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THE FACTORS CREATING STRESS IN STUDENTS AND THE WAYS OF ERADICATING THEM

LOS FACTORES QUE CREAN ESTRÉS EN LOS ESTUDIANTES Y LAS FORMAS DE ERRADICARLOS

OS FATORES QUE GERAM ESTRESSE NOS ESTUDANTES E AS MANEIRAS DE ERRADICÁ-LO

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Resumo: No artigo, foram investigados os fatores que criam diferentes estresses de caráter nos estudantes que estudam com o sistema de bolonha e o papel dos processos emocionais, volitivos e cognitivos em sua gestão. Indicou-se que, como o processo de ensino é rico em fatores estressogênicos, eles influenciam a saúde psicológica e física dos estudantes. 200 entrevistados, que consistem em estudantes de um a três anos, estudando nas Faculdades Natural e Humanitária, participaram da investigação. A idade média dos sujeitos foi de 18 a 25 anos. 96 deles eram mulheres, enquanto 104 eram homens. Para dizer com mais precisão, 48% dos entrevistados eram mulheres, 52% eram homens. Compilamos a investigação e a validade foi verificada através do método de investigação da pilotagem, por meio das 5 perguntas a seguir: 1) Hierarquia de estresse criada nos alunos com base nos problemas de educação e ensino; 2) Hierarquia de estresse criada nos alunos pelos problemas de humor e saúde. 3) Hierarquia de estresse criada nos estudantes devido a problemas domésticos; 4) "Investigação da auto-regulação vocacional" por A.V. Zverkov və Y.V.Eddman; 5) Maneiras de sair do estresse (gerenciamento do estresse); 6) Nos processos cognitivos, a regulação do estresse consistia em pesquisa de gerenciamento do estresse. Indicou-se que investigar o caráter dos fatores de estresse, hierarquia, possibilidade de seu correto gerenciamento por auto-regulação é

importante para a criação de resistência ao estresse e, finalmente, para aumentar a atividade cognitiva dos alunos e as realizações de ensino. No artigo, foram reveladas as formas relevantes usadas para o gerenciamento do estresse e a regulação do estresse pelos alunos, dependendo do caráter do estresse.

Palavras-chave: estresse nos estudantes, fatores causadores de estresse, gerenciamento do estresse, processo de ensino-treinamento, processos cognitivos, autogestão, estresse no exame, estilo de vida, situação emocional, problemas comportamentais, problemas somáticos.

Abstract: In the article, the factors creating different character stress in students studying with bologna system and the role of emotional, volitional, cognitive processes in their management were investigated. It was indicated that since teaching process is rich with stressogenic factors they have influence to psychological and physical health of students. 200 respondents consisting of 1-3 year students studying in Natural and Humanitarian Faculties were involved in the investigation. Average age of subjects was 18-25. 96 out of them were women, while 104 were men. To say more precisely, 48% of the respondents were women, 52% were men. We compiled the investigation and validity was checked through pilotage investigation method through the following 5 questions: 1) Hierarchy of stress created in students based on the education and teaching problems; 2) Hierarchy of stress created in students by the problems regarding mood and health. 3) Hierarchy of stress created in students due to domestic problems; 4) “Investigation of vocationally self-regulation” by A.V.Zverkov və Y.V.Eydman”; 5) Ways-out of stress (stress-management); 6) In cognitive processes regulation of stress consisted of stress-management survey. It was indicated that investigating the character of stress factors, hierarchy, possibility of their correct management by self-regulation are important for creation of stress resistance and finally for increasing of students’ cognitive activeness and teaching accomplishments. In the article the relevant ways used for stress management and stress regulation by the students depending on the character of stress were revealed.

Keywords: stress in students, factors causing stress, stress–management, teaching-training process, cognitive processes, self-management, examination stress, life style, emotional situation, behavior problems, somatic problems.

