Stress Resilience and Coping Mechanisms of the Regional University Students in the 2nd Wave of COVID-19 Pandemic

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ABSTRACT

Stress is a typical reaction to internal or external factors that are disrupting equilibrium in one's life or daily routine. In this study stress in considered as a multifaceted factor resulting either in good or bad outcomes depending on one's mindset and context. The context of the study is the second wave of the COVID-19 pandemic when University students were forced to continue to pursue a remote learning experience and had to adapt to new learning norms and circumstances. The focus of the study is on how the pandemic and the remote learning have influenced students' stress resilience and how it correlates with their coping strategies. As for the theoretical framework authors have chosen *a biopsychosocial (BPS) model* where a challenge or a threat is related to the way we think about situational demands and find coping resources that are available to interact with the stressful situation. Stress resilience in this article is discussed as an effective comping mechanism in order to regain the equilibrium. *The aim of the study* is to explore the factors causing stress of bachelor level students in one of the regional universities of Latvia and their coping mechanisms with stress during the 2nd wave of pandemics. *The design of the study* is a complementary use of quantitative and qualitative methodology that allows in-depth exploration of students' experience during the second wave of pandemic. *The methods or instruments:* The authors chose students' diary as a means of reporting events that are causing stress in students' life as well as a questionnaire with the students who are engaged in diverse programmes during the second wave of the pandemic (n=196 students) and factors determining their stress resilience.

Keywords: stress resilience, coping mechanisms, pandemic, digitalization, higher education

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Introduction

The pandemic has started in year 2019 in China, in the city of Wuhann at the end of 2019 and expanded all over the world. The pandemic took place throughout year 2020 and this study was carried out in the 2nd wave of pandemic when universities have already made a transition to a remote teaching and students have already adjusted to a New Normal. Universities of Latvia have successfully adapted the model of remote learning in the 2nd wave of pandemic. Major social, political, and economic changes that took place worldwide due to COVID-19 pandemic have caused changes in everyday reality, work routine, life style, job structures and interaction patterns. Pandemic caused social distancing, lockdowns, thus leaving negative long-term effects on majority of people. The new situation caused stress among people resulting in a long term health and social implications. Uncertainty about the future made it difficult to plan the future and generated psychosocial stress among people. The current study focuses on students' stress resilience during the 2nd wave of pandemic and their coping strategies.

Anxiety and stress became normal responses in new circumstances. Anxiety can be considered as a normal reaction to a situation that is new and unpredictable, causing changes in concentration, irritability, anxiety, reduced productivity and interpersonal conflicts (Vinkers et al., 2020). Pandemic also has caused feelings of loneliness, the fear of being infected, and not receiving adequate information (Brooks et al., 2020). Stress impacted sleep, memory, and attention (Goff, 2011). Academically stress affected performance and students' ability to cope with tasks. Finally, it affected their ability to learn. *The New Normal* influenced peoples' feelings, thoughts and actions in new circumstances and affected almost all spheres of life.

The circumstances of a New Normal were perceived by students as loss, threat, or challenge. Some students were not able to follow remote classes due to a low internet connection or work obligations. Some students had a difficulty in attending online classes due to work obligations. This all was causing anxiety and stress. Adaptation to a new circumstances affected psychosocial and emotional development of undergraduates. Undergraduate students usually experience stress related to academic pressures and a lack of socialization with classmates and difficulty in adapting to changes in University's life and e-environment. A systemic literature review indicates that undergraduates are undergoing anxiety and stress and other mental health disorders (Auerbach et al., 2018; Jiao, & Zhang, 2007).

Uncertainty of the situation has caused problems with sleep and made some students to adopt sedentary lifestyles (Alzahrani et al., 2021). Some students perceived a new situation as a challenge, assessed their resources how they can do to adapt to new circumstances and were quite successful to adjusting to

new circumstances. They assessed a new situation rationally if they can solve it, removed the threat, based on available sources and personal capacity and available strategies, while others complained and did nothing.

