12, 17, 18 and 26) and accounted for 6.1% of variance. It was named as fatalistic strategy. Factor 4 contained 4 items namely 8, 19, 24 and 25. It explained 6.6% of variance and was identified as palliative strategy. Factor 5 contained 3 items (1, 6 and 15) and accounted for 6.2% of variance. It was named as emotive strategy. Factor 6 contained two items (2 and 9) and accounted for 5.5% of variance. It was identified as optimistic strategy. Factor 7 contained 3 items namely 6, 16 and 23 and explained 5.1% of variance. It was identified as pragmatic factor. And the last and 8th factor contained 3 items (7, 11 and 14) and accounted for 4.7% of variance. It was identified as evasive strategy.

TABLE-I

Rotated Factor Matrix on Coping Strategies Used

Item No.	Mean	S.D.	Fac.1	Fac.2	Fac.3	Fac.4	Fac.5	Fac.6	Fac.7	Fac.8
X ₁	2.23	.63					.62			
X ₂	2.24	.72			.72					
X ₃	2.36	.67	.64							
X ₄	2.09	.70							.84	
X ₅										
X ₆	2.32	.71					.78			
X ₇	1.93	.74		.36						
X ₈	2.16	.67						.60		
X ₉	2.61	.60			.54					
X ₁₀	2.24	.73				.63				
X ₁₁	2.02	.69		.46						
X ₁₂	1.98	.70								.77
X ₁₃	1.67	.78				.66				
X ₁₄	1.75	.79		.81						
X ₁₅	2.01	.69					.31			
X ₁₆	2.18	.69							.77	
X ₁₇	2.38	.64								.68
X ₁₈	2.20	.68								.42
X ₁₉	2.19	.70						.71		
X ₂₀	2.47	.66	.74							
X ₂₁	2.20	.70	.62							
X ₂₂	2.28	.70				.47				
X ₂₃	1.88	.76							.72	
X ₂₄	1.81	.78						.48		
X ₂₅	2.12	.72						.68		
X ₂₆	2.38	.72								.43
X ₂₇	2.00	.73				.57				
Eigen Value			2.21	2.09	2.04	1.71	1.60	1.42	1.30	1.21
% of Variance			8.5	8.1	7.8	6.6	6.2	5.5	5.1	4.7
Cumulative %			8.5	16.6	24.4	31.0	37.1	42.6	47.7	52.4

TABLE-II
Rotated Factor Matrix on Coping Strategies Found Helpful
(N = 120)

Item No.	Mean	S.D.	Fac.1	Fac.2	Fac.3	Fac.4	Fac.5	Fac.6	Fac.7	Fac.8
X ₁	1.79	.67						.66		
X ₂	1.97	.74		.72						
X ₃	2.15	.80					.68			
X ₄										
X ₅	2.03	.74	.39							
X ₆	2.28	.69			.82					
X ₇	2.01	.78								.82
X ₈	2.05	.73				.70				
X ₉	2.09	.77							.57	
X ₁₀	2.14	.78		.74						
X ₁₁	2.01	.73								.42
X ₁₂	1.92	.74	.74							
X ₁₃	1.85	.76					.72			
X ₁₄	1.74	.80						.83		
X ₁₅	1.92	.71	.49							
X ₁₆	2.23	.75	.45							
X ₁₇	2.05	.71	.78							
X ₁₈	2.07	.72	.61							
X ₁₉	2.07	.72			.48					
X ₂₀	2.37	.76				.52				
X ₂₁	2.11	.73					.53			
X ₂₂	2.25	.78			.88					
X ₂₃	1.77	.73			.51					
X ₂₄	1.99	.76							.73	
X ₂₅	1.88	.80							.63	
X ₂₆	2.28	.69		.77						
X ₂₇	1.88	.74				.41				
Eigen Value			4.04	1.74	1.67	1.58	1.46	1.40	1.34	1.22
% of Variance			15.5	6.7	6.4	6.1	5.6	5.4	5.1	4.7
Cumulative %			15.5	22.2	28.7	34.7	40.4	45.7	50.9	55.6

Eight types also emerged on the coping strategy found helpful, but the items were not same. First type contained items namely, 5, 12, 15, 17 and 18. It explained 15.5% of variance and contained a mix of three types of strategies; self reliant, pragmatic and emotive. Type two contained items (2, 10 and 26). It explained 6.7% of variance. It also included a mix of three type of strategies; optimistic, self reliant & fatalistic. The third type included items 6,19,22 and 23, and explained 6.4% of variance. It consisted of four strategies; emotive, palliative, fatalistic and pragmatic. The type 4 contained items 8, 16, 20, and 27. It explained 6.1% of variance and the strategies identified for this type were, palliative, pragmatic, confrontive and fatalistic. Type 5, contained items 3, 13 and 21. It explained 5.6% of variance. It was identified as a mix of fatalistic and confrontive strategy. Type 6 contained 2 items namely 1 and 14. it explained 5.4% of variance and included the strategies emotive and evasive type. Factor 7 contained items (9, 24 and 25). It explained 5.1% of variance. It included two strategies namely optimistic and palliative. And the eighth and last factor contained 2 items namely 7 and 11 and, explained 4.7% of variance. And it was identified as evasive strategy. Thus in general strategies found helpful appeared in mixed order.

The Ebel's reliability for coping strategy used and for coping strategy found helpful scale were 0.79 and 0.96

respectively.

Means and standard deviation were computed for the demographic variables and coping strategies used.

Analysis of variance was done by using gender, discipline and educational year as independent variables and coping strategies used and found helpful as dependent variables.

Correlation analysis was done to find out the relationship among different demographic variables and coping strategies used by different group separately.

CHAPTER-IV

RESULTS

4.1 Perception of Macro Stressors : The percentages were computed on the perceptions of four macro stressors as shown below in Table 1.

Table No. 1 Percentages on Macro Stressors Perceived as Most Threatening by Students

S. No.	Stressors	Frequency	Percentages
1.	Communal Outbreaks	19	15.84%
2.	Unemployment	42	35.00%
3.	Corruption	48	40.00%
4.	Political Exploitation	11	9.16%

Chi Square (X^2) = 31.66

The calculated X^2 value (31.66) was greater than table value (11.34). It indicated that the four macro stressors were not perceived equally threatening by students. Corruption was perceived as the most threatening politically induced macro stressor, followed by unemployment. The political exploitation was perceived so by the least percent of students.

4.2. Variations in Coping Strategies Used

Table 2 includes the results of analysis of variance by discipline, educational year and gender of students on confrontive coping strategy used as dependent variable.

Table No. 2 Analysis of Variance on Confrontive Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	2.70	1.30	NS
EDU. YR.	1,118	0.13	0.06	NS
GENDER	1,118	4.03	1.95	NS
DISCIP x EDU. YR.	1,118	1.63	0.79	NS
DISCIP x GENDER	1,118	6.53	3.16	NS
EDU. YR. x GENDER	1,118	5.63	2.73	NS
DISCIP x EDU. YR. x GENDER	1,118	6.53	3.22	NS

Abbreviations :- DISCIP. = Discipline (Arts and Science)
EDU.YR. = Educational Year

It was seen that the main as well as the interaction effects on confrontive coping strategy used were not significant. The mean scores on these variables did not differ much from each other. It meant that male and female students of first year and final year used this strategy with the same frequency in all disciplines of study.

Table 3 includes the main as well as interaction effects of discipline of study, educational year and gender of students on self reliant coping strategy used.

Table No. 3 Analysis of Variance on Self Reliant Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	3.01	1.09	NS
EDU. YR.	1,118	0.20	0.07	NS
GENDER	1,118	0.01	0.00	NS
DISCIP x EDU. YR.	1,118	29.00	10.54	0.01
DISCIP x GENDER	1,118	7.01	2.54	NS
EDU. YR. x GENDER	1,118	12.67	4.60	0.05
DISCIP x EDU. YR. x GENDER	1,118	0.07	0.02	NS

The main effects of discipline, educational year and gender were not significant. The means also did not differ much from each other. Discipline in interaction with educational year had significant effect above 1 percent. The mean (M=9.27) of first year arts was slightly lesser than the mean (M=9.57) of first year science, but the mean of final year arts (M=9.33) was greater than the mean of final year science (M=8.67) students. It meant that the frequency of using self reliant coping strategy by first year arts and final year science students was lower than first year science students and final year arts students.

The effects of educational year in interaction with gender were differed significant above 5 percent. The mean of first year males (M=9.60) was greater than the first year females (M=9.23), and mean of final year males (M=9.33) was greater than the mean of final year females (8.68). It showed that the frequency of using the coping strategy by males and females of first year differed from males and females in final year. The interaction effects of discipline and gender, and of discipline, educational year and gender were not significant.

Table 4 includes the results of analysis of variance by discipline, educational year and gender on fatalistic coping strategy used.

The main effects of discipline and educational year were not significant. There were no differences in their means. The main effect of gender was significant above 5 percent. The mean

Table No. 4 Analysis of Variance on Fatalistic Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	3.00	0.96	NS
EDU. YR.	1,118	0.01	0.00	NS
GENDER	1,118	16.87	5.42	0.05
DISCIP x EDU. YR.	1,118	0.40	0.13	NS
DISCIP x GENDER	1,118	3.00	0.96	NS
EDU. YR. x GENDER	1,118	14.01	4.05	0.05
DISCIP x EDU. YR. x GENDER	1,118	3.00	0.96	NS

for females (M=8.57) was greater than males (M=7.82). It showed that females used this strategy more frequently than males. The effect of discipline in interaction with educational year, effect of discipline in interaction with gender and the interaction effect of discipline, educational year and gender were not significant; whereas the interaction effect of educational year and gender was significant above 5 percent. The mean of first year males (M=7.47) was lesser than the mean of first year females (M=8.90), and mean of final year males (8.17) was also lesser than of females (8.23). This indicated that the frequency of using fatalistic coping strategy by males of first and final year differed significantly from females of first and final year.

Table 5 includes the main and interaction effects of discipline, educational year and gender on palliative coping strategy used.

Table No. 5 Analysis of Variance on Palliative Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.41	0.15	NS
EDU. YR.	1,118	5.21	1.89	NS
GENDER	1,118	0.01	0.00	NS
DISCIP x EDU. YR.	1,118	0.68	0.24	NS
DISCIP x GENDER	1,118	0.21	0.08	NS
EDU. YR. x GENDER	1,118	0.41	0.15	NS
DISCIP x EDU. YR. x GENDER	1,118	0.67	0.24	NS

Neither the main nor any of the interaction effects were significant on palliative coping strategy. It meant that the arts and science students of first year and final year irrespective of their gender used the palliative coping strategy with equal frequency.

