

Impact of stress on creative human resources and psychological counseling in crises

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Abstract — This paper deals with stress, which is a major problem for students throughout the modern world. Stress is a significant problem of our times and affects both the physical and mental health of people. The main objectives are to ascertain the extent to which stress affects students' academic success and health and to suggest some techniques and practices to cope with stress for students. Stress coping methods are the physiological, cognitive, behavioral and psychological methods to deal with stress. The main method used has been to gather and analyse the relevant data. An important source of resistance to stress is a person's creative abilities. Stress and creative abilities of a person interact ambiguously. On the one hand, stress suppresses creative abilities, as well as all other intellectual abilities of a person. On the other hand, stress encourages people to search for new forms of response, that is, to creativity. The nature of creativity in a stressful situation is largely related to the type of stress. The more extensive stress a person experiences, than higher and larger his creative achievements. On the third hand, the creative abilities of the individual help her to undergo stress easily, sometimes not noticing them. On the fourth hand, the creative abilities of a person "lead" him to specific stressful situations associated with the need for its realization, as well as with the opposition of creative and reproductive (stereotypical) social patterns of life activity. There are some interesting problem solving methods, they can integrate in crisis management system in psychological counseling and training in the academic service of psychological assistance (support for students and teachers), etc. Our investigation clearly demonstrates what there is necessary to give consulting and seminars on stress management.

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It clearly showed the necessity for individual and group consulting, workshops, seminars, and even compulsory courses in order to help students cope with stress and to avoid mental health problems and other negative results. Psychological counseling in a crisis is aimed at enhancing the creative abilities of the individual. The consultant encourages the client to creatively rethink what is happening and what happened in his inner and outer world.

Keywords— academic performance, creative abilities, mental health problems, psychological counseling in crises, stress, stress management techniques.

I. INTRODUCTION

Stress is a reality of everyday life. The term "stress" used first in physics in order to analyze the problem of how man-made structures must be designed to carry heavy loads and resist deformation. With the transition from physics to the behavioral sciences, the usage of the term "stress" changed [1].

According to C. M. Wheeler [2] stress is a word of physics, which refers to the amount of force used on an object and it relates in real life to how certain issues that carry force are applied to humans. Examples like financial difficulties, health issues, personal conflicts and work issues all carry force or pressure on a person's body, mind and spirit. Some of the pressures originate from the environment but most often it emanates from within a person's head in the form of worry, anxiousness, regret, discouragement and low confidence and self-esteem. This article uses the term "stress" in the context of mental health. For roughly the last 50-60 years the term stress has increasingly been used in the behavioral and health sciences. The accompanying social "theory" explains observations about stress as an aspect of student life. Our findings about stress confirmed, that Russian and Kazakhstani students at universities always experience a significant amount of stress during their academic life and they need ways to help to cope with it. An important source of resistance to stress is a person's creative abilities. Stress and creative abilities of a person interact ambiguously. On the one hand, stress suppresses creative abilities, as well as all other intellectual abilities of a person. On the other hand, stress encourages people to search for new forms of response, that is, to creativity. Another question is the nature of such creativity. The nature of creativity in a stressful situation is largely related to the type of stress. The more extensive stress a person experiences, than higher and larger his creative achievements.

However, if stress exceeds the capacity for survival of a person as a biological, social, spiritual and psychological organism, then a person may die. On the third hand, the creative abilities of the individual help her to undergo stress easily, sometimes not noticing them. On the fourth hand, the creative abilities of a person “lead” him to specific stressful situations associated with the need for its realization, as well as with the opposition of creative and reproductive (stereotypical) social patterns of life activity.

In this paper, we discuss how student stress affects creative capabilities and academic performance and can cause mental health problems and their consequences in academic life. We provide some methods on how to cope with stress, to transform it in development, and to avoid mental health issues during the study period. We consider different stress management models, including integrative ones. We also reveal the main content and technological aspects of working with stresses in the model of M.R. Arpentieva, show the importance of creative processing ideas about themselves and the world, which led a person to the crisis.