Resumen: En el artículo, se investigaron los factores que crean un estrés de carácter diferente en los estudiantes que estudian con el sistema de Bolonia y el papel de los procesos emocionales, volitivos y cognitivos en su manejo. Se indicó que, dado que el proceso de enseñanza es rico en factores estrogénicos, influyen en la salud psicológica y física de los estudiantes. 200 encuestados que constaban de estudiantes de 1 a 3 años que estudiaban en facultades naturales y humanitarias participaron en la investigación. La edad promedio de los sujetos fue de 18-25. 96 de ellos eran mujeres, mientras que 104 eran hombres. Para decir más precisamente, el 48% de los encuestados eran mujeres, el 52% eran hombres. Recopilamos la investigación y se verificó la validez mediante el método de investigación de practicaje a través de las siguientes 5 preguntas: 1) Jerarquía de estrés creada en los estudiantes basada en los problemas de educación y enseñanza; 2) Jerarquía de estrés creada en los estudiantes por los problemas relacionados con el estado de ánimo y la salud. 3) Jerarquía de estrés creada en estudiantes debido a problemas domésticos; 4) "Investigación de la autorregulación vocacional" por A.V.Zverkov və Y.V.Eydman "; 5) Salidas del estrés (manejo del estrés); 6) En los procesos cognitivos, la regulación del estrés consistió en una encuesta de manejo del estrés. Se indicó que investigar el carácter de los factores de estrés, la jerarquía, la posibilidad de su correcto manejo mediante la autorregulación son importantes para crear resistencia al estrés y, finalmente, para aumentar la actividad cognitiva y los logros de enseñanza de los estudiantes. En el artículo se revelaron las formas relevantes utilizadas por los estudiantes para el manejo del estrés y la regulación del estrés, dependiendo del carácter del estrés.

Palabras clave: estrés en los estudiantes, factores que causan estrés, manejo del estrés, proceso de enseñanza-entrenamiento, procesos cognitivos, autogestión, estrés del examen, estilo de vida, situación emocional, problemas de comportamiento, problemas somáticos.

Introduction

A modern student undergoing to high social, economic and psychological influences in the educational process, living independently, not being adjusted to a number of difficulties as a result of stress that he receives may have wrong attitude to teaching activity, and perspective regarding future vocational career. In this case disorders of student's personality in cognitive, emotional, and behavior fields, will cause decreasing of stress tolerance in the education activity (Antsyferova,1994; Antipov,2004; Bodrov,2006; Kosyrev,1983; Shafiyeva, 2010).

Several factors cause stress in students. They are followings:

1.Social factors: public- political and social-economic instability, multiple social problems.

2.Social-psychological factors: different social and inter-personality problems; communication problems; some negative psychological manifestations within the group: gender differences which is individual objective feature, higher nervous activity features which is individual –subjective self- estimation, temperament, "young person's past stress experience", inadequate self-evaluation, personal excitement, tension, aggressiveness, motivation features etc. 3. The factors connected with features of activity: peculiarity of student's education and difficulties in his vocational activity, wrong planning of rest For example, violation of organizing his labor, he is loaded with information etc.

Educational process in higher education university is a stressful situation for many students. This is a new and difficult stage of the young person's life, he needs to be adjusted to this. Financial and accommodation problems, preparing food for himself, difficulties while acquiring knowledge, usage of multiple information, formation of teacher-student, student-teacher relations, solution of conflicts between personalities, and several other are characteristic features of student's life. The session period is considered as the maximum stressful period for students (Arakelov, 2008; Shafiyeva, 2012). Emotional stress starts several days prior to session and lasts for this period. As a result of this continued chronical stress the functional disease of nerves system causing exhaustion of the reserve energy resources of the body. The difficulties, failures, nerve attacks the student live during

education period significantly influence formation of personality and influence his physical and psychological health (Shafiyeva, 2014).

Among all the formation of education work exam is the most stress causing factor. High stress diminishes productivity of attention and memory, causes different vegetative changes by violating normal function of organ and systems (Antipov,2004; Faustov,2000; Shafiyeva 2010; Shcherbatykh, 2000, 2008). Strained intellectual activity, the increased academic loads regarding learning of the defined scientific information, extreme restriction of physical activity, concerns, emotional difficulties etc. Are the negative sides of the preparation for exam. According to many researchers teaching-training stress create dangers for student's health and special attention should be paid to the problem covering hundreds of student (Doskin,1988; Shafiyeva,2001; Elkin, 2005; Yusupov, 2009).

Stress also influences cognition processes of students. The most of the changes occur in attention, memory and thinking.

During destructive stress, contradict keeping materials in memory and their reproduction worsens and it becomes difficult to eliminate it even with volitional efforts.