Table 6 includes the results of analysis of variance by discipline, educational year and gender on emotive coping strategy used.

Table No. 6 Analysis of Variance on Emotive Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.13	0.07	NS
EDU. YR.	1,118	2.70	1.54	NS
GENDER	1,118	5.63	3.22	NS
DISCIP x EDU. YR.	1,118	1.63	0.93	NS
DISCIP x GENDER	1,118	1.63	0.93	NS
EDU. YR. x GENDER	1,118	2.13	1.22	NS
DISCIP x EDU. YR. x GENDER	1,118	0.53	0.30	NS

It was seen that neither the main nor the interaction effects of discipline, educational year and gender were significant on emotive coping strategy used. The male and female students of arts ad science discipline of first and final years did not differ significantly. It can be concluded that the extent of using emotive coping strategy was equal for all students.

Table 7 presents the results of analysis of variance by discipline of study, educational year and gender on the optimistic coping strategy used.

Table No. 7 Analysis of Variance on Optimistic Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.03	0.01	NS
EDU. YR.	1,118	0.30	0.16	NS
GENDER	1,118	0.13	0.07	NS
DISCIP x EDU. YR.	1,118	5.63	3.02	NS
DISCIP x GENDER	1,118	0.53	0.28	NS
EDU. YR. x GENDER	1,118	0.53	0.28	NS
DISCIP x EDU. YR. x GENDER	1,118	1.63	1.53	NS

The results showed that neither the main effects of discipline, educational year and gender, nor the interaction effects were significant on the optimistic coping strategy used. The means were by discipline Arts (M=4.92), Science (M=4.78), by educational year; first year (M=4.95), final year (M=4.75) and by gender; males (M=4.83) and females (4.87). The insignificant effects indicated that arts student did not differ

significantly from science students in two educational years and by gender.

Table 8 shows the main and interaction effects by discipline, educational year and gender on the extent of pragmatic coping strategy used by students.

Table No. 8 Analysis of Variance on Pragmatic Coping Strategies Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.53	0.49	NS
EDU. YR.	1,118	1.20	1.11	NS
GENDER	1,118	0.03	0.03	NS
DISCIP x EDU. YR.	1,118	0.03	0.03	NS
DISCIP x GENDER	1,118	2.13	1.98	NS
EDU. YR. x GENDER	1,118	0.13	0.12	NS
DISCIP x EDU. YR. x GENDER	1,118	0.53	0.49	NS

The results revealed that the main and interaction effects of discipline, educational year and gender were not significant on the extent of pragmatic coping strategy used. The males and female students of arts and science discipline, of first and final year did not differ significantly on this coping strategy used.

Table 9 includes the results of analysis of variance by discipline, educational year and gender on the evasive coping strategies used.

Table No. 9 Analysis of Variance on Evasive Coping Strategy Used

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.41	0.26	NS
EDU. YR.	1,118	0.01	0.01	NS
GENDER	1,118	0.21	0.14	NS
DISCIP x EDU. YR.	1,118	0.01	0.01	NS
DISCIP x GENDER	1,118	0.41	0.26	NS
EDU. YR. x GENDER	1,118	0.41	0.26	NS
DISCIP x EDU. YR. x GENDER	1,118	0.67	0.43	NS

It was found that neither the main nor the interaction effects were significant on evasive coping strategy. The means were also not different. It indicated that the using of evasive coping strategy by the male and female students was not significantly different. The educational year and discipline also had no significant effect on the use of this strategy.

VARIATIONS IN COPING STRATEGIES FOUND HELPFUL

Table 10 includes the results of analysis of variance by discipline, educational year and gender on self reliant pragmatic - emotive coping strategy found helpful by the students.

Table No. 10 Analysis of Variance on Self Reliant- Pragmatic - Emotive Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	16.87	4.20	0.05
EDU. YR.	1,118	20.08	4.98	0.05
GENDER	1,118	0.25	0.61	NS
DISCIP x EDU. YR.	1,118	5.20	1.29	NS
DISCIP x GENDER	1,118	1.00	0.25	NS
EDU. YR. x GENDER	1,118	2.40	0.59	NS
DISCIP x EDU. YR. x GENDER	1,118	4.40	1.09	NS

The results indicated that the main effects of discipline and educational year were significant above 5 percent. The mean scores by discipline (Arts=9.60 and Science=10.35) and educational year (first year=10.35, final year=9.57) were also different. This meant that students of arts and science and first and final year found this strategy differentially helpful. The main effect of gender and interaction effects of discipline and educational year, discipline and gender, discipline, educational year and gender were not significant. The male and female students found self reliant-pragmatic and emotive coping strategy equally helpful.

Table 11 includes the main as well as interactional effects of discipline, educational year and gender on the helpfulness of the optimistic-self - reliant-fatalistic strategy.

Table No. 11 Analysis of Variance on Optimistic-Self Reliant - Fatalistic Coping Strategy found helpful

Source of Variations	df	MSS	F	P.
DISCIP	1,118	5.63	2.60	NS
EDU. YR.	1,118	6.53	3.01	NS
GENDER	1,118	4.80	2.21	NS
DISCIP x EDU. YR.	1,118	4.80	2.21	NS
DISCIP x GENDER	1,118	0.53	0.24	NS
EDU. YR. x GENDER	1,118	7.50	3.46	NS
DISCIP x EDU. YR. x GENDER	1,118	4.03	1.06	NS

The results indicated that the main and interaction effects on optimistic-self-reliant-fatalistic strategy were not significant. All the students whether of arts or science, of first year or final year, male or female found the optimistic-self reliant and fatalistic coping strategy equally helpful.

Table 12 shows the main and interaction effects of discipline, educational year and gender on emotive-palliative-fatalistic and pragmatic coping strategy found helpful.

Table No. 12 Analysis of Variance on Emotive - Palliative-Fatalistic-Pragmatic Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	6.53	2.31	NS
EDU. YR.	1,118	1.20	0.42	NS
GENDER	1,118	0.03	0.01	NS
DISCIP x EDU. YR.	1,118	6.53	2.31	NS
DISCIP x GENDER	1,118	32.03	11.36	0.01
EDU. YR. x GENDER	1,118	5.63	1.99	NS
DISCIP x EDU. YR. x GENDER	1,118	0.30	0.10	NS

The results revealed that the main and interaction effects on emotive-palliative-fatalistic-pragmatic strategy were not significant except, the interaction effects between discipline and gender. This was significant above 1 percent. The mean score of males (M=7.60) in arts was smaller than the mean for males (M=9.10) in science, and the mean of females of arts (M=8.67) was greater than the mean (M=8.10) of females in science. This meant that, males and females of arts differed significantly

than males and females of science as the emotive-palliative-fatalistic-pragmatic coping strategy was not found equally helpful by them.

Table 13 includes the results of analysis of variance by discipline, educational year and gender on palliative-pragmatic-confrontive-fatalistic coping strategy found helpful.

Table No. 13 Analysis of Variance on Palliative-Pragmatic-Confrontive-Fatalistic Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	16.87	4.73	0.05
EDU. YR.	1,118	11.40	3.20	NS
GENDER	1,118	9.07	2.54	NS
DISCIP x EDU. YR.	1,118	10.20	2.86	NS
DISCIP x GENDER	1,118	0.01	0.02	NS
EDU. YR. x GENDER	1,118	2.40	0.67	NS
DISCIP x EDU. YR. x GENDER	1,118	3.00	0.84	NS

The main effect of discipline on palliative-pragmatic-confrontive-fatalistic was significant above 5 percent. The mean (M=8.15) for arts student was lower than mean for science (M=8.90) students. This meant that arts and science students did not find the palliative-pragmatic-confrontive fatalistic coping strategy equally helpful. All the other main and interaction effects were not significant. It can be concluded that the helpfulness of the strategy was same for students across gender and educational year.

Table 14 includes the results of analysis of variance by educational year, discipline and gender of the students on the helpfulness of the 'fatalistic-confrontive coping strategy.

Table No. 14 / Analysis of Variance on Fatalistic-Confrontive Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	16.87	7.02	0.01
EDU. YR.	1,118	2.40	1.00	NS
GENDER	1,118	6.07	2.53	NS
DISCIP x EDU. YR.	1,118	0.20	0.08	NS
DISCIP x GENDER	1,118	20.00	8.33	0.01
EDU. YR. x GENDER	1,118	1.40	0.58	NS
DISCIP x EDU. YR. x GENDER	1,118	5.20	2.16	NS

The main effect of discipline was significant on fatalistic-confrontive strategy above 1 percent. The mean (M=5.75) of art students was lower than mean (M=6.50) for science students. Thus students in arts and science found the fatalistic-confrontive coping strategy differentially helpful. The main effects of educational year and gender were not significant. This meant students of first year and final year, males and females found the strategy equally helpful.

The interaction effect of discipline and gender was significant above 1 percent. The mean of females (5.94) in arts was little higher than the mean (5.87) for science females, and the mean (M=7.13) of science males was much greater than mean

(M=5.57) of arts males. Thus, male and female students of both the disciplines found the fatalistic-confrontive coping strategy differentially helpful. The interaction effects of educational year and gender and discipline, educational year and gender of the student were insignificant.

Tables 15 shows the main as well as interaction effects of discipline, educational year and gender on emotive-evasive coping strategy found helpful.

Table No. 15 Analysis of Variance on Emotive-Evasive Coping Strategies Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	5.63	4.39	0.05
EDU. YR.	1,118	4.80	3.74	0.05
GENDER	1,118	4.03	3.14	NS
DISCIP x EDU. YR.	1,118	1.63	1.27	NS
DISCIP x GENDER	1,118	8.53	6.66	0.01
EDU. YR. x GENDER	1,118	1.63	1.27	NS
DISCIP x EDU. YR. x GENDER	1,118	2.13	1.66	NS

The main effects of discipline and educational year on emotive-evasive strategy were significant above 5 percent. The mean scores by discipline (Arts = 3.32, Science = 3.50), and educational year (First year = 3.73, Final year = 3.33) were also different. This showed that students of arts and science and first year and final year differed significantly in terms of helpfulness of emotive-evasive coping strategy. The main effect of gender was not significant. It meant that male and

female students found emotive-evasive coping strategy equally helpful.

The discipline in interaction with educational year did not show significant difference. Discipline in interaction with gender had significant effect above 1 percent. The mean of arts males (M=3.23) was lesser than the mean of science males (M=4.20) and mean of arts females was greater than science females. Thus male and female students of arts and science discipline found emotive-evasive coping strategy differentially helpful.

Table 16 includes the results of analysis of variance by discipline, educational year and gender on optimistic-palliative coping strategy found helpful.

