

ORIGINAL ARTICLE

Comparing Stress Confrontation Techniques in Female and Male Students

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ABSTRACT

The aim of study is the comparison of the styles confrontation with the stress of athlete and non - athlete and boy student at shabestar university. In the statistics of this study, all of the athlete and non- athlete girl and boy students in the academic year of 1390-91 studying at shabestar university were selected, and considering the less number of the regarded students, the statistics of the students was concordant with the sample and 80 boy and 50 girls were selected equally and randomly from different faculties considering the athlete students.

To collect the data the individual questionnaire and the styles of confronting with Stress of Andler and Parker (1991) were used. The data analysis was performed by statistical software of (SPSS for windows ver 11) Chi-test was used for determining the Probable differences of confronting styles. The findings showed that the dominant Style in all groups was problem - Oriented, and just the girl non- athlete students were emotion-Oriented.the difference was significant only about the athlete girl groups with non- athlete ones and about girl athletes with boy ones.

Key words: Confrontion Styles, Stres, athlete, non- athlete

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INTRODUCTION

Nowadays, getting along with life pressures and attaining individual and social skills is inevitable. Falkman [1] recognizes stress confrontation techniques as a collection of behavioral and cognitive responses whose aim is minimizing stressful situations. In this regard, problem-based, avoidance, and emotional techniques are regarded. In problem-based technique, one tries to evaluate the problem from different aspects to change or overcome it, reducing its unfavorable consequences. Such people reveal fewer symptoms of frustration and look more dominant in stressful situations. College students are among those who need to continuously adopt themselves with the environment and norms of student life. Deker et al [2] examined stress extent among college students, concluding that 2.3 % of the students experience much stress among which 62% suppose themselves as more anxious than normal students. Also, they observed that 1.3 % of the students are faced with sleep disorders, resulting from stress. The reason for this can be experiencing main changes in student life and confrontation with new expectations which produces stressful factors [3, 4, 2]. Gender impacts all elements of stress input- whether a stressful situation has been understood, and output- effects on confrontation responses and health consequences of stress. According to researchers, women evaluate stressful situations more threatening than men and are more susceptible to functional role of stress.. Mathew (2004) showed that women receive higher scores in emotional and avoidance strategies compared with men. In other words, facing stressful situations, men tend to more emotional strategies than women. The results of this study emphasize the role of confrontation strategies in the mental health of college students. Stressful factors highly influence students [2,4, 5]. The lifestyle of the students and especially female students during education can play a significant role in their stress extent. Class attendance, family expectations, children training, vague future, and etc have been recognized as stress factors in previous studies [2,3]. Undoubtedly, a better and broader future depends on the mental health of the students. So, stress in this group not only impacts their educational progress, but also helps their better role-play in social arenas. Therefore, recognizing and treating mental disorders in them is of eminent importance. Stress is a personal experience. Since it depends on in which situation we are, what we are wondering and what we wonder in the special situation is impressed by different factors including mental, soul, environmental, and physical factors.

Stressful factors are: conditions, people, and things that make stress reactions. Stress occurred when we tell ourselves some negative issues. And put our abilities under the question. From the view point of psychology, we experience stress when we tell ourselves that stress factor is a kind of threat. Most of the people guess that they know what stress is. In means the boss, weather, Financial issues, car wreckage causing stress by themselves. Because what can cause stress today it may be not the cause of stress tomorrow. What is a tension for you, is not essentially counted a stress for another person. Some people might have been stressful when they that they couldn't pay the bills but it is not true for all people. In order to understand the importance of stress controlling. You should know that the mind has a direct impress on the body. Studies have shown some strategies for reducing stress like, socialization, contemplation, leisure time activities, and sport. So, combining sport with daily work is a step in lifestyle improvement and preventing from physical problems. In fact, regular physical trainings accompany stress, anxiety, and depression reduction [6]. They also decrease the chance of the diseases resulting from long-term stresses [7].

Moreover, the studies show that sport can lead to higher mental health feeling and stress decrease at women [8,9,10]. An athletic competition can also improve sleep quality and mental health [11]. Physical health and readiness increase work satisfaction and motivation among the people [12]. Many studies have confirmed the advantages of sport for physical and mental health of the students [13, 14]. Aerobic activities like warm up, running, racing, Fartlek running, and cardio-vascular readiness exercises can decrease body reflection against stress [2, 6]. Don, triode, and Kamarch [15-16] showed that sport activities can be used in treating low or intermediate mental disorders in 25-45 year old adults [15,16]. Studying poor areas, Wilkinson et al [17] concluded that sport activities like swimming and aerobics can increase mental, physical and social quality in attendants' lives [17, 18]. The role of sport in physical health and toll decrease resulting from blood pressure and cardio-vascular diseases [19]. The role of navargardan in reducing stress at the patients with chest aches and stress[20].

In 10 studies, experimental groups showed a significant decrease in stress and blood pressure compared with control groups; 2. Harder physical activities led to more stress decrease; 3. The minimum sport effects on stress with 30 min sport activities accompanied receiving 50% more oxygen [21]. Stress and mental exhaustion in 158 nursing students (35 men, 122 women at the age range of 19-26 years old) in Hong Kong, concluding that nursing job leads to high stress [14]. Despite a huge research body on sport activities as a low-cost and high-profit therapy, there is more need to the studies on the effects of physical trainings and stress decrease. In a country with over 70% youth population and due to the importance of women's health as the future mothers, a specific attention to mental and physical health of the women is essential. This study examines the techniques of stress confrontation and compares them among athletic and non-athletic male and female students[22].