II. DISCUSSION

Undoubtedly, stress has become the number one reported impediment to academic performance and creative capability. A Publication of New York University [3] stated that 55% of students claimed their biggest stressor to be academic in nature. 6 in 10 college students report having felt so stressed they could not do their studies on one or more occasion. Stress is the process by which a person reacts when faced with external or internal problems and challenges. “The organism processes numerous systems to coordinate such adaptive responses both at systematic and cellular levels,” that means, stress has direct effects on the brain and the whole anatomy of the body: failure to adapt to a stressful condition can result in brain malfunctions, physiological problems and also areas of psychological challenges in the form of depression, anxiety, pain and burnout [3]. Additionally, many of the mental and physical symptoms that occur commonly in the student population, such as headaches, fatigue, depression, anxiety, and the inability to cope, can be attributed to or exacerbated by stress [4]. It is important to note that by hampering habitual functioning, stress naturally reduces a person’s mental functions. He encourages people to return to more primitive ways of protection from danger. However, this does not work for all people, and not uniquely. There is a certain selectivity in the nature of the impact of stress in the context of personality-psychological, social, spiritual, moral, physiological, and other features of a person experiencing stress. influenced by age, gender (gender) factors, professional, ethnic, religious affiliation, features of life experience and relationships (stability of relationships, fullness of relationships with love, understanding, congruence), self-realization and self-efficacy of personality, its existential fulfillment and many other factors. At the same time, “canceling” habitual ways of understanding oneself and the

world, actions in the world, and, if it is a question of crisis, canceling habitual values, etc., stress contributes to the creative development of a person. Surveys conducted by Kansas State University reveal more than a 50% increase in stress-related mental health issues reported to campus counsellors between 1988 and 2001 [5]. These increased stress loads come with some dire consequences. Suicide rates amongst college-aged students are three times higher than they were in 1950, as described by American College Health Association statistics published in *Psychology Today* (Retrieved on March 10, 2016). They also have a negative impact on the development of students’ intellectual and creative abilities, their becoming personalities and professionals.

When individuals search for help, they are regularly managing conditions, circumstances, and stressors in their life that leave them feeling mentally and physically disturbed [3]. Countless people feel that they have very little resources or assistance to deal with the high levels of stress they are experiencing. Circumstances that trigger stress are known as “stressors”. According to [3] stress is not only because of negative things; positive things also cause stress. In our life, we only know stress to be bad but that is not the case. There are two types of stress: eustress and distress. There are some positive situations that cause a person to be stressed, like promotion at work, starting a new job, getting married, having a child, etc. Obviously, positive and productive stresses in students include situations of successfully passing the next “initiation”: passing an exam, a test, preparing successful qualification work, successful performance at a conference, successful implementation of a practical task, success in finding a mentor (both professional and personal), the vicissitudes and successes of friendships, the achievement of harmony of love relationships, etc.

On the other hand, negative stressors are easily noticed. Examples of negative stressors are: death of a loved one, unemployment, divorce, illness, etc. There are many positive and many negative things in the student's age. Among the negative stresses and crises associated with “matetogeny” and “pediogeny” are leading. Matetogenias and methods of harassment and violence against teachers by students are described less frequently, but even in higher education, “matetogeny” and “pediogeny” are not uncommon. Especially their surge generated by the modern system of paid education, distorting the meaning and moral limitations of the relationship between teacher and students. Of course, the teacher is the central figure who suffers from persecution against her. But the students themselves suffer: disrespect for the teacher as a parental figure and the representative of society as a whole destroys the moral, mental and even physical health of a person. Having lost a mentor in the person of their teacher, the students lose a lot. Self-harassment (intimidation) destroys the inner and outer world of a person: the stress of violence, the stress of desacralization, the stress of rejection of development and other related stresses block the creative abilities of a

person and his development in general. Bulling as a closed system introduces people to the vicious circles of non-creativity, deprived of the awareness and understanding of themselves and the world of the state. Bulling destroys even the reproductive intellectual resources of a person, not to mention creativity. Pedagogias are also extremely damaging to students. The pursuit of a student by a teacher can be assessed using indicators such as the "student exploitation index" (M.R. Arpentieva): the forced exploitation index, consumer orientation and actions towards the student. This indicator is the higher, the more comprehensive the harassment, and the higher the level of functioning is affected and destroyed. This is especially dangerous when the teacher directly destroys the value and spiritual orientation of the students. However, the pursuit of "lagging behind" students is more traditional and is sometimes encouraged. However, the student needs help and care, you need respect and support, you need real incentives, confirming, and not disproving his ability to learn. It is necessary to assert the student as a creative and intellectual person, and not deny it. Against this background, deformations of relations in the educational system are also characteristic, including the destruction of intimate-personal ties (friendship, romantic relationships, spiritual mentoring, and relations between children and parents are destroyed). Also characteristic is the destruction of professional relationships: the rejection of quality education, the de-reference of the professional group and the rejection of work in the specialty.