Table No. 16 Analysis of Variance on Optimistic-Palliative Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	0.03	0.01	NS
EDU. YR.	1,118	4.80	1.97	NS
GENDER	1,118	2.13	0.87	NS
DISCIP x EDU. YR.	1,118	1.63	0.67	NS
DISCIP x GENDER	1,118	0.03	0.01	NS
EDU. YR. x GENDER	1,118	1.20	0.49	NS
DISCIP x EDU. YR. x GENDER	1,118	5.63	2.31	NS

Neither the main effects of discipline, educational year and gender, nor the interaction effects of discipline and educational year, discipline and gender and educational year and gender, discipline, educational year and gender were

significant. The pragmatic coping strategy was thus found equally helpful by students.

Table 17 includes the results of analysis of variance by discipline, educational year and gender of students on evasive coping strategy found helpful.

Table No. 17 Analysis of Variance on Evasive Coping Strategy Found Helpful

Source of Variations	df	MSS	F	P
DISCIP	1,118	6.07	5.84	0.05
EDU. YR.	1,118	6.07	5.84	0.05
GENDER	1,118	1.40	1.35	NS
DISCIP x EDU. YR	1,118	0.67	0.64	NS
DISCIP x GENDER	1,118	1.87	1.80	NS
EDU. YR. x GENDER	1,118	0.67	0.64	NS
DISCIP x EDU. YR. x GENDER	1,118	1.40	1.35	NS

The results revealed that the main effects of discipline and educational year on evasive strategy were significant above 5 percent. The mean of science students was greater than arts (science=4.03, arts=3.58), and mean of first year (M=4.03) students was greater than final year (M=3.58). This meant that the helpfulness of evasive coping strategy was different for male and female students, and also for first year and final year students. The main effect of gender and all the interaction effects were insignificant.

4.3 Relationship of Perception for Oneself with Similar and Dissimilar Others : In order to test the hypothesis that the patterns of relationships among perceptions of psychological threat from politically induced macro stressors for oneself will be positively correlated with similar others and negatively with dissimilar others, the correlations were computed.

The correlations between the perceptions of psychological threat for oneself and those of similar others, and with dissimilar others for Arts, Science groups are presented in Tables 18 and 19.

Table No. 18 Correlation Matrix for Psychological threat for Oneself, Smilar Others and Dissimilar Others for Arts Students (N=60)

One- self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.79**	.16	.12	.30*	.09	-.08	-.10	-.08
A ₂	.34**	.71**	.15	.15	.01	-.02	.00	.12
A ₃	.20	-.13	.55**	.26*	.18	.03	.23	.01
A ₄	.15	-.05	.06	.54**	-.05	-.18	.01	-.01

Abbreviations -

- 1 - Communal Outbreaks
- 2 - Unemployment
- 3 - Corruption
- 4 - Political Exploitation

- A - Psychological threat for oneself
- B - Psychological threat for similar others
- C - Psychological threat for dissimilar others.

Significance - * P < .05, ** P < .01

Table No. 19 Correlation Matrix for Science Students (N=60)

One- self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.59**	.23	.41**	.21	.18	.07	.16	-.03
A ₂	.32**	.63**	.11	.42**	.18	.11	-.04	.10
A ₃	.15	-.01	.55**	.39**	.03	.01	.14	.00
A ₄	.21	.18	-.02	.61**	-.01	.16	-.02	.27

Significance - * P < .05, ** P < .01

Tables 18 and 19 reported correlations of perceptions of psychological threat from politically induced macro stressors for oneself, with similar others and with dissimilar others for students of arts and science respectively. For arts students, the perceived psychological threat from communal outbreak, unemployment, corruption and political exploitation for oneself correlated significantly with that for similar others ($r=.79$ $P<.01$, $r=.71$ $P<.01$, $r=.55$ $P<.01$, $r=.54$ $P<.01$), but not with dissimilar others. It indicated that students of arts perceived the threat close to other students similar to them, but not to the dissimilar others.

The perceived psychological threat from communal outbreaks, unemployment, corruption and political exploitation for the science students for themselves were positively correlated with perceived threat for similar others ($r=.59$ $P<.01$, $r=.63$ $P<.01$, $r=.55$ $P<.01$ and $r=.61$ $P<.01$), but not with dissimilar others. The science students perceived the threat in the same way for

similar others as they perceived for themselves, but not for dissimilar others.

In case of both arts and science students, the perceived threat from all stressors for similar others correlated positively with dissimilar others.

Tables 20 and 21 showed the correlations for first and final year students on perceived threat from macro stressors for oneself, for similar others and dissimilar others.

Table No. 20 Correlation Matrix for First Year Students (N=60)

One-self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.63**	.31*	.18	.07	.09	-.02	.10	-.03
A ₂	.34**	.58**	.02	.13	-.03	.07	-.06	.00
A ₃	.06	-.06	.45**	.19	.19	.12	.21	.08
A ₄	.17	.24	-.07	.49**	.04	.01	.05	.21

Significance - * P < .05, ** P < .01

Table No. 21 Correlation Matrix for Final Year Students (N=60)

One-self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.76**	.09	.38**	.12	.21	.01	-.06	-.10
A ₂	.35**	.76**	.24	.41**	.25	.02	.04	.21
A ₃	.33**	-.03	.69**	.44**	.04	-.05	.18	-.13
A ₄	.32**	.02	.32**	.61**	.02	.01	.00	.00

Significance - * P < .05, ** P < .01

As seen in Table 20 for first year students, the perceived threat from communal outbreaks, unemployment, corruption and political exploitation for oneself was positively correlated with that for similar others ($r=.63$ $P<.01$, $r=.58$ $P<.01$, $r=.45$ $P<.01$ and $r=.49$ $P<.01$). There were no significant correlations between perceived threat for oneself and the dissimilar others.

Table 21 for final year students showed that on four politically induced macrostressors the perceived psychological threat for oneself correlated significantly with that for similar others ($r=.76$ $P<.01$, $r=.76$ $P<.01$, $r=.69$ $P<.01$ and $r=.61$ $P<.01$). No significant relations had been found between perceived threat for oneself and the dissimilar others. It showed that when some students were considered as dissimilar, the same stressors were perceived as threatening.

Tables 22 and 23 showed correlations for male and female students on perceived psychological threat from four macro stressors for oneself, those of similar others and dissimilar others.

Table No. 22 Correlation Matrix for Male Students (N=60)

One- self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.64**	.09	.43**	.19	.19	.12	.25*	-.08
A ₂	.35**	.64**	.20	.42**	.11	.05	.11	.07
A ₃	.14	-.04	.57**	.53**	-.01	-.01	-.01	.01
A ₄	.21	-.02	.34**	.75**	-.01	-.01	-.01	.15

Significance - * $P < .05$, ** $P < .01$

Table No. 23 Correlation Matrix for Female Students (N=60)

One- self	Similar Others				Dissimilar Others			
	B ₁	B ₂	B ₃	B ₄	C ₁	C ₂	C ₃	C ₄
A ₁	.73**	.30*	.08	.01	.08	-.14	-.19	.26
A ₂	.31*	.68**	.05	.14	.08	.03	-.15	.15
A ₃	.20	-.07	.51**	.04	.14	.07	.17	.08
A ₄	.13	.15	-.19	.40**	.02	-.01	-.28	.56**

Significance - * P < .05, ** P < .01

As seen in Table 22, the perceived psychological threat from communal outbreaks, unemployment, corruption and political exploitation for oneself correlated positively with those for similar others ($r=.64$ $P<.01$, $r=.64$ $P<.01$, $r=.57$ $P<.01$ and $r=.75$ $P<.01$). It showed that male students perceived psychological threat close to the similar other students. It was not so for dissimilar others.

The perceived threat in females from four politically induced macro stressors (Table 23) for oneself correlated significantly with those of similar others ($r=.73$ $P<.01$, $r=.68$ $P<.01$, $r=.51$ $P<.01$ and $r=.40$ $P<.01$), but not with dissimilar others. The female students thus perceived the threat in a way close to the students considered similar to them, but not the dissimilar others.

4.4 Relationship Between Coping Strategy Used and Coping Strategy Found Helpful : For testing the hypothesis of significant relationships between coping strategies used and

coping strategies found helpful, the correlations were computed. The results for arts and science students are presented in following tables :

Table No. 24. Correlations Between Coping Strategies Used and Those Found Helpful By Arts Students (N=60)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	-.12	.41*	.05	.00	.08	-.02	.23	.24
SH ₂	.09	.21	.16	.06	.01	.42*	-.01	-.06
SH ₃	.03	.03	.15	.21	.39*	-.06	.29	.12
SH ₄	.45*	.07	.17	.27	-.15	.01	.19	-.05
SH ₅	.21	.23	.23	-.00	-.14	.08	.26	-.01
SH ₆	-.14	-.12	-.12	.10	.10	.02	-.01	.11
SH ₇	-.13	.22	.22	.40*	-.05	.14	-.03	-.26
SH ₈	-.05	.01	.04	-.06	.03	.05	-.11	.04

Significant - * = .01.

Abbreviations - For Strategies Used

- SU₁= Confrontive Coping Strategy Used
- SU₂= Self Reliant Coping Strategy Used
- SU₃= Fatalistic Coping Strategy Used
- SU₄= Palliative Coping Strategy Used
- SU₅= Emotive Coping Strategy Used
- SU₆= Optimistic Coping Strategy Used
- SU₇= Pragmatic Coping Strategy Used
- SU₈= Evasive Coping Strategy Used

For Strategies Found Helpful

- SH₁= Self Reliant-Pragmatic-Emotive Coping Strategy Found Helpful
- SH₂= Optimistic-Self Reliant-Fatalistic Coping Strategy found Helpful
- SH₃= Emotive-Palliative-Fatalistic-Pragmatic Coping Strategy Found Helpful
- SH₄= Palliative-Pragmatic-Confrontive-Fatalistic Coping Strategy Found Helpful
- SH₅= Fatalistic-Confrontive Coping Strategy Found Helpful
- SH₆= Emotive-Evasive Coping Strategy Found Helpful
- SH₇= Optimistic-Palliative Coping Strategy Found Helpful
- SH₈= Evasive Coping Strategy Found Helpful

Significance = * = .01

Table No. 25 Correlations Between Coping Strategies Used and Those Found Helpful By Science Students (N=50)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	.02	.36*	-.01	.01	-.18	.22	.14	-.02
SH ₂	.14	.35*	.27	-.02	-.07	.36*	.06	-.05
SH ₃	.29	.16	-.30	-.04	.04	.46*	.13	.02
SH ₄	.28	.19	.03	.04	-.24	.19	.15	-.09
SH ₅	.48*	.05	.01	-.01	-.13	.26	.29	.03
SH ₆	.19	.23	-.17	-.14	-.25	.09	.04	.07
SH ₇	.07	-.09	-.12	-.01	-.37*	.06	.01	-.12
SH ₈	.13	.18	-.03	-.08	-.19	.10	.12	.14

Significant - * = .01.