METHODOLOGY

This study is of correlation-casual type. Statistical population of the study included all associate degree and undergraduate students of Physical Education at Islamic Azad University of Shabestar in educational year of 2011-2012. Using purposeful sampling method, a sample size of 260 students (130 girls and 130 boys) was achieved. To gather data, a standard questionnaire of Andler and Parker, designed in 1990 for stress confrontation, was used with 48 questions. Questions were classified for 3 groups of problem-based, emotional, and avoidance strategies. To measure the consistency of the questionnaire, Chronbach Alpha of 0.81 for problem-based strategy, 0.85 % for emotional strategy, and 0.8 for avoidance strategy were achieved. To analyze data and examine the differences of confrontation strategies, Chi square test was used.

RESULTS

Table 1. Descriptive statistics General characteristics of subjects

Variable	Group	age		Length		Weight	
		M	SX	M	SX	M	SX
athletic women		22.08	2.73	163.4	5.93	56.94	7.08
Non-athletic women		21.06	1.93	162.4	5.64	57.7	7.72
male athletic		21.84	2.51	180.84	6.14	74.84	9.02
male non-athletic		21.66	1.79	190.12	6.60	76.34	9.12

Fig.1: distributed based on the percentage of students coping with stress

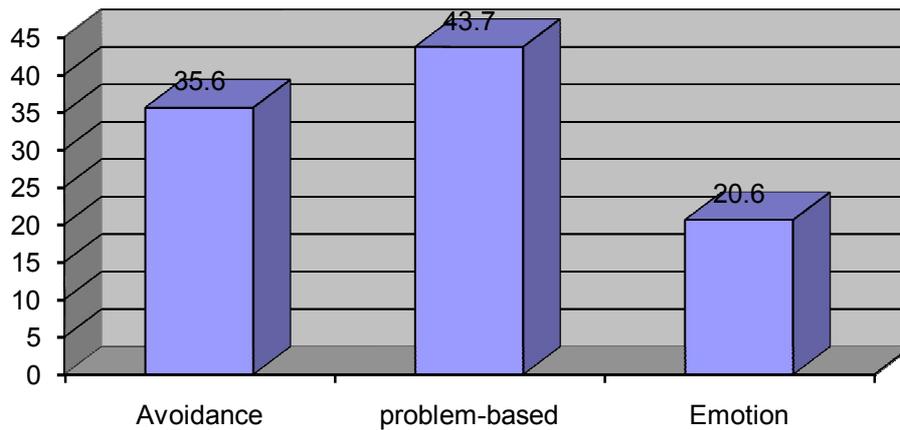


Table 2: The correlation between stress confrontation strategies of athletic and non-athletic women.

Strategies	Group	women athletic	women non-athletic	Total
Avoidance	The observed frequency	1	40	41
	The expected frequency	16.2	24.8	41
	Percent	2%	51.3%	53.3%
problem-based	The observed frequency	47	20	67
	The expected frequency	26.5	40.5	67
	Percent	92.2%	25.6%	51.9%
Emotion	The observed frequency	3	18	21
	The expected frequency	8.3	12.7	21
	Percent	5.9%	23.1%	16.3%
Total	The observed frequency	51	78	129
	The expected frequency	51	78	129
	Percent	100%	100%	100%

X2	Degrees of freedom	Significant
55.47	2	0.000

Based on Table 2, non-athletic female students use avoidance and emotional strategies; While, 70% of athletic students use problem-based strategy. So, based on calculated phi square of 62.47, the correlation was confirmed at 99% confidence level.

Table 3. The correlation between stress confrontation methods among male athletic and non-athletic students

Strategies	Group	male athletic	male non-athletic	Total
Avoidance	The observed frequency	2	44	46
	The expected frequency	15.1	30.9	46
	Percent	5.3%	56.4%	39.7%
problem-based	The observed frequency	32	8	40
	The expected frequency	13.1	26.9	40
	Percent	84.2%	10.3%	34.5%
Emotion	The observed frequency	4	26	30
	The expected frequency	9.8	20.2	30
	Percent	10.5%	33.3%	25.9%
Total	The observed frequency	38	78	116
	The expected frequency	38	78	116
	Percent	100%	100%	100%

X2	Degrees of freedom	Significant
62.52	2	0.000

Table 3 shows that 4.3% of non-athletic students use problem-based strategies; 95.7% of non-athletic students use avoidance strategy. Comparing 3 strategies, 80% of athletic boys use problem-based

strategies; while 20% of the students prefer avoidance and emotional strategies. Based on the Phi square value of 62.52, the correlation was confirmed at 99% confidence level.

DISCUSSION AND CONCLUSION

Based on research findings, different sport activities have positive effects on stress reduction and can be good replacements for medical and psychological therapies. Also, the results showed that the most frequent strategies among both female and male athletic students are problem-based types. But, non-athletic students most frequently preferred avoidance strategies. The results show that both male and female athlete students have lower stress than their non-athlete counterparts. The findings confirm the role of physical trainings as previous studies asserted [1, 6, 21, 20]. As a strategy with positive physical feeling and skill creation, sport increases peace in people [19, 22]. The results show that gender has no correlation with stress. Frequent problem-based confrontation strategy in athletic students reveals that they have less stress and muscle toughness, lower breath depth and palpitation, blood veins jam which occurs as a result of systole blood pressure changes [2].

So, different mental pressure can result from gender differences and emotional socialization. In the study of Smith et al, it was found that the students using adoptive methods have higher self-valuation feelings; while, the students with avoidance strategies have lower self-esteem. This result agrees with the findings of this study, implying that self-esteem in athletic group is higher than their non-athletic counterparts. In general, sportive activities affect stress confrontation methods, increasing their efficiency as well.

This study concerned university students; but, it is suggested that different age groups, professional classifications with different physiologies should be examined in further studies.

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