

# A study on the stress management among college students with special reference to St. Alphonsa College, Mannarkkad

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## ABSTRACT

*This project titled “A study on the stress management among college students with special reference to St. Alphonsa College, Mannarkkad” is carried out to promote a better understanding of stress faced by the college students. This study sought to analyze how much stress college students perceive that they are experiencing and what are the most common sources of stress within this group. The main objective of this study is to identify sources of stress and its effects on student’s life. The study also suggests recommendations to minimize the student stress. The data for this primary research has been collected through questionnaire. A sample size of 100 is taken and data has been collected and tested. As per the findings of the study it is quite clear that most of the respondents feel stressed in their college life. College stressors have wide varieties, from academic work to uncertainty about the future, difficulties in interpersonal relationships, family issues etc. It also recommends certain suggestions to cope up with stress*

**Keywords:** Stress Management, Stress, Consequences

## INTRODUCTION

Stress is a complex, dynamic process of interaction between a person and his or her life. It is the war one reacts physically, mentally and emotionally to the various conditions. Stress is the debilitating effect caused by constant pressure both at work and home. In other words, stress is an outer force that has a command over inner feelings. Although it is an unavoidable part of many activities at work and at home, stress become harmful when it reaches intensity that impairs daily activities.

Student life is a changeover period. They do a course thinking it will enable them to do or have something that they want, such as increased job opportunities or enhanced enjoyment of life. Studying is part of a process of change and, sometimes, change can cause a lot of anxiety. Stress is an inevitable part of life; it can take a toll on student’s physical health, emotional wellbeing, and academic success unless they learn to manage it appropriately. College students experience stress related to changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships. Extreme levels of stress can hinder work effectiveness and lead to poor academic performance and attrition. Introducing successful coping strategies may help students avoid the destructive consequences of excessive stress.

## REVIEW OF LITERATURE

**Segal (2013):** This is imperative to the amount of stress involvement they encounter when stressed. This can be influenced by individual’s ability to effectively cope with stressful events and situations.

**Presnall (2008):** conducted the Student Stress Survey that showed the stress affects their emotional and mental health. Furthermore, the survey polled 2,253 undergraduate students aged 18 to 24 randomly selected from schools nationwide and revealed that the primary sources of stress were financial problems, relationship, family problems, and extracurricular activities.

**MacGeorge, Samter&Gillihanand Sasaki & Yamasaki (2007):** said that depression is a major problem. Intrapersonal and interpersonal factors were also traced by the psychologists that exacerbate college stress and depression.

**Dixon & Robinson (2005):** Most people encounter stress that lead them to rapid bodily changes such as feelings of emotional unrest causing the body strains with body aches. With repeated stressful situations, causes tension and pressures on the body that contribute to physical and psychological problems.

**Morris, Brooks & May (2003):** stated that the perceived stress and stressors unnecessarily consistent across all college students and have been found to differ between traditional and nontraditional students.

**Furr, Westefeld, McConnell & Jenkins (2001):** reported that 53% of 1,455 college students labeled themselves as being depressed since starting college and are attributed to academic issues, loneliness, financial difficulties and social relationship problems.

## OBJECTIVES

The main objective of this study is to identify sources of stress and its effects on students’ life.

- To identify the various sources of stress experienced by the students.
- To identify the consequences of stress among students.
- To suggest recommendations to minimize the student’s tress.

**HYPOTHESIS**

The following hypotheses have been taken for the study of stress management among college students.

- ✓ H0: There is no significant difference between gender and personal stress levels.  
H1: There is significant difference between gender and personal stress levels.
- ✓ H0: There is no significant difference between gender and physical stress levels.  
H1: There is significant difference between gender and physical stress levels.
- ✓ H0: There is no significant difference between gender and academic stress levels.  
H1: There is significant difference between gender and academic stress levels.

**RESEARCH METHODOLOGY**

➤ **Research Design**

This study is descriptive in nature. It includes surveys and fact finding enquires of different kind. The major purpose of descriptive research is description of stress as it exits present.

➤ **Sample size**

Due to time constraint sample size of 100 is taken for the survey with the help of questionnaire

➤ **Data collection**

❖ **Primary data**

Survey method is used to collect the data from respondents and the data collected with the help of questionnaire.

❖ **Secondary data**

In this study secondary data is collected from internet, journals, reference books and project reports.