As seen in tables 24 and 25, confrontive coping strategy used was positively related to only palliative-pragmatic-confrontive-fatalistic coping strategy found helpful ($r=.45$, $P<.01$), indicating that the palliative-pragmatic-confrontive and fatalistic coping strategy was found helpful by arts students, when they used confrontive coping strategy. The students of science found fatalistic-confrontive coping strategy helpful, when they used confrontive coping strategy ($r=.48$, $P<.01$).

The self-reliant coping strategy used correlated significantly with self-reliant-pragmatic-emotive coping strategy found helpful ($r=.41$ $<.01$) for arts students. For science students the same strategy was positively related to self-reliant-pragmatic-emotive and optimistic-self-reliant-fatalistic coping strategies found helpful ($r=.36$ $P<.01$, $r=.35$ $P<.01$). The fatalistic coping strategy used was not

significantly related to any of the helpful coping strategies either for arts or science students. The palliative coping strategy used was significantly correlated with optimistic-palliative coping strategy found helpful ($r=.40$, $P<.01$) for arts students. The students of science did not find any strategy helpful when they used palliative coping strategy.

The emotive coping strategy, when used by arts students, correlated positively with emotive-palliative-fatalistic pragmatic coping strategy found helpful ($r=.39$ $P<.01$), and negatively with optimistic-palliative coping strategy found helpful ($r=.37$, $P<.01$), when used by science students. It indicated that when emotive coping strategy was used by arts students the emotive-palliative-fatalistic-pragmatic was found helpful, but when used by science students the optimistic-palliative coping strategy was not found helpful by them. Optimistic coping strategy used was significantly correlated ($r=.42$ $P<.01$) with optimistic-self reliant-fatalistic coping strategy found helpful by arts students. For science students the same strategy used correlated significantly with the same coping strategy found helpful ($r=.36$ $P<.01$), and with emotive-palliative-fatalistic-pragmatic found helpful ($r=.46$ $P<.01$).

Finally, the pragmatic and evasive coping strategies used did not correlate with any of coping strategies found helpful either for arts or science students. Thus, these strategies seem to be used by students independent of the helpfulness factor.

Tables 26 and 27 reveal the correlations between coping strategies used and those found helpful for the first year and final year students.

Table No.26 Correlations Between Coping Strategies Used and Those Found Helpful For First Year Students(N=60)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	-.07	.36*	.06	.16	.04	-.13	.44*	.20
SH ₂	.05	.31*	.27	.05	-.12	.37*	.17	.08
SH ₃	.03	.20	.06	.06	.28	.25	.18	.12
SH ₄	.49*	.21	.10	.20	-.19	.09	.26	-.04
SH ₅	.34*	.05	.01	.00	-.13	.15	.36	-.08
SH ₆	-.07	.09	-.21	.05	-.03	-.07	-.04	.14
SH ₇	.02	.03	.11	.30*	-.11	.20	.04	-.20
SH ₈	-.10	.12	-.09	.16	.09	.01	.08	.07

Significant - * = .01.

Table No. 27 Correlation Between Coping Strategies Used and Those Found Helpful for Final Year Students(N=60)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	.02	.46*	-.06	-.20	-.10	.28	-.13	-.04
SH ₂	.20	.27	.13	-.18	.10	.37	-.13	.07
SH ₃	.37*	-.01	.01	.12	.12	.20	.25	.02
SH ₄	.28	.09	.06	.10	-.18	.06	.07	-.08
SH ₅	.42*	.21	.21	-.02	-.12	.16	.12	.15
SH ₆	.28	.16	-.10	-.11	.10	.15	.10	.05
SH ₇	-.07	-.23	-.01	.13	-.27	-.02	-.09	-.18
SH ₈	.22	.14	.02	-.34*	-.22	.07	.06	.13

* p < 0.01.

The confrontive coping strategy used correlated with palliative-pragmatic-confrontive-fatalistic and fatalistic-confrontive coping strategies found helpful ($r=.49$, $P<.01$ and $r=.34$, $P<.01$). It indicated that for the first year students these strategies were helpful when they used the confrontive coping strategies. For the final year students the confrontive coping strategy used correlated significantly with emotive-palliative-fatalistic-pragmatic ($r=.37$ $P<.01$), and with fatalistic-confrontive ($r=.42$ $P<.01$) strategy found helpful. It indicated that when confrontive coping strategy was used these two strategies were found helpful.

The self reliant coping strategy used by first year students correlated positively with self-reliant-pragmatic-emotive ($r=.36$ $P<.01$) and optimistic-self reliant-fatalistic ($r=.31$ $P<.01$) strategies found helpful . It showed that when self reliant coping was used the said strategies were found helpful. When final year students used self reliant coping strategy, it correlated significantly only with self reliant-pragmatic-emotive strategy found helpful ($r=.46$ $P<.01$).

Fatalistic coping strategy used did not have significant relation with any of the coping strategies found helpful. Palliative coping strategy when used by first year students correlated positively to optimistic-palliative strategy found helpful ($r=.30$ $P<.01$). Again when emotive and evasive coping strategies were used by first year students, these were not significantly related to any of coping strategy found helpful.

Optimistic coping strategy used correlated positively with optimistic-self-reliant-fatalistic coping strategy found helpful ($r=.37$ $P<.01$). When students used pragmatic coping strategy, they found self-reliant-pragmatic-emotive helpful ($r=.44$ $P<.01$).

For the final year students, many of the coping strategies used were not significantly related with those found helpful, except the palliative coping strategy which was negatively related with evasive coping found helpful ($r=-.34$ $P<.01$). Thus when palliative strategy was used, the evasive strategy was not helpful for final year students.

Tables 28 and 29 revealed the correlations between coping strategies used and those found helpful for male and female students.

Table No. 28 Correlations Between Coping Strategies Used and Those Found Helpful By Males (N=60)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	-.05	.42*	.13	-.06	.13	-.06	.28	.35
SH ₂	.11	.26	.11	.03	.07	.39*	-.14	.03
SH ₃	.18	.07	.09	.09	.34	-.16	.33	.28
SH ₄	.61*	.21	.26	.47*	-.09	.03	.02	.09
SH ₅	.14	.12	-.18	-.03	-.22	.23	.11	.23
SH ₆	-.01	.01	.15	.09	.38	.01	-.13	.41
SH ₇	-.12	-.10	.28	.52*	.04	.02	-.13	-.07
SH ₈	.09	.15	.05	.07	.40	.02	.06	.03

* = $p < .01$.

Table No. 29 Correlations Between Coping Strategies Used and Those Found Helpful By Females (N=60)

	SU ₁	SU ₂	SU ₃	SU ₄	SU ₅	SU ₆	SU ₇	SU ₈
SH ₁	-.14	.23	.07	-.06	-.35	.02	-.08	.13
SH ₂	.22	.45*	.33	-.11	-.27	.37	.04	-.06
SH ₃	.36	.08	.29	.29	-.14	.50*	-.02	.20
SH ₄	.17	.18	.25	-.07	-.41	.21	.11	.08
SH ₅	.50*	-.02	.25	-.10	-.24	.33	.41	.08
SH ₆	.03	.09	.14	-.05	-.36	.07	.07	.26
SH ₇	.16	-.18	.01	-.03	-.62*	.18	-.04	.08
SH ₈	-.02	.17	.33	-.05	-.41	-.05	.02	.28

* = $p < .01$.

As seen in Tables 28 and 29, the confrontive coping strategy used by male students was positively related to palliative-pragmatic-confrontive-fatalistic coping strategy found helpful ($r=.61$), and when the confrontive strategy was used by female students, it was positively related to fatalistic-confrontive coping strategy found helpful. It indicated that male students found palliative-pragmatic-confrontive-fatalistic strategy helpful, and female students found fatalistic-confrontive strategy helpful.

When the self reliant coping strategy was used by male and female students, they found self reliant-pragmatic-emotive and optimistic-self reliant-fatalistic coping strategies as helpful. The fatalistic coping strategy used was not related to any coping strategy found helpful both for male and female students.

The palliative coping strategy used was significantly related to palliative-pragmatic-confrontive-fatalistic and optimistic-palliative strategies found helpful ($r=.47$ $P<.01$ and $r=.52$ $P<.01$) when used by male students, but it did not relate to any coping strategy found helpful by female students.

Emotive coping strategy used was not related to any coping strategies found helpful, when used by male students, whereas it related negatively to optimistic-palliative coping strategy found helpful for female students. The optimistic, pragmatic and evasive coping strategies used were not related to any of coping strategy found helpful, except the optimistic coping strategy used by male students, positively relating to optimistic-self reliant and fatalistic coping strategy found helpful ($r=.39$ $P<.01$), and with emotive-palliative-fataleistic-pragmatic strategy ($r=.50$ $P<.01$) when used by female students. It indicated that when male and female students use optimistic coping strategy they found optimistic-self reliant and fatalistic and emotive-palliative-fataleistic-pragmatic coping strategies as helpful.

4.5 Frequencies of Using and Helpfulness of Coping Strategy :

Value of X^2 shown in Table below was calculated for testing the hypothesis of differences in frequency of using and helpfulness of coping strategies in terms of the most threatening stressor.

X^2 value on the differences of coping strategies used and coping strategy found helpful in terms of the most threatening stressor showed that for the most threatening stressor, the

frequency of coping strategies used and strategies found helpful were important. As the calculated X^2 value of coping strategy used (15.74) and for coping strategy found helpful (1.49) were smaller than the Table value which supported the insignificant differences.

Table No. 30 Chi-Square (X^2) on Coping Strategies Used and Coping Strategies Found Helpful in Terms of the Most Threatening Stressor

	Calculated Value	Table Value	P
1. Coping Strategies Used	15.74	32.67	NS
2. Coping Strategies Found Helpful	1.49	32.67	Ns

4.6 Personal Variables and Coping Strategies : The following Tables show correlation analysis for personal characteristics (education of mother, education of father, parental income and population composition) and coping strategies used and strategies found helpful.

COPING STRATEGIES USED

As seen in Table 31, the education of father correlated positively with pragmatic coping strategy used ($r=.38$ $P<.01$), indicating that the higher the education of father, the higher was the frequency of using the pragmatic strategy. Parental income and population composition in the area in which students lived did not relate to coping strategies used.