The perceptions of people depend on many personal and environmental factors. Coping is highly subjective and may lead to either homeostatic function or it might be a transformational experience leading to positive or negative change. Person's reaction to stressful situation is influenced by individual's profile, intellectual ability, and a willingness to take risks. The aim of the study is to explore the factors causing stress of bachelor level students in one of the regional universities and their coping mechanisms with stress during the 2nd wave of pandemics. A **biopsychosocial (BPS) model** serves as a good theoretical framework to relate stress and anxiety to a multiple factors, such as biological, psychological and social factors. This is a transdisciplinary and holistic approach indicating to the existence of interrelatedness of multiple factors. A dynamic interplay to all those components provides a comprehensive understanding of person's reaction to stressful events. Psychological events address thoughts, emotions and behaviour, as well as coping strategies and one's temperament. Psychological issues such as anxiety, low self-esteem, negative thinking can influence a well-being of an individual both directly and indirectly. Social aspect includes peer relationships, availability of support, socioeconomic status and situation at work. One of the criticisms of this model was its complexity and holistic nature and difficulty to apply it in a resource poor settings since it requires training and availability of multidisciplinary teams consisting of psychiatrists, mental health specialists, social welfare workers to allow a holistic understanding of the biological, psychological and social factors of an individual (Babalola, Noel & White, 2017). Still, biopsychosocial model holds a promise for team work of professionals for increasing of a well-being of an individual.

Coping Strategies in Dealing with a New Normal

New norms in social life and education made students to reflect on their inner strength that might elevate their resilience (Cosmas, 2020). Every individual has his/her own strategies for dealing with new circumstances.

Coping involves cognitive and behavioural efforts of students to manage stressful situations (Lazarus & Folkman, 1884). Ben-Zur et al. (2002) point to problem-focused and emotion-focused modes on reacting to a new stressful situation. *Problem-focused coping* is aimed at managing future threats and involves efforts of an individual to change his/her interaction with a new situation. *Emotion-focused coping* is aimed at reducing, preventing or tolerating emotional reactions to a new stressful situation. When a new situation can be controlled, problem-focused coping strategies dominate, while when new situation is considered as unchangeable, a person applies emotionally-focused coping (Lazarus &

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Folkman, 1987). Carver, Scheier & Weintrab (1989) pointed to limitations of problem and emotion-driven approaches by adding *active coping* and planning strategies.

There are several studies that are focusing on the use of problem focused coping strategies and indicate to a positive correlation with high achievement in examinations while dealing with stressful events in one's life (Ben-Zur, 2002). In some studies it was discovered that emotion-focused coping strategies correlate positively with psychological distress (Ben-Zur, 2002). The study carried out by Norlander, von Schedvin and Archer (2005) indicates, that *self-actualized affective* students' score was highest while the *self-destructive personalities* show lowest scores on coping with a new stressful situation. *Self-actualized* group of students had the lowest levels of stress, highest receptivity to change and active coping strategies, while the *self-destructive group* of students displayed the highest level of stress, lowest receptivity to change, and passive coping strategies. Among the coping strategies they have mentioned 'emotional support' and 'growth.' Self-actualized personality type of students displayed high positive transformational coping and growth in a new situation (Norlander, et al., 2005).

Self-destructive personality types of students have experienced high levels of stress. They were lacking receptivity to change, flexibility and were not capable to take a control over a new situation (Norlander, et al., 2005).

There are number of tools that were developed for assessing one's coping strategies in a new situation. Among them is SVF120 scale implying *20 coping strategies*: *positive coping strategies*: minimization, denial, distraction, relaxation, situation control, positive self-instruction; *and negative coping strategies*: rumination, resignation, self-blame. Emotional and behavioural withdrawal, and the use of alcohol are classical examples of *avoidant coping behaviour* (Lawler et al., 2005). *Passive coping* strategies are correlate with psychological distress and depression (Snow-Turel et al., 1996). Among the **active coping strategies** one can mention one's cognitive ability to use behavioural or psychological strategies to change stressor or view on how the stressor is perceived by developing higher adaptability to a new situation and psychological resilience. Resilience among young adults positively relates to extraversion and conscientiousness. Resilience among sportsman in competitive situations is higher for those who apply active coping strategies. Humour is also seen as active coping mechanism with a new and stressful situation in the face of acculturative stress (Cheung & Yue, 2012).

Numerous studies indicate to *faith, religion and spirituality* as significant factors that enhance greater resilience among the students (Cornah, 2006). Students engagement in religious activities, payers may help students to search for a meaning in the face of difficult circumstances. They are healthier and happier as compared with those for whom religion and spirituality is less important

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(Ellison & Fan, 2008). This study is focusing on stress resilience of students during the 2nd wave of COVID-19 pandemic resulting in anxiety, depression, health problems and the disruptions of everyday life patterns, as well as pervasive and lasting consequences for the mental health for many people.