G. Essel and P. Owusu [3] mentions some other types of stress which are different in their own ways. For example, there is the eustress and "this is any kind of information or sensory stimulus that is perceived as unimportant". At student age, the age of hopes and discoveries, many stresses seem unimportant. And they really can be so, because there is a test of a young person's ability to show courage and courage, initiative and perseverance, moral values and empathy towards others in life. At this age, the skills of learning and self-development are formed and actively developed. This is the age of the beginning of human self-realization, which is carried out in support of loved ones. Therefore, a student is protected from many stresses by this support and by the fact that his activity is not as tough and unequivocal as the activity of an adult person. Some students therefore do not study at full strength, "schoolchildren", imitating training, skip classes and draw down qualifying studies, etc., because they believe that the time and place of real work has not yet come. However, learning is work that is associated with many difficult tasks. In Russian, the concepts of "work" (in Russian - "труд") and "difficult" (in Russian - "трудности") are cognates.

In general, stresses and crises are incentives for human development, as well as moments of choice - development or rejection of development. Failure to develop is one of the typical types of protective behavior that a person chooses to reduce suffering in the present and the future. However, bringing partial reassurance ("the ability to solve at least

something," "independence from the imposed framework," "maintaining relationships," "revenge for insults," "avoiding deadlock" and "overcoming impotence", etc.) in the present, refusing from development destroys self-realization, creative and intellectual abilities of the individual. At the same time, the choice of development means that a person becomes "inaccessible" for the stresses of the type he has overcome, these stresses disappear from his life, or are minimized by their significance. As a result, a person moves to a new level or a new stage of life, where there will be other crises and stresses. This, in essence, as noted above, is the process of social initiation in its completed form [4; 5; 6].

III. RESULTS

As is well known, stressful events can be very common in both private and professional life, and above all, in universities. Studies suggest that many students and lecturers experience significant mental health issues. Stress is a major problem in higher education [7; 8; 9; 10]. Stress-related disorders can impair cognitive functions and thereby lead to poor achievements with exams [11; 12, 13]. Mental health difficulties contribute to problems with achievement and relationships at colleges [14]. In severe cases, they prevent students from regularly attending class, but more often students simply struggle with these problems on a daily basis, leading to further negative social and academic function [15]. The word stress conjures up thoughts of depression, negativity and anxiety and other potentially life-threatening issues even including suicide.

Of course, student life has its own characteristics. However, each period has its own characteristics: there are new growths, their own goals and development goals, their own leading activities, etc. It is important to note that during the student period a person goes through becoming a personality (builds up a meaningful system of attitudes towards himself and the world), becoming a partner (mastering intimate and personal aspects of relationships) and becoming a professional (moving from professional self-determination to professionalism). All these three movements give rise to multiple stresses that form crises: a first-year crisis (year of study), a third (transition) course crisis, a graduate crisis, etc. In all these crisis and intercrisis periods, the student tries a variety of models for understanding himself and the world, including creative and reproductive ones. In part, he may return to the times of adolescent negativism and a demonstrative rejection of the experience of the parental family. In part, he returns to them one way or another, and also tries out the models offered by the media and other peers and their families. The experience of mentoring and joining professional groups is also very important. This includes the processes of separation of the reference group and entry into it, including in relations with teachers, specialists of educational and professional practices, etc. Young people with mental health issues, spiritual and somatically issues usually do not receive enough help. Most young people do not receive treatment for mental health

difficulties in stress and distress [16, 17, 18, p.10]. Due to the high prevalence of stress, it is important to consider alternative ways and methods during the educational process for promoting the social-emotional well-being of Russian and Kazakhstani young people. Educational establishments should be pro-active in promoting positive mental health, identifying and intervening as early as possible to prevent the onset of serious problems, and respond to both children and young adults in distress [15]. Regarding the negative impact of stress at intrapersonal and somatic levels, it is important for healthcare professionals to master a repertoire of stress management techniques and teach them to their clients. This also could be done when students embark on the high education. It should be noted that stress management techniques are applicable not only to people who manifest a disease or mental disorder, but also to healthy people. For it has been proven that when added to one's daily routine practice it is an effective tool for health enhancement and protection over the whole of the life span. Health promotion, as one of the main approaches to health enhancement, can serve this multiple role by designing and applying interventions to reduce or prevent distress and PTSD and adequately contribute to future health and wellness throughout the whole of society [19, p. 45].

Different types of stress act to creative abilities. Our investigation clear demonstrate what there is necessary to give consulting and seminars on stress management. It clearly showed the necessity for individual and group consulting, workshops, seminars, and even compulsory courses in order to help students cope with stress and to avoid mental health problems and other negative results [20; 21; 22]. The key to developing the ability to cope with stress, to compensate for and minimize its negative effects, and to use, by strengthening, positive effects, is the development of the creative abilities of clients / students.