During eustress, attention is improved. The ability of concentration, distribution and transferring of attention is increased. But during destructive stress, contrary, management and concentration of attention become difficult. Sometimes hyperfiction of attention, concentration on one problem or failure to give it up are observed. During eustress memory is improved. Students' remembering the material with big volume and reminding ability increase. For example, during examination session student sometimes learn the big size material covering the whole educational period and remember. During eustress, only thinking with deep thinking creative character is observed. During destructive stress, contrary thinking gets worse for its quality. Student can not think broadly regarding the problem and make assumption, her thoughts are repeated in narrow frame. She can not find solution of the problem. İt means there is flat proportion between stress and cognitive activity . This time he does not understand humors and jokes. There are several opinions regarding the role of coping behavior regarding the role of cognitive processes and role of emotional behavior in management of Stress. Person's situation can both activate cognitive processes and influence it. K.İzard indicates that nervous situation create furious thoughts and behavior. Self reflection, understanding self situation transform person's life experience and emotions (Isard,2012). A.M. Isen indicated that positive dynamics of cognitive processes is related with the intensive and positive development of students' emotional situation and productive

mental activity (Isen§Daubman§Nowicki,1987). G.Yusupova's investigation indicated that regulative function of reflection increases productivity of cognitive processes in students (Yusupov,2009). O.LPisareva notes that cognitive regulation of emotions enables person to manage his emotions in dangerous and stress situations. N.Garnetski indicated that different methods can be applied in cognitive management of emotions in different situations. But since some of them are more often applied than others by subjects, it forms that person's cognitive regulative manner of emotions individually. Investigations show that depending on the regulation type the level of excitement is different in persons (Pisareva§Gritsenko, 2011). Also according to N.S. Endler cognitive processes are connected with depression and other emotional problems. In modern psychology "coping behavior" and "obviating behavior" terms are used in regulation and elimination of stress (Endler§Parker, 1994). Creation, regulation and elimination of stress were reflected in most of the investigations (Grimak,1989; Kryukova,2007; Leonova,1984; Simonov,1998) T.L.Kryukova accepts coping behavior in cognitive behavior framework and understands it as a social behavior or perceived complex adaptive behavior (consists of cognitive and affective behavior) (Kryukova,2007). So, cognitive behavior is reasonable social behavior or perceived cognitive, affective behavior. They help person to get out from difficult and stressful situations, to be released from internal tension with perceived strategic actions. The psychological role of copying is to adjust the person to environment better and turn off the stress fire of situation (Berezin,1988).

Thus, the education process of students is the period rich with stressogenic factors and these cases have negative influence on psychological and physical health. Since determining character of stress creating factors and hierarchy is important for their management (stress management) creation of resistance to stress and increasing of cognitive activity our investigation has been devoted to this problem. We think that using coping behavior, e.i. cognitive and emotional behavior in cognitive and emotional behavior are the most efficient methods.

The goal of the investigation is to reveal the factors causing stress in students and to indicate importance of cognitive behavior by investigating the role of stress management methods(way-out from stress by emotional behavior, way-out from stress by referring to cognitive processes) in restoration of students' psychological and physical health.

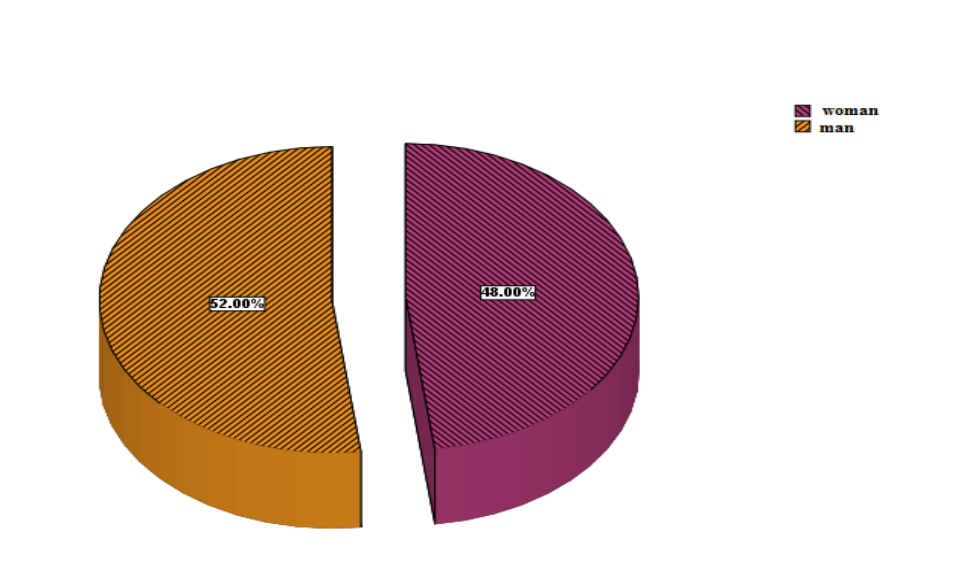
Materials and Methods

200 respondents consisting of 1-3 year students studying in Natural and Humanitarian Faculties were involved in the investigation. Average age of subjects was 18-25. 96 out of them were women, while 104 were men (Table 1 and Diagram 1). To say more precisely, 48% of the respondents were women, 52% were men.