Stress Resilience During the 2nd Wave of Pandemic

American Psychological Association (2019) defines psychological resilience as a process of good adaptation in the face of adversity, trauma, tragedy, threats and in the face of other significant stressors such as family, relationship problems or other problems. Resilience can be defined as one's capacity to adaptively overcome stress and to maintain normal psychological functioning (Southwick & Charney, 2012). Precker (2020) refines resilience as person's capability to bounce back in any stressful situation. There is no single definition of resilience. Still, Staroverky (2012) points to a set of characteristics contributing to development of resilience, such as optimism, altruism, moral compass, faith and spirituality, humour, good role models, social support from peers and family, ability to leave a comfort zone, and having a purpose in one's life, aim that helps to overcome failures and any difficulties, and resilience training. Rampe (2010) suggests ten pillars of resilience that are based in positive psychology: optimism leading to take positive action, acceptance of situation, focusing on potential solution, taking responsibility about one's life, overcoming the role of victim of new circumstances, building a network of support and planning a flexible strategy for dealing with challenges.

Latest research in the field have identified mechanisms encompassing genetic, developmental, psychological factors that determine development of resilience (Wu et al., 2013). From the developmental perspective, severe events in childhood affect negatively the development of stress response system, causing long lasting damage. Such factors as positive family relationships, peer relationships, supportive adults, and self-discipline that contribute to resilient functioning (Burt & Paysnick, 2012). Resilience has been widely studied among students and its effect on their well-being in alleviating depressive symptoms (Smith and Yong, 2017). Numerous studies indicate that resilient individuals have strong coping abilities and have a positive view on themselves (Szanton & Gill, 2010). Resilient people display confidence and determination that is critical for studies in the higher institution to endure adversity. Resilient individuals have behavioural, cognitive and emotional abilities to manage changes and crises (Alvord et al., 2016). Resilient people have more positive look on life, they see the bright side in every situation. Higher education students experience a number of problems, to begin with micro stressors such as academic requirements, financial issues to macro lever stressors, such as a new environment and new requirements (Kummaraswamy, 2013). As Carver et al., (2010) reported, optimists have

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low hopelessness and helplessness and less use of avoidance coping strategies in stressful situations.

Among the supportive measures one can mention social support from adults, peers, and a shared sense of values, health, supportive environment and religious beliefs, as well as help in developing mastery over life stressors (Werner, 2012; Southwick & Charney, 2012). Among the **psychological factors** that influenced one's resilience and stress tolerance are *cognitive processes, personality traits*, *optimism*, as well as active *coping mechanisms*. Optimism is seen as the expectation for good outcomes and the use of *active coping strategies*, larger social networks and connectiveness (Colby & Shiften, 2013). Friends and family members also play a critical role in building students' resilience (Kozina, 2020).

Among the other factors of resilience to be mentioned are *cognitive reappraisals*: ability to monitor negative thoughts by replacing them with positive ones (McRae et al., 2012). One's ability to cognitively reassess traumatic or stressful events in one's life can help in developing higher resilience. As Victor Frankl wrote, finding meaning even in the most devastating circumstances, is the most powerful motivation and a diving force (Frankl, 2006). People with a cognitive reappraisal ability exhibit higher resilience. Moral compass or value system is typical for resilient people. Religion or spirituality is seen as a facet of one's moral compass (Southwick & Charney, 2005).

In the circumstances of current crises this is essential to learn to take control over a situation as much as possible. As Vinkers et al. (2020) assert that resilience exists not only at the individual but also at the community level. There is some kind of communal resilience that helps to cope with a new situation. In Latvia, local Municipalities supported schools with technologies for the disadvantaged families, Universities have offered training for the staff members to work online. The first outbreak of pandemic equipped universities and students with the resources to handle a new situation in case of its reoccurrence. Interventions carried out during the first wave of pandemic, like ensuring access to studies in an online environment and taking initiatives locally, helped all agents involved to deal with the situation more efficiently. Numerous studies have been conducted on stress resilience among the students from nursing programs who experienced the highest level of stress (Liang et al., 2019). Fostering students' resilience is particularly important to be successful at the university and in building inner strength. Such training fosters students' positivity, problem solving ability and resourcefulness. Among the factors that foster resilience are peer support, mentoring and networking (in whats up groups or other media).

