

# Research on the Coping Style Characteristics of College Students' Psychological Pressure

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**Keywords:** The characteristics of coping style, College students, Psychological pressure

**Abstract:** In order to more effectively relieve the psychological pressure of college students and provide practical guidance for the mental health education of college students, this research uses the psychological pressure and coping styles of college students as the research object, and explores the relationship between the psychological pressure of college students and the pressure coping. Coping style predicts the psychological pressure of college students, and provides prediction and prevention of the occurrence of college students' psychological crisis.

## 1. Introduction

Coping is a core topic in the field of stress research. Folkman & Lazarus defined “response” as “when a person judges that the interaction with the environment may burden him or even exceed the resources he has, he must deal with (reduce, minimize or endure) this interaction. Cognitive and behavioral efforts based on the internal and external needs of the role.” Coping style refers to the cognitive and behavioral styles that individuals adopt when facing setbacks and pressures. It can also be called coping strategies or coping mechanisms. It is an important mediating factor in the process of psychological stress. The individual's coping style affects the nature and intensity of the stress response, and further regulates the relationship between stress and stress results. In the past, researchers mainly used two different conceptual models in the process of discussing the problem of stress coping: self-psychology model and stress correlation model. Among them, the self-psychological model of coping mainly revolves around the theme of psychological development. Based on the concept of psychological defense, the coping style is regarded as an aspect of personality; while the associated model of stress regards coping as an individual's use to deal with. A series of dynamic processes of internal and external requirements of constantly changing thinking and actions, during which individuals often adopt different coping methods of strategies.

## 2. Relevant Research on the Stress Coping Styles of Chinese College Students

In recent years, researchers have conducted a series of exploratory studies on the coping styles of Chinese college students' stress. For example, the research of Wei Youhua and Tang Shengqin found that the main coping methods adopted by college students when facing pressure include proactively coping with problems, seeking social support, evading and letting go. When faced with a state of enthusiasm, Chinese college students often adopt the coping methods of “proactively coping with problems” and “seeking social support”, and less adopt the coping methods of “escape” and “let alone”, and show greater performance. The situational differences, grade and gender differences, as well as minor professional, urban-rural and personality differences. Zhang Jianwei and others surveyed 660 college students in Beijing area and found that in four years, the overall stress coping style of college students has undergone significant changes. There are significant grade differences in the three coping styles of emotional catharsis, stagnation and abandonment, and seeking help from religion; there are significant differences in stress coping styles between only children and non-only children, and between male and female college students. A study by Liu Chunyan and Li Wenquan on 204 normal university students found that college students generally

adopt proactive and positive response methods when facing pressure, such as transforming the situation to the better side (89.7%), and absorbing the experience of others and themselves (88.7%), learn from failure (86.8%), and can cope with difficulties rationally (85.3%), but there are still some students whose coping styles tend to be negative, and there are obvious gender differences in adopting negative coping styles.

Based on the above research literature, it is not difficult to find that the current research on college students' coping styles still has the following three problems: The questionnaire used lacks pertinence and cannot effectively and comprehensively reflect the current college student population's pressure coping style; the selected research sample does not have the national representativeness cannot accurately reveal the characteristics of the coping styles of college students in our country. The analysis of the research results is general and vague, especially the lack of specific analysis for the coping styles of different groups of college students. Therefore, the purpose of this research is to take college students from all over the country as the research object, comprehensively explore and analyze the basic characteristics of the current psychological pressure coping styles of college students in our country. This study reveals the characteristics of college students' stress coping styles, which will provide a valuable theoretical basis for college students' mental health education and counseling, as well as the early warning and intervention of college students' psychological stress.

### **3. The Definition of Psychological Pressure of College Students**

In recent decades, the study of stress has aroused the interest of more and more researchers. Various disciplines have discussed stress from different angles, and each has its own specific research methods and methods, thus putting forward many different viewpoints. According to statistics, there are currently about 30 definitions of pressure. Kasl classified various scholars' definitions of stress into four categories: (1) Regarding the external situation as stress; (2) Regarding the evaluation of the situation as stress; (3) Regarding the reaction to the situation as stress; (4) Regarding a certain relationship between environmental demands and personal abilities as pressure. In this research, we adopt the last definition, which is that when an individual encounters an external environmental stimulus, after cognitive evaluation, we believe that it is unable to cope with the stimulus.

Psychological stress refers to the various life events that people experience in daily life, sudden traumatic experience, chronic tension (work pressure, family relationship tension), etc., a state of psychological tension, which is subjectively triggered by stressors. Feel and experience. A large number of studies on stress have shown that moderate physical and mental tension is beneficial for the organism to adapt to the environment and cope with problems. However, if the tension response is too strong and long-lasting, exceeding the body's own adjustment and control capabilities, it may lead to disorders of mental and physical functions. And cause illness.

When an individual subjectively evaluates a life event he has personally experienced as a negative event, the event becomes an actual source of stress. We assume that once a life event is evaluated by an individual as a negative event, the individual will have a sense of stress. The intensity of the stress is closely related to the frequency of the negative life event experienced by the individual and the intensity of the negative feeling brought about by the event. In this study, we intend to make the following operational definition of psychological stress, that is, the product of the number of stressful events experienced and the intensity of negative feelings is the psychological stress.

Psychological stress is a psychological experience caused by stress and needs. Although it is relatively common in people's lives, if it cannot be properly regulated and coped with, it will further cause depression, anxiety and other negative emotions, and even hinder people. The normal development of personality and behavior.