Table 1. Gender composition of respondents

Gender	Frequency	Percent	Collected percentage
Woman	96	48.0	48.0
Man	104	52.0	100.0
Total	200	100.0	

Diagram 1. Gender of respondents



We compiled the investigation and validity was checked through pilotage investigation method through the following 5 questions:

1.Hierarchy of stress created in students based on the education and teaching problems

2.Hierarchy of stress created in students by the problems regarding mood and health.

3.Hierarchy of stress created in students due to domestic problems

4.“Investigation of vocationally self-regulation” by A.V.Zverkov və Y.V.Eydman”

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5.Ways-out of stress (stress-management)

6.In cognitive processes regulation of stress consisted of stress-management survey.

To say precisely, in the first three surveys on three spheres (noting hierarchy of stress related "educational-teaching problems", "problems related mood and health", "domestic problems") students noted the problems they faced in accordance with their occurrence frequency and importance , in the fourth survey the ways out of stress and in the fifth survey the respondents' preference of the ways out of stress through clauses about regulation of stress in cognitive processes and correlations between the problems causing stress and ways out of stress regarding those problems were learned.

The first survey consisted of 3 blocks, 15 clauses for identifying the problems in educational-teaching field. I block covered individual-psychological problems, II bloc covered educational-teaching problems, III block covered interpersonal social problems. At the same, as mentioned before through 20 clauses consisting of 3 blocs "active personal struggle" (I block), "passive struggle"(II block) and "getting support from outside" inclinations were evaluated. regarded "ways out from stress by the respondents. Through 13 clauses consisting of 3 blocks in the V survey on "Regulation of stress in cognitive processes" "self-regulation through active struggle" (I bloc), "Passive struggle" (II bloc), " outside support-coordination with socium were evaluated.

As seen from the table, the students stating the prevalence of educational-teaching problems in education are inclined to get outside support as a way out from stress. Thus, there is a serious correlation between the educational-teaching problems and inclement of getting support from outside (P=0.004) and observed connection is meaningful at the level of 0.01. As to correlation to other directions of stress management ("way out from stress with emotional behavior" and regulation of stress with cognitive processes") with education-teaching problems the respondents prefer "Passive struggle method" as a way out from stress. But because of P=0.102 this prevalence and correlation between the mentioned two factors cannot be considered meaningful at the level of 0,05 (table 2).

Table 2. Correlation between the ways out of stress and regulation of stress during educational-teaching problems

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cognitive processes (support from outside-relation with socium)
Educational-teaching problems	Pearson Correlation	.035	.088	.202**	-.006	.116	.049
	Sig. (2-tailed)	.621	.216	.004	.933	.102	.487
	N	200	200	200	200	200	200
**. Correlation is meaningful in the level of 0.01 (2-tailed). *. Correlation is meaningful in the level of 0.05(2-tailed).							

One of the problems related education and teaching is individual-psychological problem. The respondents stating to have faced mostly individual-psychological problems in their education prefer "active personal struggle" with emotional behavior as a way out from stress.

But the correlation between this method of fighting and personal-psychological problems is not meaningful at the level of 0.05, that is P= 0,115. The respondents facing individual-psychological problems prefer to be self-regulated with cognitive processes as a way out from stress regarding this "support from outsight-connection with socium method. The correlation between the mentioned problem and this method is meaningful in 0,05 level. That means since P=0.037 we can say that there is serious connection between these two factors (table 3).

Table 3.Correlations between ways of out stress and regulation of stress during individual – psychological problems

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotionalbehavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulation of stress with cognitive processes (self regulation)	Regulation of stress with cognitive processes (passive struggle)	Regulation of stress with cognitive processes (outside support relation with socium)
Individual-	Personal Correlation	112	.046	.018	.005	.073	.148*

psychological problems	Sig. (2-tailed)	115	.521	.799	.939	.307	.037
	N	200	200	200	200	200	200
*. Correlation is meaningful in 0.05 level (2-tailed). **. Correlation is meaningful in 0.01level (2-tailed).							