Resilience Scales

There are numerous tools available to measure resilience. Among the popular ones are *Connor-Davidson Resilience Scale (CD-RISC)* that measured resilience in

stressful conditions and contains such aspects of resilience as personal competence to deal with stressful events, acceptance of a need for a change, tolerance of stress, control over a stressful situation and spiritual strength to overcome all the difficulties. *Academic Resilience Scale (ARS-30)* helps to preserve even in the midst of any difficulty and to gain achievement. It focuses on preservice, adaptive self-seeking, negative affect and emotional self-response. *Scale of Protective Factors (SPF)* developed by Ponce-Garcia et al (2015) focuses on resilience for the individuals who have experienced trauma. Predictive 6-Factor Resilience Scale (PR6) focuses on self-efficacy, emotional regulation, preservice and hardness, reasoning and collaboration. *The Ego Resilience scale (RS-14)* developed by Block and Kremen in 1996 measures one's adaptability to new circumstances.

Coping Strategies Among University Students

There are numerous qualitative studies that have been carried out on coping strategies among the university students. For example, qualitative semi-structured interviews were carried out with eight academically successful Latino students (Borjian, 2018), indicating to a high motivation as a main driver for an academic success and survival in any difficult situation. Individual interviews were carried out with ten at risk students (Bowen, 2016) that indicated to supportive strategies, strong peer group support, adult mentoring and intrinsic motivation as the main coping strategies in the university setting. Another qualitative phenomenological study carried out was focusing on the experience of Latino students (Cavazos et al., 2010) and revealed that goal setting, interpersonal relations, intrinsic motivation, internal locus of control are the main factors of resilience in the educational process. Another qualitative study involved interviews with twelve academically successful Latino students (Welsh, 2012) and pointed out to the importance of family and social support in the process of remote learning. Numerous studies have proved that by improving students' stress resilience, Universities contribute to students' success in academic performance and enable them to deal with stressful events.

Coping strategies relate to cognitive and behavioural changes and management of internal and external stressors. Several studies have singled out three main coping strategies: 1) *problem-focused coping* that is task-oriented coping, 2) *emotion-focused coping* that help with diminishing stress via emotional responses, like anger and self-preoccupation; and 3) *avoidance coping* strategies like avoiding stressful events rather than actively dealing with them (Chen, 2016). *Positive coping strategies* are leading towards positive adjustments in stressful events and decreased a level of anxiety, and students who were more optimistic and used positive coping strategies could manage stress more easily. The research confirms that female students use help-seeking behaviours and emotion focused coping strategies more as compared to males (Liu et al., 2017). There is higher use of

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positive coping strategies among medical students in comparison with non-medical students. This can be explained that medical students have more knowledge of coping strategies and mental health than non-medical students (Wu et al., 2020).

Research Methodology and Participants

For the purpose of this study a questionnaire was carried out among the regional university students on their main stressors, stress resilience and coping mechanisms. In total, $n = 196$ students took part in a questionnaire. The questionnaire was offered to fill in to all students of education and nursing program in an online format. Students were asked to fill in a questionnaire on voluntarily bases. Among the participants were the students of education, management, nursing and IT. The majority of participants who comprised the sample were bachelor level nursing and sport students. According numerous international studies this group of students experienced stressful situations more often than other students since they were having huge workload during the pandemic, they were working under a constant threat and fear of getting infected.

To ensure the validity of data, the authors have used students' diaries and their self-monitored data about their everyday stressors and coping strategies. In depth qualitative meta-ethnographic approach on students' perspectives contributed to building an overall picture on students' stress resilience. The other research method used for the purpose of this study were students' electronic diaries. They were asked to monitor stressors and coping strategies weekly on a voluntarily bases. The researchers have guaranteed the anonymity of the research participants.

All data was gathered, carefully categorized and analysed. Among the limitations of the study is a single regional university therefore findings cannot be generalized to other Universities. Another limitation is a low response rate due to electronic survey distribution. Despite of a low response rate, the sample was substantiated of ($n = 196$) participants, which is sufficient enough to examine statistical data. The authors also considered selection bias of students who took part in this study as an additional potential limitation, since majority of respondents were from nursing training programs. But, gathering students' perspectives on resilience is essential for filling up the gap and informing training practice. This study has limitations in a sense that sample is comprised of a small sample of regional University and can not be related to international settings.