### **4. The Characteristics of College Students' Psychological Pressure**

The research results show that there are significant gender differences in the psychological pressure of college students, and the psychological pressure of girls is higher than that of boys. This result is the same as Western research. Western literature basically believes that girls have a higher psychological pressure than boys, but Chinese scholars believe that boys have a higher sense of pressure than girls. This may be related to the social expectations of male and female gender roles. The author believes that the reason why girls report a higher sense of pressure than boys is because girls are more willing to express their emotions, while boys are less willing to expose their emotions. This is consistent with the research conclusions of Compas et al. Girls are significantly higher than men in terms of employment crisis, pressure from postgraduate entrance examinations, and teacher-student relationships. In the dimension of academic performance, boys' psychological pressure is higher than girls'. This may be due to the fact that most of college studies rely on students' self-study, while boys tend to be less self-conscious.

In addition, the psychological pressure of college students in literature and history is significantly higher than that of college students in science and engineering. This result may be because college students in literature and history have stronger perceptual thinking, and college students in science and technology have stronger physiological thinking. Therefore, college students in literature and history have a more obvious feeling of pressure. As a result, the psychological pressure of college students in literature and history is significantly higher than that in science college students. This result is inconsistent with the research of some domestic scholars. For example, Xu Changjiang and Zhong Chenyin's research on college students in Zhejiang Province found that science college students are higher than liberal arts college students in learning, social interaction, self-development, career choice, and overall stress.

The psychological pressure of urban college students is higher than that of rural college students, which is reflected in the more obvious pressure for postgraduate entrance examinations. It may be because most of the urban college students are only children. The thoughts of "seeking a child to become a dragon" and "a daughter to become a phoenix" drive parents to put a lot of pressure on their children. Big. This is inconsistent with some domestic research results. A study by Xu Changjiang and Zhong Chenyin on college students in Zhejiang Province found that rural college students have higher levels of pressure in studying, socializing, living, self-development and career choices than urban college students. Wang Furong, Gong Huixiang and Che Wenbo and Zhang Lin also came to the same research results.

There are significant differences in the psychological pressure of college students from different types of schools. The pressure of the second and third undergraduate students is significantly higher than that of the one undergraduate. , Postgraduate entrance examinations and other aspects will face greater pressure than a student. Domestically, there is no comparative study on the differences in the psychological pressure of college students of different types of schools.

There is no unified conclusion on the grade difference of the psychological pressure of college students in China, but it is generally believed that the psychological pressure of juniors is the greatest. The psychological pressure of freshman students is significantly higher than that of sophomores and juniors. It is possible that freshman students have just stepped into a new environment and have not fully adapted to everything, which can easily lead to psychological discomfort and pressure. Especially big. By the sophomore and junior year, the sense of pressure will drop significantly. This is basically consistent with Western literature research. The pressure on the postgraduate entrance examination and the teacher-student relationship of seniors is significantly higher than that of freshmen. However, there is no significant difference in the sense of pressure among sophomores and juniors.

## **5. The Characteristics of College Students' Coping Styles**

Studies have shown that there is no significant difference in coping styles between male and female college students, but female college students tend to adopt help-seeking coping styles, which is consistent with previous research results. Because girls are more likely to seek emotional support and to relieve stress by establishing an intimacy with others, girls tend to adopt help-seeking coping

styles. Urban college students use more help-seeking and fantasy coping methods than rural college students. This result may be because the living conditions of urban college students are relatively better, they encounter fewer setbacks, and they may be more difficult to face independently when encountering difficulties, so they will use more help-seeking and fantasy coping methods.

Three college students use self-blame and help-seeking coping styles more than one college student. This may be due to the greater psychological pressure of the three college students, and most of the three college students' family conditions are very good. They may adopt more negative coping methods such as self-blame and asking for help. The second-degree students use fantasy coping methods more than the first-degree students, and the three-degree college students use self-blame, help-seeking, and rational coping methods more than the one-degree college students. There is no domestic research to prove the differences in the coping styles of three different types of schools.

The seniors are more likely to adopt avoidance coping styles than other grades, because seniors face major events such as employment, postgraduate entrance examinations, and greater psychological pressure. It is precisely because of this huge psychological pressure that many seniors may adopt Negative coping styles such as avoidance.

## **6. The Relationship between Psychological Pressure and Coping Styles of College Students**

The overall psychological pressure of college students is significantly negatively correlated with positive coping styles such as problem solving, and positively correlated with negative coping styles such as self-blame, fantasies, and withdrawal. The results of correlation analysis show that the psychological pressure of college students in terms of employment crisis is significantly positively correlated with self-blame, fantasy, avoidance and other coping styles, and is significantly negatively correlated with problem solving and help-seeking coping styles. There is a significant positive correlation between emotional stress in love and self-blame. The psychological pressure in the teacher-student relationship is significantly positively correlated with self-blame, fantasy, avoidance, and rationalized coping styles. In terms of academic performance, psychological pressure is significantly negatively correlated with problem-solving and help-seeking coping styles, and it is significantly positively correlated with self-blame, fantasies, avoidance, and rationalized coping styles. In terms of pressure for postgraduate entrance examinations, the psychological pressure of college students is significantly positively correlated with coping styles such as self-blame and fantasy.

## **7. Conclusion**

This study found that the coping style adopted by college students when facing psychological pressure is mainly based on the positive psychological adjustment mechanism, and the use of passive self-defense is relatively rare. Countermeasures and suggestions for reducing the pressure of college students: Psychological counseling based on the characteristics of college students' pressure; building a sound social support network to improve college students' mental health; guiding college students to correctly recognize pressure, enriching knowledge about coping, and passing necessary curriculum knowledge and practical activities. Comprehensively improve the stress coping skills of college students.

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