One of the problems regarding education and teaching is interpersonally and other social problems. The respondents stating to have faced mostly communication and social problems in education mostly prefer passive struggle method as way out from stress.

Correlation between passive struggle method and interpersonally and other social problems is meaningful at the level of 0,05 , that is P=0.025. The respondents mostly facing interpersonally and other social problems prefer regulation through cognitive processes, more exactly "support from outside- relation with socium"/ The correlation between the mentioned problem and this method is meaningful in 0,05 level. That is, since P=0.019 we can say that there is serious correlation between these two factors (table 4).

Table 4. Correlation between the ways out of stress and regulation of stress during interpersona and other social problems.

Correlations							
		A way out from stress by means of emotional behavior (active-personal struggle)	A way out from stress by means of emotional behavior (passive struggle)	A way out from stress by means of emotional behavior (outside support)	Regulation of stress by means of cognitive processes (self regulation with active struggle)	Regulation of stress by means of cognitive processes (passive struggle)	Regulation of stress by means of cognitive processes (support from outside – relation with socium)
Interpersonal and other social problems	Pearson Correlation	-.012	.159*	-.004	.018	.079	-.166*
	Sig. (2-tailed)	.861	.025	.955	.797	.266	.019
	N	200	200	200	200	200	200
*. Correlation is meaningful in 0.05 level (2-tailed). **. Correlation is meaningful in 0/01 level (2-tailed).							

2. In the second survey 14 clauses consisting of 3 blocs were presented to the respondents to learn the problems regarding "Mood and health" and based on the marks given to those clauses along measuring "somatic problems " (I bloc), "behavior disorders" (II bloc) and "emotional situation" (III bloc) , the respondents' prevalence of ways- out of the stress causing these problems were also determined. In this sphere the respondents stating to

have faced somatic problems mostly prefer "support from outside" than "way out of stress with emotional behavior". Analysis of the correlations between the outside support method and somatic problems shows that the result is P=0,136 and this is not meaningful a the level of 0,05 level. It means the serious correlation has not been observed between the mentioned two factors. The respondents facing somatic problems prefer stress management or regulation with cognitive processes, precisely saying "passive struggle" method. Correlation between the mentioned problem and this method is meaningful at the level of 0.05. Because of P=0.044 we can say that there is serious correlation between these two factors (table 5).

Table 5. Correlation between the ways out of stress and regulation of stress during somatic problems.

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle))	Regulating of stress by means of cognitive processes (outside support – relations with socium)
Somatic problems	Pearson Correlation	-.101	-.070	.104	.059	.123	-.131
	Sig. (2-tailed)	.157	.326	.136	.410	.044	.064
	N	200	200	200	200	200	200

*. Correlation is meaningful at the level of 0.05 (2-tailed).
**. Correlation is meaningful at the level of 0.01 (2-tailed).

The respondents stating to have faced "Behavior disorders" prefer "active personal struggle "as a way out from stress. Serious correlation is observed between behavior disorders and active – personal struggle method (P=0.001) and this correlation is meaningful at the level of 0.01. . Although the respondents facing behavior problems prefer regulation in cognitive processes as a way out from stress regarding this problem, or more precisely "support from outside and correlation with socium, the correlation between the mentioned problem and this method is not meaningful at the level of o.o5 Because of P=0.149 (table 6) there is no any correlation between these two factors.

Table 6. Correlations between the ways out of stress and regulation of stress during behavior disorders

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating stress by means of cognutive processes (self-regulation by means of cognitive processes	Regulating stress by means of cognitive processes (passive struggle)	Regulating stress by means of cognitive processes (outside support – relations with socium)
Behavior disorders	Pearson Correlation	.223**	.058	-.011	-.028	-.078	.102
	Sig. (2-tailed)	.001	.417	.879	.699	.275	.149
	N	200	200	200	200	200	200
**. Correlation is meaningful at the level of 0.01 (2-tailed). *.Correlation is meaningful at the level of 0.05 (2-tailed).							

Evaluation of "emotional situation" related to mood and health sphere and investigation of ways out of stress related to this type of problems was of great significance for our investigation. The analysis of the answers of the respondents to the questions regarding "mood and health" shows that , the respondents prefer mostly "support from outside" (P=0.048) as a way out from stress with emotional behavior, in regulation with cognitive processes "support from outside and correlation with socium (P=0.048). To say more precisely, there is serious correlation between "emotional situation" and "outside support" and "outside support and correlation with socium" and this correlation is meaningful at the level of 0.05 (table 7).