Table No. 31 Correlation Matrix for Personal Variables and Strategies Used by Arts Students (N=60)

	EM	EF	PI	PC
SU ₁	-.27	-.11	.00	.18
SU ₂	-.09	.03	-.12	.02
SU ₃	.12	.22	.11	-.01
SU ₄	-.05	.19	.01	.01
SU ₅	.09	-.06	-.21	.15
SU ₆	-.01	.03	-.18	-.06
SU ₇	-.02	.38*	.13	-.12
SU ₈	.08	-.05	.03	.14

Abbreviation - EM = Education of Mother
 EF = Education of Father
 PI = Parental Income
 PC = Population Combination of the area in which student lived.

SU₁= Confrontive Coping Strategy Used
 SU₂= Self Reliant Coping Strategy Used
 SU₃= Fatalistic Coping Strategy Used
 SU₄= Palliative Coping Strategy Used
 SU₅= Emotive Coping Strategy Used
 SU₆= Optimistic Coping Strategy Used
 SU₇= Pragmatic Coping Strategy Used
 SU₈= Evasive Coping Strategy Used

Significant - * = p < 01.

Table No. 32 Correlation Matrix of Personal Variables and Coping Strategy Used by Science Students (N=60)

	EM	EF	PI	PC
SU ₁	-.21	.01	-.19	.03
SU ₂	.10	.01	-.06	.09
SU ₃	.01	.16	.09	-.23
SU ₄	-.02	.03	.02	-.07
SU ₅	-.04	.18	.02	-.04
SU ₆	-.05	-.07	-.14	-.05
SU ₇	-.03	-.05	-.14	-.02
SU ₈	-.15	-.04	-.17	-.10

* = p < .01.

Table No. 33 Correlation Matrix of Personal Variables and Coping Strategies Used by First Year Students (N=60)

	EM	EF	PI	PC
SU ₁	-.28	.05	-.08	.04
SU ₂	.04	.36*	.06	-.05
SU ₃	.02	.11	.01	.02
SU ₄	-.20	.05	-.24	-.05
SU ₅	.08	.02	-.05	.06
SU ₆	-.14	-.02	-.18	-.11
SU ₇	.09	.20	.10	-.12
SU ₈	-.05	.07	-.13	.01

* = p < .01.

Table No. 34 Correlation Matrix of Personal Variables and Coping Strategies Used by Final Year Students (N=60)

	EM	EF	PI	PC
SU ₁	-.15	-.07	-.09	.12
SU ₂	0.00	-.24	-.23	.14
SU ₃	.05	.19	.20	-.31*
SU ₄	.13	.18	.28	.03
SU ₅	-.05	.09	-.13	.00
SU ₆	.04	-.08	-.16	.06
SU ₇	-.17	.08	-.15	-.01
SU ₈	-.02	-.14	-.01	.08

* = p < .01.

Table No. 35 Correlation Matrix of Personal Variables and Strategies use by Arts Students (N=60)

	EM	EF	PI	PC
SU ₁	-.09	.01	-.08	.04
SU ₂	.03	.24	.01	-.01
SU ₃	-.11	.12	.24	-.01
SU ₄	-.01	.17	.11	-.15
SU ₅	.02	-.04	-.17	.03
SU ₆	-.11	-.09	-.24	-.10
SU ₇	-.01	.06	.17	-.18
SU ₈	.04	-.08	.01	-.05

* = p < .01.

Table No. 36 Correlation Matrix of Personal Variables and Coping Strategies Used by Female Students (N=60)

	EM	EF	PI	PC
SU ₁	-.30*	-.01	-.11	.08
SU ₂	.01	-.18	-.20	.10
SU ₃	.11	.13	-.02	-.12
SU ₄	-.05	.06	-.11	.09
SU ₅	-.03	.11	.01	.16
SU ₆	.01	.01	-.07	.01
SU ₇	-.04	.24	-.19	.01
SU ₈	-.10	.02	-.15	.04

* = p < .01.

Table 32 revealed that for the science students, the education of mother, education of father, parental income and population composition of the area in which students lived did not relate to the frequency of various coping strategies used.

The results for first year students (Table 33) showed that the education of father positively correlated with self reliant coping strategy ($r=.36$ $P<.01$). It meant the higher the level of father's education, the frequency of using self reliant coping strategy was also higher. The other three variables education of mother, parental income and population composition of the area in which students lived were not related to coping strategies used.

In case of the final year students (Table 34), education of the mother, education of the father and parental income, the personal variables did not relate to any coping strategies used. Only population composition of the area in which students lived, correlated negatively with fatalistic coping strategy used, indicating that if the students were living in a mixed type of population, the frequency of using the fatalistic coping strategy was much less.

There were no significant correlations between education of mother, education of father, parental income and the population composition of the area students lived and the use of various coping strategies for male students, as seen in Table 35.

Education of mother was negatively related to confrontive coping strategy used ($r = -.30$ $P < .01$) for female students. It indicated that when the level of mother's education was higher they used the confrontive coping strategy less frequently. There were no significant correlations between education of father, parental income and population composition, and the using of various coping strategies (Table 36).

COPING STRATEGY FOUND HELPFUL

Table No. 37 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Students of Arts (N=60)

	EM	EF	PI	PC
SH ₁	.07	.08	-.12	.00
SH ₂	.04	.07	-.20	-.14
SH ₃	.09	.08	-.13	-.01
SH ₄	-.30*	-.12	-.00	.03
SH ₅	.06	.10	.15	-.04
SH ₆	-.17	.02	-.11	-.12
SH ₇	-.07	.21	-.09	-.22
SH ₈	-.09	-.14	-.09	-.04

Abbreviation - EM = Education of Mother
 Ef = Education of Father
 PI = Parental Income
 PC = Population Composition of the area in which student lived.

SH₁= Self Reliant-Pragmatic-Emotive Coping Strategy Found Helpful
 SH₂= Optimistic-Self Reliant-Fatalistic Coping Strategy Found Helpful
 SH₃= Emotive-Palliative-Fatalistic-Pragmatic Coping Strategy Found Helpful
 SH₄= Palliative-Pragmatic-Confrontive-Fatalistic Coping Strategy Found Helpful
 SH₅= Fatalistic-Confrontive Coping Strategy Found Helpful
 SH₆= Emotive-Evasive Coping Strategy Found Helpful
 SH₇= Optimistic-Palliative Coping Strategy Found Helpful
 SH₈= Evasive Coping Strategy Found Helpful

Significant - * = $p < .01$.

Table No. 38 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Science Students (N=60)

	EM	EF	PI	PC
SH ₁	-.04	.00	-.01	-.11
SH ₂	.04	.01	-.12	-.08
SH ₃	-.13	.02	-.10	-.04
SH ₄	-.28	-.06	.01	.04
SH ₅	-.15	-.05	-.07	-.08
SH ₆	-.09	-.12	-.10	.04
SH ₇	-.15	-.11	-.08	.01
SH ₈	-.08	-.06	-.10	-.22

* = $p < .01$.

Table No. 39 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by First Year Students (N=60)

	EM	EF	PI	PC
SH ₁	-.03	.27	.03	-.11
SH ₂	.11	.31*	-.08	-.19
SH ₃	.03	.15	-.25	-.22
SH ₄	-.29	.07	-.08	.05
SH ₅	-.05	.09	-.10	-.11
SH ₆	-.01	.28	-.01	-.03
SH ₇	-.19	.16	-.12	-.09
SH ₈	-.12	.15	-.03	-.18

* = $p < .01$.

Table No. 40 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Final Year Students (N=60)

	EM	EF	PI	PC
SH ₁	.11	-.09	-.18	.03
SH ₂	.02	-.14	-.24	-.02
SH ₃	-.04	.00	.05	.20
SH ₄	.21	-.13	.07	.02
SH ₅	.02	.06	.20	-.03
SH ₆	-.16	-.28	-.18	-.02
SH ₇	-.04	-.06	-.07	-.08
SH ₈	.01	-.21	-.16	-.08

* = $p < .01$.

Table No. 41 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Male Students (N=60)

	EM	EF	PI	PC
SH ₁	.20	.14	.01	-.09
SH ₂	.15	.02	-.14	-.07
SH ₃	.10	.07	-.06	-.08
SH ₄	-.16	-.04	.06	.02
SH ₅	.21	.21	.11	-.24
SH ₆	.16	.03	-.03	-.07
SH ₇	-.06	.09	.12	.00
SH ₈	.04	.02	-.13	-.12

* = $p < .01$.

Table No. 42 Correlation Matrix of Personal Variables and Coping Strategies Found Helpful by Female Students (N=60)

	EM	EF	PI	PC
SH ₁	-.08	.06	-.16	-.08
SH ₂	-.03	.11	-.16	-.13
SH ₃	-.13	.11	-.16	-.01
SH ₄	-.29	.04	-.05	-.05
SH ₅	-.16	.01	-.03	-.03
SH ₆	-.27	.02	-.16	-.10
SH ₇	-.17	-.00	-.04	-.19
SH ₈	-.10	.04	-.05	-.25

* = $p < .01$.

As seen in Table 37, the education of the mother correlated negatively with the extent of palliative-pragmatic-confrontive-fatalistic coping strategy found helpful for students of arts ($r = -.30$ $P < .01$). It meant that the higher the education of mother, this strategy was found less helpful. There were no significant correlations between education of father, parental income, population composition and the strategies found helpful.

The education of mother, education of father, parental income and population composition did not have significant correlations with helpfulness of various coping strategies used by the students of science (Table 38).

Education of mother was not related to any coping strategies found helpful (Table 39). Education of father

correlated positively with optimistic-self reliant-fatalistic coping strategy found helpful ($r=.31, P<.01$). It indicated that the higher the level of father's education the optimistic-self reliant-fatalistic coping strategy was found more helpful by first year students. There were no significant correlations between, parental income and population composition and coping strategies found helpful by these students.

Tables 40, 41 and 42 for final year, male and female students revealed that education of mother, education of father, parental income and population composition of the area in which students lived did not correlate with the helpfulness of any of the coping strategies. It showed that for these groups the helpfulness of strategies was independent of the characteristics of students. A student could find a strategy helpful without thinking about what another would find helpful.

CHAPTER V

DISCUSSION

The discussion of results presented in this chapter refers to the hypotheses cited in Chapter III (methodology).