Research Findings

The survey data indicated that among the most frequent problems during the pandemic the students have mentioned sedentary way of life (Mean = 2.08), and

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a feeling of being tired (Mean = 3.50), as well as difficulty in getting up in the morning (Mean = 2.62), anxiety (Mean = 2.25), and a difficulty with concentration (Mean = 2.35). Among the main worries/stressors the students have mentioned was not having enough time for rest (Mean = 2.16), doing thing in a hasty way (Mean = 2.27) without a deeper engagement and understanding of an issue; not having enough time for hobbies (Mean = 2.10) and not being able to cope with personal problems (Mean = 2.75). The main stressors were related to students studies rather than to their everyday life. Students have developed a good balance between their personal life and studies, therefore not all stressful situations are related to their studies.

Data derived from students' diaries indicate that among the most often mentioned stressors in students' diaries are *factors related to their family life*, like illness or a death of a family member, care of elderly family members, financial difficulties, and *everyday issues*, like, forgetting a pin code, health issues, the noise of drilling behind the wall that irritates the students; *physiological issues*, like, insufficient sleep, back pain from a lack of movements while studying at home office. Since many students combine their studies with work, they have mentioned a number of *work related stressors*: conflicts with the colleagues at work, intensive workload, fear of getting infected at work, not being able to attend classes because of a heavy workload at work. Majority of respondents (*n* = 123) were students who are engaged in nursing, therefore, they have mentioned their workload as one of the stressors along with e fear of being infected, lack of time, stress caused by a fear of vaccination, fear of increasing accommodation fees, health issues of family members, positive COVID-19 test result. Among the main *stressors related to their studies* they have mentioned difficulty to combine work and studies, to attend classes, to complete all the assignment in time, back pain because of long hours spent in zoom. Since the research was carried out during the 2nd wave of pandemic, students partly adapted to a new situation in the university and related stressors mainly to their private and family life. Since majority of students are having their families they have developed a good study-work—family life balance, therefore studies in the university was not their main stressor.

Among the coping strategies during the 2nd wave of pandemic as mentioned by Carver (1998) and Norlander et al. (2002) as the most *highly effective* were social support that was received from the family members and friends, *among the low effective strategies* in a long run were the use of alcohol and sweets.

Among *the cognitive and transformational* strategies were one's ability to change ones destructive and negative thoughts about one's future, but among the *growth strategies* the students have mentioned ability to accept *the situation philosophically*, not being worried about things that cannot be changed or controlled and taking control over the things that can be controlled or changed.

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Among the *healthy coping strategies*, students have mentioned: a healthy diet, sport, listening to music, expressing one's emotions, time management, aroma therapy, crying while watching a sentimental movie, walks in the nature, time spent with the family members, cleaning the room, swimming, humour, fishing and gardening.

Table 1. Students Responses in Their Diaries

Response to a stressful situation	Description	Example from students' diaries
Minimization	Devaluate intensity, duration or importance of stress	'This situation will end one day, it cannot last forever'
Distraction	Distraction from stress related activities/ situations	'In order not to think about the future I take a bigger workload at work and study and do both have time to be depressed or stressed'
Substitute Gratification	Turn to positive activities	'I try to find positive emotions in small everyday things: I am listening a good music, going for a walk,
Situation control	Analyses of situation, planning actions, controlling solving problem	"if something is unclear, I contact my mentor and clarify the situation' 'Every evening I discuss things with my husband, we share some worries and think how to solve them'
Control of Response	Keeping ones reactions under control	'When I cannot cope with a situation, I go for a walk, hug the tree and get more positive energy out of it. '
Positive Self-instruction	Encouraging one to control situation	"I try my best to adjust to a changing daily routine, changing regulations' ' I go and plant flowers, meet friends and discuss our concerns and worries'
Social Support	Looking out for somebody to talk, for social support to resolve stressful situation	"In case of some unresolved problems I talk with my family members, I go for regular weekend trips with them or to suburbs.'
Avoidance	Avoiding stressful situation	"I prefer not thinking about pandemic at all as if it does not exist at all"
Escape	Tendency to escape a stressful situation	" In order not to spoil my mood and not let the situation in, I simply was focusing on my hobbies, I was listening to music and pretending that the situation with Covid is a fiction, it is only artificially created reality by somebody"
Rumination	Breaking off from ones destructive thoughts	"I have learned to switch my attention to other things, restarted redecorating my apartment, started jogging."
Resignation	Giving up feelings of helplessness	" Even in helpless situation I try to find a solution"