Table 7. Correlation between ways out of stress and regulation of stress during emotional situation

Correlations						
	A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cognitive processes (support socium from outside)

Emotional situation	Pearson Correlation	-.060	-.010	.124	-.098	-.100	.153
	Sig. (2-tailed)	.395	.894	.048	.166	.160	.027
	N	200	200	200	200	200	200
*. Correlation is meaningful at 0.05 level (2-tailed). **. Correlation is meaningful at 0.01 level (2-tailed).							

1.The third survey-"The problems related domestic issues were evaluated through 17 clauses consisting of 3 blocks. Based on the evaluations of respondents of 17 clauses related to domestic problems "family and interpersonal problems (I bloc), "self-regulation problems" (II bloc) and "domestic-life style"(III bloc) were determined. Besides this the respondents' inclination of preferring the ways-out of the stress caused by these problems were also determined. Although the respondents considering " Family and interpersonal problems" as a main problem in the domestic field, they mostly prefer "passive struggle method as a way out from stress. The serious correlation is not observed between the mentioned problem and a selected way out. (P=0.594) Correlation between these two factors are not meaningful. The respondents mostly facing family and interpersonal problems prefer regulation of stress in cognitive processes as a stress management or way out of stress, more precisely "passive struggle method". Correlation between the problem and this method is meaningful at the level of 0.05 . That means because of P= 0.041 we can say there is serious correlation between these two factors (table 8).

Table 8. Correlations between the ways out of stress and regulation of stress during interfamily and interpersonal problems

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cognitive processes (support socium from outside)
Interfamily and interpersonal problems	Pearson Correlation	-.105	.038	.033	-.060	.135	-.075
	Sig. (2-tailed)	.139	.594	.641	.397	.041	.294
	N	200	200	200	200	200	200
*. Correlation is meaningful at 0.05 level (2-tailed). ** Correlation is meaningful at 0.01 level (2-tailed).							

The respondents considering "Self –evaluation problem" as a major domestic problem mostly prefer "active-personal struggle" as a way out of stress caused from it. Serious correlation is observed between the mentioned problem and the selected way-out and because of P= 0.031 here serious correlation is observed between the problem and "active personal struggle" as a way-out of stress with emotional behavior. The respondents mostly facing self-evaluation problems give prevalence to cognitive processes, precisely saying "self-regulation with active struggle" and "outside support-socium" methods as a stress management or way-out from stress.

The correlation between the mentioned problem and these methods is meaningful at the level of 0.01. Because of P=0.002 və P=0.009 we can say there is serious correlation between the noted problem and two methods (table 9).

Table 9. Correlations between ways out from stress and regulation of stress during self –regulation problems

Correlations

		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cogni(support socium from outside tive processes)
Self-regulation problems	Pearson Correlation	.153*	-.103	.084	.213**	-.129	.183**
	Sig. (2-tailed)	.031	.145	.237	.002	.059	.009
	N	200	200	200	200	200	200

*.Correlation is meaningful at 0.05 level (2-tailed).
**. Correlation is meaningful at 0.01 level (2-tailed).

Although "passive struggle "method is mostly preferred as a way out of stress caused of "Domestic-life style" problems, serious correlation between the mentioned problem and selected way-out (P=0.301) and correlation between these two factors is not meaningful at the level of 0.05. Respondents mostly prefer regulation with cognitive processes, more precisely "passive struggle" as a stress management or a way-out of stress related to domestic –life style problems. The correlation between the mentioned problem and this method is

meaningful at the level 0.05. Because of P=0.036 we can say there is serious correlation between these two factors (table 10).

Table 10. Correlation between the ways out of stress and regulation of stress during domestic-life style problems.

Correlations							
		A way out of stress by means of emotional behavior (active-personal struggle)	A way out of stress by means of emotional behavior (passive struggle)	A way out of stress by means of emotional behavior (outside support)			
Domestic -life style	Pearson Correlation	-.043	.074	-.115	-.135	.155	-.079
	Sig. (2-tailed)	.548	.301	.106	.057	.036	.266
	N	200	200	200	200	200	200
*.Correlation is meaningful at 0.05 level (2-tailed). **. Correlation is meaningful at 0.01 level (2-tailed).							