How can one influence the formation and development of creative abilities as a component of stress resistance and coping with stress, as well as the conditions for productive and effective transformation of stressful situations in a situation of development? There are some interesting problem solving methods, they can integrate in crisis management system in psychological counseling and training in the academic service of psychological assistance (support for students and teachers), etc. There are two central vehicles of the crisis management system that can be adopted for broad knowledge sharing in relation to coping with stress during the educational processes: dedicated online courses and face-to-face consulting dialogue. Very effective and productive models stress management there are in psychoanalytical, behavioral psychotherapy and consulting, cognitive approach and existential, trans-humanistic approach. There are other options as well, for example, with the help of the Mental Health Commission of Canada [15; 21], in interactive site has been created. This consists of yoga courses and music among other things to relieve stress, there is online lessons for parents and students

through the internet. A searchable database of all of the nominated programs from the internet has been created to assist school and universities boards in learning about existing activities from across the country and beyond. The ability to manage stress is really an important issue when it comes to the topic of stress. Due to this, the Canadian Clinic Community Health Centre has laid down some stress relieving techniques which can help a lot, especially for students. Relaxation means to treat and relax all stress centers in the body and gradually check mechanisms that may lead to stress, thereby reaching complete relaxation both inside and outside the body. In Japan, S. Morita proposed a method of morita-therapy [22]: coping with stress through its adoption, "non-action" in relation to stress. In the Baltics and Russia, unique techniques have been developed for dealing with the "over-passing" of difficult life situations and "letting go" and forgiveness of stress, oneself, participants of a stressful / crisis situation (L. Viilma, S. Lazarev, etc.) [23; 24; 25; 26; 27; 28]. These techniques do not work locally, but globally. In addition to directly disturbing a person's situation, other difficulties of his life are resolved that are associated with this or similar stress in the past and the future. The person ceases to consider the crisis or stressful, ceases to fight, trying to avoid stress or destroy it and "enemies." As a result, there is its healing at various levels, including the level of social success in educational and professional spheres, the level of interpersonal relations, psychophysiological or functional changes in the body. The methods of cognitive-behavioral psychotherapy in its systemic, integrative version are very productive. In many cases, existential-humanistic models of work aimed at correcting existential disturbances and stresses affecting the very foundations of human life are useful. All of these models work with human intellectual and creative abilities, developing them at all levels: they provide psychosomatic relaxation and relief from "panic attacks" and other psychosomatic reactions of fear of inability to cope with circumstances. (An example is such psychosomatic reactions as (in the passively guilty form, typical for women and girls, urinary incontinence and (in the aggressively revengeful form, typical for men and young men), hemorrhoids. Personal deformations are also observed, including a superficial approach to education and the predominance of motives for avoiding labor, simulating learning activities ("scholyarstvo"), psychological burnout, shaping and strengthening learned helplessness, blockade of self-realization and the formation of the "Jonah complex" (protection from development, A. Maslow), etc. Interpersonal deformities also arise (disrespect and alienation, barriers of mutual understanding, bullying and harassment, including in the form of matogeny and pediogeny). Existential deformations occur: overwhelming activity and life affirmation, existential anxiety, existential emptiness and meaninglessness, existential non-fulfillment.

An important source of resistance to stress is a person's creative abilities. Stress and creative abilities of a person interact ambiguously. On the one hand, stress suppresses

creative abilities, as well as all other intellectual abilities of a person. On the other hand, stress encourages people to search for new forms of response, that is, to creativity. Another question is the nature of such creativity. The nature of creativity in a stressful situation is largely related to the type of stress. The more extensive stress a person experiences, than higher and larger his creative achievements. However, if stress exceeds the capacity for survival of a person as a biological, social, spiritual and psychological organism, then a person may die. On the third hand, the creative abilities of the individual help her to undergo stress easily, sometimes not noticing them. On the fourth hand, the creative abilities of a person "lead" him to specific stressful situations associated with the need for its realization, as well as with the opposition of creative and reproductive (stereotypical) social patterns of life activity. Counseling, aimed at supporting students and other clients experiencing stress, should be aimed at enhancing the creative resources of a person at all levels and in all situations, including the revision and "reviewing" of a person's entire life [29; 30; 31; 32].

Psychological counseling in a crisis situation is aimed at enhancing the creative abilities of the individual. The consultant encourages the client to creatively rethink what is happening and what happened in his inner and outer world.

Let us consider how stress management and crises in academic psychological counseling (counseling in universities and schools) are carried out within the framework of an integrative model of cognitive behavioral therapy M.R. Arpenteva [33; 34; 35].