As one of the students wrote: 'I am listening Beethoven's sonata and it always improves my mood.' While the other wrote: 'I have learned to accept the situation as it is.' or '*I look at things philosophically and do what I can and what I can change.*' Some students have mentioned cognitive **reasoning** what they have practiced in stressful situations: '*In stressful situation I stay calm for a while and try to analyse things, until the picture gets clearer and the solution comes into my mind.*'

Majority of students in their diaries have mentioned social support as a coping strategy that they have received from different sources: family members and friends, as well as from their peers. As one of the students wrote: '*Even a short message received in my smart phone from my friend is worth more than ten thousand words in time of pandemic.*'

Among *unhealthy or low effective coping strategies in a long run* students have mentioned an overuse of sweets, coffee and alcohol. Among the self-destructive strategies, students have mentioned fearful thinking, depressive thoughts about the future, one's health.

Among the most frequently mentioned coping strategies, students have mentioned physical exercises, listening to a preferred music, better time management, waking, time spent with their family and friends, yoga, meditation, sweets and alcohol.

Table 2. Pearson Correlation Between Different Aspects of Students' Self-Care and Stress Resilience

Correlations		
Indicators of Self-Care		
Self-care – Physical aspect	Pearson Correlation	.364
	Sig. (2-tailed)	.000
	N	198
Self-care – Psychological aspect	Pearson Correlation	.146
	Sig. (2-tailed)	.040
	N	198
Self-care – Emotionally	Pearson Correlation	.234
	Sig. (2-tailed)	.001
	N	198
Self-care – Spiritually	Pearson Correlation	.075
	Sig. (2-tailed)	.296
	N	198
Self-care – Social-Relational	Pearson Correlation	.161
	Sig. (2-tailed)	.024
	N	198
Self-care in educational process	Pearson Correlation	.192
	Sig. (2-tailed)	.007
	N	198

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The qualitative part of the study indicate to quite good level of emotional and physical self-care among the students, as well as a spiritual care. The higher is self-care for oneself in adverse situation, the higher is students' resilience in adverse circumstances. Students have managed to establish good relationships with peers and families as well as found ways of emotional coping as strong factors of resilience.

The highest level of care among students was in the *physical* (Mean = 1.69) *and emotional* (Mean = 1.95) dimension of self-care, the lowest indicator was for a *spiritual self-care* (Mean = 1.56). The higher was students' emotional sphere, the higher is stress resilience (r = .234). Emotional sphere relates to students' ability to maintain good relationships with people who are important in their life, receiving from them support and understand, allowing to express emotions (anger, sadness), finding things that make them laugh, re-reading favourite books, and watched movies. The indicator of *psychological self-care* (Mean = 1.53) include care about themselves, taking into account one's inner experience by listening to beliefs, feelings, practicing strategies how to reduce stress in life, being open to receive psychological support from others. This means that during the first wave of pandemic students have developed mechanisms of emotional self-care (management of emotions, walking, doing exercises) so that during the 2nd wave of pandemic these indicators were quite high and increased higher stress resilience. The better they were able to cope with their emotions, the higher was there stress resilience.

Conclusions

The coronavirus pandemic has caused a long term impact on students' everyday life and affected their life style and communication patterns. Anxiety and stress were normal responses in these extreme circumstances. Some students responded to a new situation highly adaptively, dealing with emerging challenges, while some students were unable to cope with a new situation. Therefore, the impact of the pandemic is very heterogeneous. Coping is highly subjective and may lead to either homeostatic function or it might be transformational and lead to positive or negative change. Students' reaction to stressful situation is influenced by individual's profile, intellectual ability, and willingness to take risks.

Recourses and coping strategies during pandemic affected the whole community. Among the most widely adapted coping strategies University students used *cognitive problem coping strategies* and a *social support* (keeping ties with friends and families, networking). Promoting social connectiveness is of the most importance, since loneliness and social isolation made more difficult to overcome pandemic.

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Among the most efficient strategies as mentioned by the students were planning a daily routine and promoting self-care. Physical exercises and a healthy diet are among efficient means to promote stress resilience as mentioned by the students. One of the factors that can facilitate coping with a new situation, is efficient leadership in the organizations that helps students and staff members with the clarification of a new situation at work.

The upcoming pandemics will continue to affect students therefore governments and educational institutions need to be ready to provide efficient means for building resilience. Resilience training can mitigate the effects of the diverse events and will build stress resilience of students during any upcoming global pandemics. Gathering students' perspectives on resilience is essential for filling the gap in the current research and informing training practice.

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