5.1 HYPOTHESIS 1 - The four macro stressors will not be perceived equally threatening by students.

The computation of percentage and chi-square showed that the perceptions of the four politically induced macro stressors were different, proving the hypothesis. Corruption was perceived as the most threatening politically induced macro stressor by majority of students followed by unemployment. Corruption was perceived as having its detrimental effects in every spheres of life. The variations in the perceptions of threats from stressors can be explained by the cognitive phenomenological perspective by Lazarus (1966) and Haan (1977), which stated that stressors were first appraised by potentially stressed individuals as relevant or irrelevant (primary appraisal), and then appraised with regard to possibilities to cope with them (secondary appraisal). The corruption and unemployment were perceived more threatening than communal outbreaks and political exploitation. This might have resulted from the appraisal of distant or immediate personal relevance. The students of the present study might have appraised corruption as most relevant in the achievement process. They were at a stage of life striving for adulthood through work, which made unemployment as

more salient than other stressors. The area where the graduates would try to enter into an occupational role was the centre of activities. They feared the use of various unfair means that will deprive the deserved ones. Even unemployment, which according to Dohrenwend, Kasnoft, Askenasky and Dohrenwend (1978), considered a highly stressful life event, was caused by corruption. Corruption would influence formulation and implementation of various employment policies, the funding of various employment programmes and the manner of filling up the posts. The fear or some personal experiences or both might have been incorporated into their process of appraisal, and thus they perceived corruption as most threatening stressor followed by unemployment.

Some studies have showed the adverse psychological consequences of being unemployed and support the present finding. Payne, Warr and Hartley (1984), explored the psychological consequences of being unemployed in two classes of workers; semi skilled workers and white collar managers. They found that the medium term unemployment had a harmonizing effect with poor health in both samples. The psychological health was worst for the unemployed men than for a group of comparable employed men (Jackson and Warr 1984).

The differences in the primary appraisal of stressors as relevant or irrelevant to individuals, perhaps led the students to explain the strength of the stressors in an unequal manner.

As Boehnke et.al. (1993) reported that a given macro-social stressor may be classified as immediate or remote depending upon the personal involvement and their unique environment circumstances.

The communal-outbreak was identified as most threatening politically induced macro stressor by only 15.84% of students and the political exploitation even lower. Though in general the communal outbreaks and political exploitation both were threatening to the individual safety and national integrity, yet the students perhaps took these as remote stressors and unique to some specific area. Their life goals were not affected by these stressors. The communal-out breaks and political exploitation perhaps had less spatial and temporal relevance for them than corruption and unemployment. Launier (1978) reported that an originally threatening stressful condition may be reappraised as not threatening or as less threatening because of secondary appraisal processes.

5.2 HYPOTHESIS 2 - The main and interaction effects of discipline of study, educational year and gender of students will be significant on the coping strategies used and those found helpful, when confronted with psychologically threatening politically induced macro stressors.

The main and interaction effects of discipline, educational year and gender of student were not found significant on many of the coping strategies used. Only few significant effects were

found. It showed that the hypothesis was partially proved. One of the obvious possibility may be what Carver, Scheier and Weintraub (1989) observed that there were stable coping styles and dispositions that people brought with them to the stressful situations that they encountered. According to this view, people do not approach each coping context anew, but rather brought to bear a preferred set of coping strategies that remained relatively fixed across time and circumstances. But as coping was a dynamic process (Folkman and Lazarus 1980, 1985; Folkman et al. 1986) the shift in nature of coping from stage to stage and individual to individual of a stressful transaction led to some main and interaction effects.

The interaction effects of discipline and educational year, and educational year and gender were significant above 1 and 5 percent respectively on the self reliant coping strategy. On the frequency of fatalistic coping strategy used, the main effect of gender was significant above 5 percent and interaction effect of educational year and gender above 5 percent.

The differences in the frequency of using and usefulness of various coping strategies by various groups (i.e. Arts, Science, Male Female and First Year, Final Year) were in line with the views of Boehnke et.al., (1993), which stated that the appraisal of macro social stressors leads to using various coping strategies. This was not just an individual process, but was strongly influenced by higher order social systems. The members of a group acquired knowledge, norms and some value

orientations from groups and incorporated these into their thinking about macro social stressors. Friendte (1993) reported that appraisals were determined more by the "interaction space" (IS) of an individual. This interaction space set the frame for the group to perceive the social reality in a particular way and defined one's coping strategies.

Not only the social and cultural norms but the individual characteristics also played important role and affected the frequency of various coping strategies used and those found helpful. As Boehnke (1993) suggested that macro social stressors met individual meaning spaces, which determined modes of primary and secondary appraisal as well as coping strategies and behaviour.

The frequency of using self reliant coping strategy by first year science students was more than the first year arts students, where as final year arts students used it more frequently than the final year science students. The first year science students used the self reliant coping strategy more frequently than first year arts students because initially they felt more excited, comfortable and confident in being a science student. They thought that they have more options to try, even the professional courses (such as medical and engineering) at that stage, whereas arts students could not do so. But it was opposite in the case of final year students of science who used it less frequently than their arts counterparts; because by the science students reached the final year, most of them had failed

entry into professional courses and had low self confidence and it was projected in their using of various coping strategies. The arts students now felt more comfortable about the job options. They developed confidence in them which led to inner satisfaction and the frequency of using self-reliant coping strategy increased for them.

The significant differences of means, which led to significant interaction effects, between females of first year and final than the males of first year and final year, showed that the frequency of using self-reliant coping strategy by first year females was higher than the first year males but it was opposite in case of the final year females, as they used this strategy less frequently than their final year male counterparts. Initially the frequency of using self-reliant coping strategy was more for females than the male students, because female students were more committed to their studies. They also got more parental and social care and praise, which developed self reliance in them as reflected in their using of the various strategies. The male students (final year) were however, under more pressure from their parents to fulfil their expectations which made them work harder and develop their confidence resulting in using of self-reliant coping strategies more frequently than the final year female students. A study by Pearlin and Schooler (1978) supported this finding, in that they found self reliance and making of positive comparisons more useful in coping with parental pressures.

As the results indicated, the females used fatalistic coping strategy more frequently than males. One major factor behind the use of fatalistic coping strategy by females was a feeling of helplessness. Approximately three times more females than male students in United States attempted suicide, although the incidence of fatal attempts was considerably higher among males (Hendin 1975; Miller 1975; and Murry, 1973).

Apart from few main and interaction effects of discipline of study, educational year and gender of students on the frequency of coping strategies used, the other strategies were equally used by various groups. Various studies conducted related to stress and coping reported no difference on the basis of age, sex and socio-economic status (Panchanathan and Shanmugaganesan, 1992; Angelini, Correa, Angeli and Blanques, 1988 and Berzonosky, 1992). The other reason for using coping strategies equally by students was the helpfulness of these in maintaining balanced psychological behaviour and personality functioning whether problem focused (seek information, maintain family integrity, establish independence, live up to role expectation, build up interpersonal relationship, maintain and strengthen involvement in religion) or emotion focused (reducing tension by crying, smoking or drinking alcohol, McCubbin and associates, 1979).

The strategies were used with equal frequency also because the students were of same age group, and they anticipated the threat from stressors, but were not directly affected as of now.

The students perceived the stressors as problems and coping strategies as problem solving behaviours (Meichenbaum, 1983 and Schonpflug, 1983) i.e. to get rid from unpleasant consequences of stressors, irrespective of their discipline of study, educational year and gender.

The frequency of using optimistic coping strategy was same for all students, as the optimism was inversely related to distress at each point, even when controlling for prior distress (Carver, Pozo, Harris, Noreiga, Scheier, Robinson, Kitcham Moftaff and Clark, 1993). It was suggested by Fontaine, Manstead and Wagner (1993) that optimism may also have a reliable association with some of the coping strategies that people usually used when confronted by stress. Some other studies also showed the use and usefulness of optimistic coping strategy. According to Cousins (1976) and Peale, (1956) positive thinking had far long been touted as a possible resource in helping people overcome personal hardships and adversity.

On coping strategies found helpful more main and interaction effects of discipline, educational year and gender were found significant than the coping strategies used. The strategies were found differently helpful by different groups because the context and the time in which coping strategies were used determined its helpfulness. This was supported from the findings of the researches, which stated that the coping behaviour can not be investigated apart from the context in which the coping behaviour occur (Billing and Moos, 1981;

Folkman et.al. 1986).

Students of arts and science and first year and final year differed significantly from each other on self-reliant-pragmatic-emotive coping strategy found helpful. Students of science found this strategy more helpful than arts students and first year more than final year students. The science students were more practice oriented and objective. They could express their feelings more easily to release their tensions where as the students of arts were more abstract and did not have much self reliance. These tendencies were also reflected in the frequency of the coping strategy found helpful.

The optimistic-self-reliant-fatalistic coping strategy was found equally helpful by all students. It included three factors, optimistic, self-reliant and fatalistic which were more or less used and found helpful as a means of coping by every one. As Fontaine, Manstead and Wagner (1993), reported that optimism is positively associated with the use of strategies designed to intervene directly in an effort to ameliorate the source of stress and inversely linked to coping activities which dwell on the negative emotions generated during successful encounters.

The emotive-palliative-fatalistic-pragmatic strategy was found more helpful by male and female students of science than the male and female students of arts. This strategy included the factors of emotive (releasing and expressing emotions), fatalistic (feeling of little control over the situation) and

pragmatic (showed practical and concrete things and concern with result rather the theory). Many of these qualities were found more in science students than arts students, irrespective of gender, and they found these more helpful.

The differences on the helpfulness of palliative pragmatic-confrontive-fatalistic coping strategy between science and arts was significant. Science students found it more helpful again because it included those factors upon which science students were more prompt than arts students.

For the other coping strategies found helpful such as "fatalistic-confrontive", "emotive-evasive" and 'evasive', the science students in general found these more helpful than their arts counterparts.

Some studies in the area of stress and coping reported differences on the basis of personal characteristics, specially the gender differences, Singh, Kaur and Kaur (1981), who constructed an Stressful Event Scale for use in India found some interesting gender related differences.

The "optimistic -palliative" coping strategy was found equally helpful by all students. Discipline educational year and gender did not have any effect, may be because of its optimistic nature.

5.3 HYPOTHESIS 3 One's own perceptions of psychological threat from politically induced macro stressors will positively correlate with those of similar others and negatively to dissimilar others.

A part of the hypothesis (i.e. positive correlations with those of similar others) was proved for all group of students (Arts, Science, First Year, Final Year and Male, Female), whereas no significant correlations were found for dissimilar others. There may be various reasons for the positive correlations between one's own perceptions of psychological threat from politically induced macro stressors with those perceived for similar others. One reason was the similar identity and the formation of in-group and out-group by students. When the students were asked to perceive psychological threat from the stressor for two groups of students in relation to themselves (i.e. those who are similar and those who were dissimilar) they considered students of two groups, the in group students - whom they thought were similar to them and the out group the students who were dissimilar to them. The students identified similar others in terms of beliefs, attitudes and behaviour attributed similar qualities to them. Brown (1984) had also argued that the more an in group is perceived to be similar in values and beliefs the more the members of in group will strive to differentiate their group from the out groups.