1. Identification of the internal conflict, "attracting" external stresses and reflecting the experience of stress during the life of the client. Internal conflict:

- need for development - avoiding development ("Jonah complex");
- the need to be spontaneous, free, to be yourself (transparency) - the need to control, to be congruent to the world ("harmonious");
- the need for security, comfort - the need for change, adventure and risk, challenges;
- inferiority complex - perfectionism, the desire to be perfect / "good";
- the need to understand yourself and the world,) - the need to experiment, find new things in yourself.

2. Identification of out-of-conflict: a study of the maintenance of a stressful situation. External conflict:

- the need for confirmation, the desire to become visible - the need to resolve, "make visible", significant other;
- the desire to be needed by others, to give, to serve - the desire to gain, accept, win;
- the desire to be loved / belong, to be included - the desire to protect themselves from the pain of "tearing";
- the need for superiority and power, changing the world - the need for submission and humility;
- the need to understand others - the need to discover new things and keep "secrets".

3. Analysis of symptoms and its internal mechanisms. Symptoms and forms of neurosis:

- anxiety responses (behavioral forms of manifestations);
- anxiety-states (generalized to the level of habit);
- anxiety-personality traits (anxious personality, mental and somatic disorders);
- anxiety interpersonal relationships, different forms of interdependence;
- anxiety of existential (default, meaninglessness, fatigue-emptiness, disharmony).

4. Selection of the locus of work after the study of the request, symptoms, external and internal conflicts.

Locus of work:

- joint development and mutual confirmation;
- differentiated spontaneity and conscious control;
- freedom of research and acceptance of the challenges of fate and relationships;
- the adoption of the dialectic of "good and bad", the extraction of possibilities from constraints, points of development from blockades and masks;
- tolerance to uncertainty, incompleteness, disharmony, openness of internal and external.

5. Technological aspects of work:

- clear and sustained focus on the client's request and its disturbing level and component of the neurotic disorder;
- paradoxical and / or reconstructive-complementary orientation of interaction (confirmation / paradoxical confirmation / confrontation);
- a combination of research and transformation, resolution and "blessing" of change: translation of responsibility, readiness and ability for more or less large-scale, multi-level and intensive changes inside and outside;
- translation and assignment of responsibility, joint research and information on internal and external conflicts, the resolution of "living your life", along with the acceptance ("permission" / humility before) of someone else's;
- psychotherapeutic triad "consultant - client-supervisor":
a) confirmation and support, b. research of parallel processes, c) meta-research, an additional level of research on cognitive and other disorders ("consultant's anxiety").

6. The results of work with stress and situations that provoke "school" and other neurosis and neurotic reactions:

- personal (re)integration, restoration of the integrity of the personality, its ability to self-regulate to achieve balance (congruence and integration into society) and to go beyond the limits of balance to achieve transparency and authenticity, creative and reproductive intellectual abilities;
- prevention of negative transgressions and support of transcendences at all levels of human activity, the intensive and cumulative development of the intellectual and creative abilities of the individual;
- achieving a multi-level, multicomponent, creative, reflexive and consistent dialectic understanding of oneself, other people, life situations and the world as a whole, correction of cognitive (semantic), behavioral and interactive,

relational and value errors, overcoming blockades and development barriers;

- existential meaningfulness, satisfaction and fulfillment, the discovery and realization of their purpose in joint activities in the professional, family and other areas.

IV. CONCLUSION

The goal of this article was to identify how stress is perceived, how stress act to creative abilities, to ascertain, whether it is necessary to give consulting and seminars on stress management. Different types of stress act to creative abilities. Our investigation clear demonstrate what there is necessary to give consulting and seminars on stress management. It clearly showed the necessity for individual and group consulting, workshops, seminars, and even compulsory courses in order to help students cope with stress and to avoid mental health problems and other negative results. The key to developing the ability to cope with stress, to compensate for and minimize its negative effects, and to use, by strengthening, positive effects, is the development of the creative abilities of clients / students. Psychological counseling in a crisis situation is aimed at enhancing the creative abilities of the individual. The consultant encourages the client to creatively rethink what is happening and what happened in his inner and outer world.

Creativity in everyday and professional life as a goal of counseling helps to solve many problems of both students without special problems and students with behavioral deviations, psychosomatic and mental disorders, disability, etc. [36; 37; 38; 39]. The developmental (that is, aimed at the development of creative abilities of students and teachers) modus of academic psychological counseling naturally complements the compensatory-correctional model of care [33; 40; 41; 42; 43; 44].

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