➤ **Tools Used for Analysis**

❖ **Statistical method used**

- Percentage analysis

❖ **Statistical tools used**

- Chi-square test

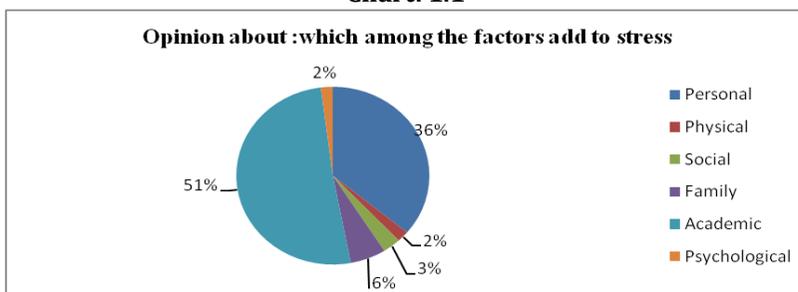
**ANALYSIS AND INTERPRETATION**

**Table 1.1 Opinion about: which among the factors adds to stress**

Opinion	No of respondent	Percentage
Personal	36	36%
Physical	2	2%
Social	3	3%
Family	6	6%
Academic	51	51%
Psychological	2	2%
Total	100	100%

It is found from the table 1.1 that most of the respondents(51%) are stressed because of academic features ,36% of respondents are stressed because of personal factors,6%of respondents are because of family factors and also 3% of respondents are stressed because of social factors.2% are stressed because of physical factors.

**Chart: 1.1**

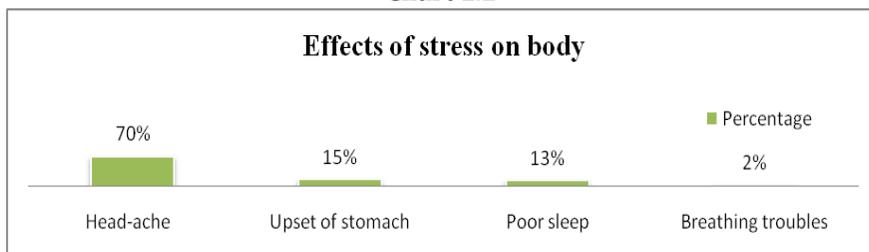


**Table 1.2**  
**Effects on stress on body**

Effects	No of respondent	percentage
Head-ache	70	70%
Upset of stomach	15	15%
Poor sleep	13	13%
Breathing troubles	2	2%
Total	100	100%

It is observed from the above table 4.32 that most of the respondents (70%) suffer from the head-ache, 15% of the respondents have upset of stomach. The 13% of the respondents suffer from poor sleep. A less percentage (2%) of the respondents has breathing troubles.

**Chart 1.2**

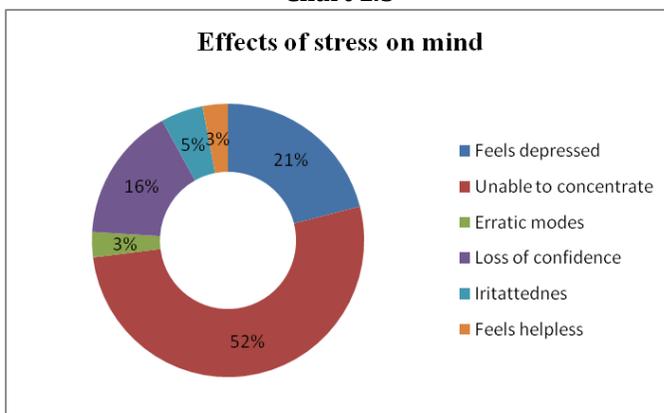


**Table 1.3**  
**Effects of stress on mind**

Effects	No of respondent	percentage
Feels depressed	21	21%
Unable to concentrate	52	52%
Erratic modes	3	3%
Loss of confidence	16	16%
Iritattednes	5	5%
Feels helpless	3	3%
Total	100	100%

The table 1.3 shows that 52% of the students are unable to concentrate due to stress. The 21% of the students feel depressed, 16% feels losing of confidence and 5% feels irritated. The 3% of the respondents suffer from erratic modes and also 3% feels helpless.

**Chart 1.3**



**CHI SQUARE TEST OF INDEPENDENCE**

**1. To test the association between gender and personal financial stress levels**

- *Null Hypothesis (H<sub>0</sub>)*

There is no significant association between gender and personal stress levels.

- **Alternative Hypothesis ( $H_1$ )**

There is significant association between gender and personal stress levels

**Table 1.4**  
**Cross tabulation for gender and personal financial stress level**

Gender	Stress level					Total
	No stress	Slightly	Average	Above Average	Severe	
Male	8	12	17	3	3	43
Female	11	12	10	12	12	57
Total	19	24	27	15	15	100

Degree of freedom = 4

Level of significance = 5%

Calculated value =17.76

Chi - square table value = 9.48

**Inference**

Hence the chi - square value is more than the table value we reject the null hypothesis and conclude that there is significant association between gender and personal stress levels.