4. The fourth Survey - “Volitional self-evaluation” survey test by A.V.Zverkov and Y.V.Eydman described the controlling of correlations between the way-out from stress with a sign of obstinateness (active personal struggle, passive struggle, supporting from outside) and regulating the stress over the cognitive processes (coordinating of self-regulation with active-personal struggle, passive struggle, supportive-socium from outside) so that there is a strict correlations between obstinateness and active-personal struggle. Here, as the P value is equal to 0.048 (P=0.048), it is possible to say that the existing link is meaningful at 0.05 level. At the same time, there is a strict connection between self-regulating and "active struggle". Here, as the P is equal to 0.035 (P=0.035), it can be said that there exists correlations between the two variables is meaningful at 0.05 level and at the same time, there is a direct proportionality between the variables (table 11).

Table 11. Correlations between the way outs of stress through obstinateness and the ways of regulating the stress.

Correlations							
		A way-out from stress by means of emotional behavior (active-personal struggle)	A way-out from stress by means of emotional behavior (passive struggle)	A way-out from stress by means of emotional behavior (support from outside)	Regulating of stress by means of cognitive processes (self-regulating by means of cognitive processes)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cognitive processes (support-socium from outside)
Obstinateness (Zverkov-Eydman)	Pearson. Correlation	.142	.093	.130*	.151	.132*	-.050
	Sig. (2-tailed)	.048	.191	.149	.035	.064	.484
	N	200	200	200	200	200	200
*. Correlations is meaningful at 0.05 level (2-tailed). **. Correlations is meaningful at 0.01 level (2-tailed).							

Checking the correlations between the stress management and way-out from stresses on the sign of "self-management" in "volitional self-evaluation" survey test (active personal struggle, passive struggle, support from outside) and regulating of stress by means of cognitive processes (self-regulating by means of active struggle, passive struggle, coordinating with support-socium from outside) indicated that there was not any strict relation between the way-out from stress in regard to self-management variable and the sign of regulating the stress. As the P>0.05 is characterized per each six signs, it can be said that the P value is meaningful at 0.05 level (table 12).

Table 12. Correlations between the way-outs from stress by means of self-management and regulating of stress

Correlations						
	A way-out from stress by means of emotional behavior (active-personal struggle)	A way-out from stress by means of emotional behavior (passive struggle)	A way-out from stress by means of emotional behavior (support from outside)	Regulating of stress by means of cognitive processes (self-regulation by means of active struggle)	Regulating of stress by means of cognitive processes (passive struggle)	Regulating of stress by means of cognitive processes (support-socium from outside)

Self-management (Zverkov-Eydman)	Pearson Correlation	.006	.026	.031	.034	.113	.000
	Sig. (2-tailed)	.934	.712	.665	.628	.110	.999
	N	200	200	200	200	200	200

*. Correlation is meaningful at 0.05 level (2-tailed).
**. Correlation is meaningful at 0.01 level (2-tailed).

"T.test" analysis was used to clarify whether the different types of problems encountered by the respondents in the gender variables were identified in three areas ("problems related to teaching and learning", "mood and health problems" and domestic problems").

The purpose is to find out if there is a relationship between the gender variable and the problem that is encountered. To say more precisely, the question of this part of the study can be given: Does the gender factor influence the choice of the respondents in which they are facing the problems and the choice of methods and means of struggle against these problems? The analysis of the problems of the educational-training sphere compared to the gender (male, female) factor, based on the assessment of two groups, shows that there is a strict difference between those two groups in terms of "individual and psychological problems", where as the value P = 0.011, whereas it can be said that the difference between the groups is meaningful at 0.05 level.

The analysis of mood and health problems based on gender factors indicates that there is a significant difference between the two groups in terms of "emotional condition", where P = 0.033, and it can be said that the difference between groups is meaningful at 0.05 level. Based on the analysis of the two factors, the analysis of domestic-related problems shows that there is a significant difference between the two groups in terms of "domestic-lifestyle", where in view of P = 0.000, and that the difference between the groups is meaningful at 0.01 level.

Based on the values of way-outs from the stress of two groups in regard to gender factor, the analysis shows that there is a significant difference between the two groups in terms of prevalence of "active-personal struggle" method, whereas the group difference is meaningful at 0.01 level, where P value is = 0.009. An analysis of the ways to regulate stress with cognitive processes in terms of gender factor, based on the estimation of the two groups, shows that there is a significant difference between the two groups in terms of the " self-

regulation with active struggle" method, whereas the difference between groups is significant at 0.05 level in view of P = 0.038 value.