There was a general tendency among individuals to attribute opposite or negative characteristics to those not considered like them or with whom they did not identify themselves. If they were concerned about a stressor they thought only they were serious about it and not others, specially those who were not similar to them. This finding is similar to Bakewell (1986), who

investigated the political responses of 72 young people to employment and the way in which they explained their own and other people's unemployment. If unemployment was for a short period, they explained their own unemployment in terms of the failure of the system to provide the job and the others unemployment in terms of personal inadequacies.

The positive correlations between responses of oneself and similar others could be explained in terms of the social identity theory of Tajfel (1982), where the similar others were regarded as a reference group. A person was focused to act more efficiently when one's personal representations were in congruence with the social representations of the reference group. This established one's social identity. The congruence between oneself and similar others was attained by identifying with one's reference group and then generalized to all constructs to similar others.

The second part of the hypothesis (i.e. negative correlation with dissimilar others) was not proved. If students were aware of the consequences of stressors they perceived it as threatening even for dissimilar others even if not equally intense, these perhaps disturbed their mental peace.

5.4 HYPOTHESIS 4 There will be significant relationships between coping strategies used and the coping strategies found helpful by the students.

The above hypothesis was partially proved by correlations between strategies used and strategies found helpful. No coping

strategy used correlated significantly with all coping strategies found helpful. The strategies used related to one or two and in some cases three strategies found helpful. One reason could be the commonness of contents between the strategies used and the strategies found helpful. As evident from the factor analysis of coping strategy found helpful, which contained a mix of two three or sometimes four strategies. It showed that many coping strategies could be found helpful at the same time.

For arts students confrontive coping strategy used was related to palliative-pragmatic-confrontive-fatalistic coping strategy found helpful. In case of arts as well as science students among the strategies used and found helpful confrontive coping strategy was found common. The self-reliant coping strategy used was related to self-reliant-pragmatic-emotive coping strategy found helpful, since many correlations between strategies used and found helpful were not significant, it seemed that no common elements were found or some strategies dominated highly. Also it was not necessary that significant relationship should be found as Dube (1980) reported after drawing up a hierarchical list of events based on perceived helpfulness.

The reason behind different correlation patterns between different strategies used and helpful for different groups (arts, science, first year, final and male, female) was their contexts. For example arts students found palliative-pragmatic-

confrontive-fatalistic strategy helpful when they used confrontive coping strategy, whereas science students found fatalistic-confrontive strategy helpful. It was perhaps due to their discipline of study. Similar variations been found for other groups.

One strategy which was found helpful by all groups of students, except the arts students, when they used confrontive coping strategy, was fatalistic-confrontive" coping strategy. It was perhaps seen as the best alternative among the strategies. The reasons for finding different coping strategies helpful could also be the socialization, home background, age, social maturity and type of personality of the students.

5.5 HYPOTHESIS 5 The coping strategies used and those found helpful by the students will differ depending on the identification of the most threatening stressor.

The coping strategies used and those found helpful in relation to the perception of the most threatening stressor did not differ. It indicated that the identification of a particular stressor as most threatening did not make one use a particular strategy and find it helpful. One reason could be that responding to various strategies at a time itself was stressful for students. Steiner (1966) found that those who tended to use any one single coping strategy for resolving interpersonal disagreement experienced less stress than those who tended to use multiple method.

Also, it was not necessary that the identification of a

most threatening stressor should have any impact, as the students were only hypothetically anticipating the threat. The frequency of using the strategy and its helpfulness may differ in case of the actual threatening conditions. For example, Joseph, Cairns and Paddy (1978) compared 57 eleven years children who lived in an area of high political violence, with 63 children from an area of low political violence, on the Bireleson depression questionnaire and reported that growing up in high violence area had impact on depression can not be concluded.

The field researches by Cohen (1987), Folkman and Lazarus (1985), demonstrated that most individuals exhibited a flexible way of coping in the sense that they either tended to use more than one strategy in a given situation or changed their coping behaviour in response to changing situational demands. So patterns of coping can not be restricted to a particular stressor.

The students did not relate the frequency of coping strategy used and those found helpful with most threatening stressor, because they wanted to use the best strategy in order to get rid of the negative consequences of the stressors, irrespective of stressor.

5.6 HYPOTHESIS 6 Parental education (education of mother and education of father), parental income and population composition in the area in which students lived will relate to their choice of coping strategies used and found helpful.

The correlations of personal characteristics (education of mother, education of father parental income and population composition of the area in which students lived) with the frequency of various coping strategies used and found helpful revealed that students use of coping strategies were not much affected by their personal characteristics. The hypothesis proved partially because only few correlations were found significant. For example, the education of the mother was negatively related to the frequency of confrontive, coping strategies used by female students. For coping strategies found helpful the education of mother again correlated negatively with palliative-pragmatic-confrontive-fatalistic strategy. It showed that when the education of mother was higher, the female students used the confrontive coping strategies less frequently and the palliative-pragmatic-confrontive-fatalistic strategy was found less helpful. When the mothers were highly and professionally educated, they were over protective of their children, specially the daughters. The over protection and caring led to submissiveness and over dependency of female students on the mother.

The education of the father correlated positively with the frequency of using the pragmatic coping strategies by arts students, and with the frequency of self-reliant coping strategy used by first year students. Among the coping strategies found helpful, the education of father correlated positively with optimistic-self reliant-fatalistic strategy by first year

students. It indicated that when the education of father was higher, the frequency of using these coping strategies and found helpful were also higher. Astin (1964) also reported that "father's education and mother's education and father's occupation each had direct and significant positive effect on student's persistence.

In most of the cases, fathers were the model for males, arts and first year students. When the fathers were highly educated, the educational excellence was due to their hard work, self-reliance and result oriented qualities. The students who modelled after their father adopted these qualities and it was seen in their use of coping strategies and its helpfulness. As Bandura (1977) reported that the modelling influence occurred when one tried to copy others performed behaviour.

Only the fatalistic coping strategy correlated negatively with the population composition of the area in which students lived in case of final year students. It meant that when the final year students lived in a mixed type of area (both servicemen and businessmen), they used fatalistic coping strategy much less. The mixed type of grouping provides more exposure leading to more competition and a desire to work harder rather than feel helpless and use fatalistic coping strategy more frequently, when confronted with a stressful situation. Age was a factor for final year students which gave them more experience and it discouraged them from using the fatalistic strategy very oftenly. Most of the groups remained unaffected

by personal characteristics while using the strategies. Panchanathan and Shanmugaganesan (1992) studied the affect of stress on academic achievement and reported that sex, socio-economic status and family made no difference.

CHAPTER - VI

SUMMARY, CONCLUSION AND IMPLICATIONS

6.1 SUMMARY :

The present study was undertaken to explore how the students cope with the perceived psychological threat arising from politically induced macro stressors. Two groups of college students from arts (60 students) and science courses (60 students) were taken. For each discipline (i.e. arts and science), first year and final year students were taken. A total of 120 students were selected from a college of Delhi University of which 60 were males and 60 females.

It was assumed that all the politically included macro stressors may not be perceived equally threatening by students. Secondly, the perceptions of psychological threat from a politically included macro stressor may vary by personal characteristics (such as, discipline of study, educational year and gender) of students and they may adopt different coping strategies. Thirdly, that students may attribute the same degree of perceived psychological threat to similar as for themselves others but not to dissimilar others. Fourthly, the coping strategies one used, may positively relate to the coping strategies found helpful. The coping strategies used and found helpful may vary in terms of most threatening stressor. Lastly, the demographic characteristics of the students (such as parental education, parental income, and population composition

of the area in which students live) may relate to the choice of coping strategies used and coping strategies found helpful.

The hypotheses tested in the study were:

1. The four macro stressors will not be perceived equally threatening by students.
2. The main and interaction effects of discipline of study, educational year and gender of the student will be significant on the coping strategies used and the coping strategies found helpful.
3. One's own perceptions of psychological threat from politically induced macro stressors (such as communal outbreaks, unemployment, corruption and political exploitation) will positively correlate with those of similar others and negatively with dissimilar others.
4. There will be significant relationships between coping strategies used and the coping strategies found helpful by students.
5. The coping strategies used and those found helpful by students will differ depending on the identification of a stressor as most threatening.
6. Parental education, parental income and population composition in the area in which students lived will relate to their choice of coping strategies used and strategies found helpful.

For the collection of data, a questionnaire was used which consisted of three parts. The first part focused on four

politically induced macro stressors that were used to assess the degree of psychological threat for student. The second part of the questionnaire dealt with the identification of the most threatening stressor and the items on coping strategies used and found helpful. For the identification of most threatening stressor, four stressors namely communal outbreaks, unemployment, corruption and political exploitation were given. A coping strategy scale consisting of 26 item, a modified version of "Jaloweic Coping Style Scale" was used. It was a self reporting instrument dealing with stressful aspects of physical and psychological situations, that asked the respondents to assess the frequency with which they used different coping strategies and found helpful for them. The third part sought information on the demographic variables. The students were asked to provide information on name, age, gender, discipline, educational year, parental education, parental income and the type of population composition in the area they lived in.

The principal component factor analysis and varimax rotation were done to find out the underlying factor of coping strategies used and the coping strategies found helpful. Analysis of variance was done to find out the main and interaction effects of discipline of study, educational year and gender of the students. The means of various groups were computed. Correlational analysis was done to find out the relationships among different demographic variables and the coping strategies used and those found helpful on different

groups.

The results showed following findings:

- 1 The four macro stressors were not perceived equally threatening by students. Corruption was perceived as the most threatening politically induced macro stressor followed by unemployment. The political exploitation was perceived least threatening by students.
- 2 The interaction effect of discipline and educational year, and educational year and gender were significant on the self-reliant coping strategy used. the main effect of gender and the interaction effect of educational year and gender were significant on frequency of fatalistic coping strategy used. The discipline, educational year and gender either separately or in interaction did not have any effect on the confrontive, palliative, emotive, optimistic, pragmatic and evasive coping strategies used.
- 3 The main effects of discipline and educational year were significant on self reliant-pragmatic-emotive coping strategy found helpful. Discipline in interaction with gender significantly affected the frequency of emotive-palliative-fatalistic-pragmatic coping strategy found helpful. The main effect of discipline was significant on palliative-pragmatic-confrontive-fatalistic coping strategies found helpful. The fatalistic-confrontive, emotive-evasive and evasive coping strategies found helpful were affected significantly by discipline of

- study, educational year and gender of students.
- 4 All group of students (Arts, Science, First year, Final year and Males, Females) perceived the political induced macro stressor equally threatening for similar others as they perceived for themselves but not for those whom they considered as dissimilar to them.
 - 5 Some of the coping strategies used related significantly with the coping strategies found helpful for various groups; for example confrontive coping strategy used related positively with palliative-pragmatic-confrontive-fatalistic coping strategy found helpful for art students and the science students found fatalistic-confrontive coping strategy helpful. The self-reliant coping strategy used correlated significantly with self-reliantpragmatic-emotive coping strategy found helpful for arts students. For science students the same strategy was positively related with self-reliant-pragmatic-emotive and optimistic-self-reliant-fatalistic coping strategy found helpful. Other correlations between strategies used and strategies found helpful were found.
 - 6 The choice of use and helpfulness of various coping strategies were independent of the most threatening stressor.
 - 7 Education of the mother was negatively related with confrontive coping strategy used by girls students and "palliative-pragmatic-confrontive-fatalistic" strategy

found helpful by arts students. Education of the father correlated positively with pragmatic and self-reliant coping strategies used for arts and first year students.