**2. To test the association between gender and physical stress level**

- **Null Hypothesis ( $H_0$ )**

There is no significant association between gender and physical stress levels.

- **Alternative Hypothesis ( $H_1$ )**

There is significant association between gender and physical stress levels

**Table 1.5**  
**Cross tabulation for gender and physical stress level**

Gender	Stress level					Total
	No stress	Slightly	Average	Above Average	Severe	
Male	16	13	8	6	0	43
Female	11	21	20	5	0	57
Total	27	34	28	11	0	100

Degree of freedom = 4

Level of significance = 5%

Calculated value = 5.92

Chi - square table value = 7.815

**Inference**

Hence the chi - square value is less than the table value we accept the null hypothesis and conclude that there is no significant association between gender and physical stress levels.

**3. To test the association between gender and academic stress levels**

- **Null Hypothesis ( $H_0$ )**

There is no significant association between gender and academic stress levels.

- **Alternative Hypothesis ( $H_1$ )**

There is significant association between gender and academic stress levels

**Table 1.6**  
**Cross tabulation for gender and academic stress level**

Gender	Stress level					Total
	No stress	Slightly	Average	Above Average	Hard core	
Male	7	11	19	4	2	43
Female	13	7	12	12	13	57
Total	20	18	31	16	15	100

Degree of freedom = 4

Level of significance = 5%

Calculated value = 2.37

Chi - square table value = 9.48

**Inference**

Hence the chi – square value is less than the table value we accept the null hypothesis and conclude that there is no significant association between gender and academic stress levels.

**FINDINGS**

- Most of the respondents 68% feel stress in their college life.
- Majority of the respondents (51%) reason for stress is academic factor. 36% of them are stressed due to personal factor.
- Religious belief, excess anger and loneliness do not create stress to the respondents.
- Majority of the female respondents are stressed because it is the first time they are studying in a mixed college.
- The college rules and regulations create stress among college students.
- The 52% of the respondents have average stress with the Attitude of faculty members
- The 79% of the students work well under stress and 21% does not work well under stress. So in some cases stress is needed to do work completely.
- Most of the students don't have stress in personal life.
- From this study most (38%) of the respondents reduce their stress by talking with their friends. 32% of the students listen music as a stress releaser
- Stress affects body and mind. More than half of the respondents suffer head-ache and upset of stomach due to stress. 52% of the students unable to concentrate due to stress

**SUGGESTIONS**

- ❖ Under stress time use any stress releasing strategy like talk to friends, listen music doing hobbies etc.
- ❖ Colleges are thus suggested to design a flexible course of career education based on students' future career development. This course must cover psychological, mental, social, and cultural contents and be incorporated into formal curricula of each department.
- ❖ College authorities should take care while preparing rules and regulations. It will not hurt the minds other students.
- ❖ Colleges should provide more support and care to help students cope with various stressors and identify students having stress reactions as soon as possible. Besides, through use of emotion-related questionnaires, colleges can keep a close eye on student's physical and mental conditions and provide consulting services to avoid development of physical or mental problems in students.
- ❖ If necessary, colleges can also refer students to professional consulting institutions. Faculties take care of students, and they will try to be good with students
- ❖ Practice good sleeping habits to ensure that you are well-rested. Sleep deprivation can cause many physical and mental problems and can increase stress.
- ❖ Family support is helpful for students faced with stress, no matter how they are adaptable to the stress. While college students should take advantage of family support.
- ❖ Family members should try to understand their interests, specialties, and abilities so as to avoid having too high expectations of them and causing them additional stress.
- ❖ Exercise regularly that Physical activity can help to burn off the energy generated by stress
- ❖ Examinations conducted in the college should be in time. Give a time gap between two exams for studying.
- ❖ Teachers don't give too much work load to students that will increase their pressure.
- ❖ Yoga helps to reduce stress, so it is better to start a yoga centre in the college for students.
- ❖ Read good books magazines and journals to change the mode.
- ❖ College students should pay attention to their physical and mental health and examine their emotions at all times to avoid onset of stress-induced depression or physical disorders.

**CONCLUSION**

Stress is an inevitable part of today's fast life. In this age of globalization everywhere we feel competition due to this people take any risk in order to win. Especially **Stress** in academic institutions can have both positive and negative consequences if not well managed. Academic institutions have different work settings compared to non-academic and therefore one would expect the differences in symptoms, causes, and consequences of stress by identifying the sub issues of each component of stress among college students.

College stressors have wide varieties, from academic work to uncertainty about the future, from difficulties in interpersonal relationships to dating problems, from self-doubt to family issues, and the list goes on.

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