Conclusion

1. The students expressing the superiority of teaching-learning problems in the educational life tend to receive more "outside support" by means of emotional behavior as a way-out from the stress. The respondents with more personal and psychological problems are more likely to use the "outside support-socium" method of cognitive processes as a way to overcome this problem. The respondents who say they encounter more communication and social problems in education, tend to prefer emotional behavior in the form of “outside support-socium relationship” as a way to overcome stress, rather than using the "passive fight" method and cognitive processes.

2. The respondents who report that they are experiencing more "somatic problems" in the sphere of "mood and health" prefer the "emotional behavior" as a means of overcoming the stress through "passive struggling" methods without regulation of cognitive processes and outside support. Responding to the "behavioral disorders" related to mood and health spheres, the respondents prefer the method of "active struggling" as an outcome of emotional behavior. As a result of stressful emotionally-driven behavioral and emotional problems, the respondents tend to prefer "outside support" and "outside support and relation with socium" without regulating the cognitive processes.

3. The respondents who are more likely to encounter the intrafamilial and intrapersonal problems are more likely to use cognitive processes, more precisely, the method of "passive struggling" as a means of overcoming the stress. The respondents who are more likely to encounter the self-evaluation problems are more likely to use the cognitive processes, such as "self-regulation with active struggle" and "outside support-relation with socium". They prefer the method of “passive struggling”, more precisely, through regulating the cognitive processes.

4. A.V.Zverkov’s and Y.V.Eydman's “Volitional self-evaluation” survey test specified the checking of relation between the way-out of overcoming the stresses by means of “obstinateness” (active personal struggle, passive struggle, supporting from outside) and regulating the stress over the cognitive processes (coordinating of self-regulation with active-personal struggle, passive struggle, supportive-socium from outside) that there was a strict

correlation between obstinateness and active personal struggling. At the same time, there is a serious connection between obstinateness and "self-regulating through active struggle". In the "Iradi Self-assessment" survey, the stress-free stress (self-control, passive fight, outsourcing) and stress management (active self-regulating, passive fight, coordination of external support and sociological support) in cognitive processes The correlation of the relationship has shown that the self-control variable does not have any relation to the stress-exit and no indication of stress regulation. “Volitional self-evaluation” survey test specified during the checking of relation between the way-out of overcoming the stresses by means of “obstinateness” (active personal struggle, passive struggle, supporting from outside) and regulating the stress over the cognitive processes (coordinating of self-regulation with active-personal struggle, passive struggle, supportive-socium from outside) that there was not any strict relation to any sign of stress regulation and way out from the stress of self management variable.

5. The gender factor has little impact on the problems encountered by students and their choice. Women are more likely to encounter personal-psychological, interpersonal and other social problems in the teaching-learning environment than men.

The analysis of two groups based on the analysis of mood and health problems in the term of gender-specific factors show that there is a strict difference between the two groups from the point of view of "emotional state". Here, women are more likely to encounter the interpersonal and other social problems in comparison to men.

Based on the assessment of values concerning the two groups in regard to domestic problems, based on gender factor that the analysis shows that there are no strict differences between the two groups in terms of "interfamilial and inter-personal problems" and "self-regulating problems".

Based on the assessment of values concerning the two groups in regard to overcoming the stress based on gender factor that the analysis shows that there are no strict differences between the two groups in terms of "passive struggling" and "support from outside".

Based on the evaluation of the two types of outbreaks, the analysis shows that there is a significant difference between the two groups in terms of "asset-personal struggle", "passive fight" and "outside support". Men tend to prefer this technique to get out of stress.

The analysis of ways to regulate stress by cognitive processes in terms of gender factor, based on the values of assessment of two groups, shows that there is a significant

difference between the two groups in terms of the prevalence of " self-regulating with active struggling". The men tend to prefer this method to overcome the stress.

An analysis of the ways to regulate stress by cognitive processes n terms of gender factor, based on the evaluation of the two groups, shows that there is a significant difference between the two groups in terms of the prevalence of " self-regulating with active struggle". Men tend to prefer this technique to get out of stress.

An analysis of the ways to regulate stress by cognitive processes in terms of gender factor, based on the evaluation of two groups, shows that there is no significant difference between the two groups in terms of "passive fight" and "outside support and coordinating with socium".

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