6.2 CONCLUSIONS :

1. Students perceived corruption as the most threatening stressor out of the four politically induced macro stressors.
2. The first year science students and final year arts students used self-reliant coping strategy more frequently than the first year arts and final year science students. Male students of first year and final year also used the self-reliant coping strategy more frequently and the fatalistic coping strategy less frequently than female students of first year and final year. The frequency of fatalistic coping strategy used by female students was more than their male counterparts.
3. The confrontive, palliative, emotive, optimistic, pragmatic, evasive strategies were used equally by the students irrespective of their discipline, educational year and gender.
4. Male and female students found the various coping strategies differently helpful, except the optimistic-self-reliant-fatalistic, emotive-palliative-fatalistic-pragmatic and optimistic-palliative coping strategies. First year and final year students differed on the helpfulness of "self reliant-pragmatic-emotive" emotive

- evasive and evasive coping strategies.
5. Male students of arts and female students of science found emotive-palliative-fatalistic-pragmatic, fatalistic-confrontive and emotive-evasive coping strategies less helpful than male students of science and female students of arts.
 6. All group of students irrespective of their discipline of study educational year and gender perceived equal psychological threat from politically induced macro stressors for similar other students.
 7. Significant correlations were found between coping strategies used and those found helpful.
 8. Identification of a particular stressor as most threatening did not make any difference in the frequency of coping strategies used and those found helpful.
 9. When the education of the father was higher, the frequency of using the pragmatic and self-reliant coping strategies was also higher for the arts and first year students whereas education of mother detracted the girls from using confrontive coping strategies more out.
 10. Students of arts found the palliative-pragmatic-confrontive-fatalistic strategy less helpful when the education of their mothers were high. The first year students of highly educated fathers found optimistic-self reliant-fatalistic coping strategy more helpful.

6.3 IMPLICATIONS :

1. The results of the present study revealed that corruption was perceived as the most threatening stressor by students. It showed that social and moral values of the people were not high. There was erosion of long accepted values in India's social and political life. It was thus important to give some value educational in schools and colleges. There was a need to inculcate social, moral, spiritual and ethical values in students at all stages of education. The Ramamurti Committee in its review of the National Policy on Education (1992) made the following recommendation for this purpose :-
 - i) Democracy, secularism, socialism, scientific temper, equality of sexes, honesty, integrity, courage and justice, respect for all life forms, different culture and languages constitute the mosaic of values which is vital to the unity and integrity of the country. The content and process of education should be all pervasively informed by those basic values.
 - ii) Imparting of value education should be an integral part of the entire educational process and school climate, as distinct from dissemination of values through special classes or lectures in morality or through mechanical textbook based learning method.
2. The unemployment was perceived as the second most threatening stressor by the students. Besides the careful

planning of educational curriculum, education should equip the students with competence, in terms of knowledge and skills, in various combinations at different levels of understanding relating to the opportunities of employment. Vocational orientation of educational courses were necessary as it would enhance opportunities of self-employment. Some counselling and career guidance by teachers and schools might prepare students to cope better with unemployment threat without being affected negatively on the personnel level.

3. Self-reliant and optimistic coping strategies were used by many students to relieve their stress as well as to adjust with it. This finding should provide a useful guide to teachers and parents who can try to reinforce some of these strategies as routines in home and schools through various other programmes meant for students.
4. Since the present study revealed that girls used fatalistic coping strategies more often than boy, it would be desirable to encourage social interactions between boys and girls. Socialization of girls may be a factor in their using more fatalistic strategies, attention should thus be given to introduce gradual changes through socialization. Educational system should also pay more attention to girls through special programmes for them.
5. Parents and teachers should be encouraged to provide opportunities to their children to develop attitudes and

skills to cope with stressful life events rather than to surrender to them. The teachers should promote more cooperative group activities, discussions, social interactions between the student groups, talk of bold models as these would build faith in themselves and lead to enhanced self-efficacy.

6. The findings clearly indicated that the given four politically induced macro stressors were threatening for students in one way or the other. These were challenges to be coped by them. As education was the most effective instrument to prepare them to meet these challenges, it should be used to inspire people by giving appropriate knowledge, a sense of the purpose and the confidence essential for building a dynamic, vibrant and cohesive society. The results should be used for a better understanding of the perceptions of psychological threat from politically induced macro stressors and in the handling of these by different social groups. If offered ~~some~~ useful tools to be taught to enable individuals to minimize the negative effects of these threats.

6.4 LIMITATIONS :

1. Since the present study was restricted to a sample of arts and science students, it can only be taken as path indicator.
2. The sample was taken from college in a metropolitan city, because of which it can not be generalized to other areas.

3. The coping strategy scale used was adopted and modified version of "Jalowiec Coping Style Scale" tested for reliability on under graduate students. It needs to be tested on other general groups.
4. Since the nature of the present study was exploratory, only limited set of politically induced macro stressors were used and the frequencies of coping strategies used and those found helpful by them were studied. The reasons for variations in the strategies used and strategies found helpful could not be covered. Also the list of macro stressors may be widened.
5. One of the limitations of this study was that coping data were collected by self-reporting on anticipated threats from stressors. The results may not be immune from variations when they would actually confront the stressor.

6.5 SUGGESTIONS FOR FUTURE RESEARCH

1. The debilitating impact of politically induced macro stressors on cognitive functioning, health, personality development and psychological well being can be studied.
2. Cross-sectional studies should be done to see the differences between various age, caste, religion, region. The study can be extended to a riot prone area.
3. In the present study the corruption was found as the most threatening stressor among the four politically induced macro stressors used. Because the sample was taken from Delhi and it is the centre of most activities, students

might have seen this as mere important.

4. The same sample can be tested later to know how the choice of coping strategies changes in terms of time and experience.
5. The four stressors had been considered as politically induced macro stressors in the Indian situation. From a broader perspective the other stressors such as threat of nuclear war, hunger crisis, environmental destruction, state terrorism etc. could be equally or even more threatening.
6. The groups who were more likely to be threatened like minorities and deprived sections, their perceptions of psychological threats from politically induced macro stressors and the coping strategies adopted by them should be studied.
7. The impact of psychological threat from politically induced macro stressors on academic performance should be studied.
8. The future studies should aim at laying the ground work for a better theoretical understanding of perception of macro stressors and the handling of the psychological threat.

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APPENDIX

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QUESTIONNAIRE

PART - I

Dear Friend,

Listed below are the four macro stressors which are politically induced in our life. These invariably pose different kinds of psychological threats to all of us. Kindly read one stressor at a time think of the psychological threat it may pose to you and tick mark (✓). On the appropriate response choice defined below. Again read the same stressor think of the psychological threat it may pose to those who are similar to you and tick mark (✓) the appropriate choice. Return to the same stressor and this time think of the psychological threat for those who are dissimilar to you and tick mark (✓).

If you find that the given definition of the stressor is incomplete or ambiguous, write what you would like to add.

STRESSORS

RESPONSE CHOICE

	FOR YOURSELF	FOR SIMILAR OTHERS	FOR DISSIMILAR OTHERS
1. Communal Outbreaks			
Large scale violence involving various communities	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little

CONTD.....

2.	Unemployment				
	A large number of trained and educated youths remaining outside the labour force	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	
3.	Corruption				
	Abuse of position, bribe consideration and commission in public dealings	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	
4.	Political Exploitation				
	Politics of Votes	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	1. Very Much 2. Much 3. Little 4. Very Little	

PART - II

We are interested here in knowing how you cope with a stressor. Listed below are different ways of coping. First circle (0) the stressor most threatening to you (**UNEMPLOYMENT, COMMUNAL OUT BREAKS, CORRUPTION, POLITICAL EXPLOITATION**) then read below one item at a time to indicate in column A, how often you use such a strategy and in column B, how helpful you find these strategies by using the given response choices.

		COLUMN A			COLUMN B		
		How often you used this coping strategy			How helpful has this coping strategy been for you		
		Never	Sometimes	Often	Not at all	Little	Very Much
1.	Worry about the problem.	1	2	3	1	2	3
2.	Hope that things will get better	1	2	3	1	2	3
3.	Think out different ways to handle the situation.	1	2	3	1	2	3

Contd.....

4.	Prepare for the worst that can happen.	1	2	3	1	2	3
5.	Try to put problem out of your mind and think of something else.	1	2	3	1	2	3
6.	Talk the problem over with the family and friends.	1	2	3	1	2	3
7.	Accept the situation because very little can be done.	1	2	3	1	2	3
8.	Think of all pros and cons of problem	1	2	3	1	2	3
9.	Dream about a better life.	1	2	3	1	2	3
10.	Pray to God.	1	2	3	1	2	3
11.	Try to get out the situation.	1	2	3	1	2	3
12.	Wait to see what will happen.	1	2	3	1	2	3
13.	Resign yourself to the situation.	1	2	3	1	2	3
14.	Take out your tension on some one else.	1	2	3	1	2	3
15.	Try to change the situation.	1	2	3	1	2	3
16.	Move one step at a time.	1	2	3	1	2	3
17.	Look and act normal.	1	2	3	1	2	3
18.	Stay calm things will be fine.	1	2	3	1	2	3
19.	Work out a compromise.	1	2	3	1	2	3
20.	be confident of your ability.	1	2	3	1	2	3
21.	Set up a specific plan of action.	1	2	3	1	2	3
22.	Share the problem with similar others.	1	2	3	1	2	3
23.	Think of a novel situation.	1	2	3	1	2	3
24.	Avoid the problem.	1	2	3	1	2	3
25.	Feel bad to be apart of it.	1	2	3	1	2	3
26.	Prefer to work out things your self.	1	2	3	1	2	3
27.	Tell your self that you were just having some bad luck.	1	2	3	1	2	3

