

A Study on Stress Management Among Student Community

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Abstract - Stress is an irritating condition where excess of work and overload which reduces the concentration and the normal working condition of any person. Generally, stress is defined as a person's psychological and physiological response to the perception of a demand or challenge. Students are most frequently affected by stress due to their academic life. Students face various challenges and a whole lot of pressure in today's competitive environment. Students need to be trained in handling stress. This study mainly focuses on the stress management of students. This will help in understanding the symptoms, sources and effects of stress among the student community.

Index Terms - Physiology, Psychology, Stress, Student, Workload.

INTRODUCTION

A critical issue concerning stress among students is its effect on learning. Student life has many benefits, but it also imposes inevitable stresses. For those who are already battling depression or have an existing vulnerability to it, these stresses can trigger anxiety and episodes of depression. Academic pressure related stress has been identified as one of the prime types in the Stress in student learning process. It is undoubtedly one of the biggest problems faced by the modern student force. It is also becoming an escalating nerve-racking problem for both teachers and students.

REVIEW OF LITERATURE

According to Nivethita and Rita (2016), The aim is to identify the sources of stress and its effect on students 'life and the topmost stress symptoms' through ranking. It mainly focuses on issues like identifying causes, symptoms, and outcome of stress in students' community. Students need to be trained in handling stress. Finally, most students find that eustress is a positive aide in school. Certainly, too much stress causes some students to freeze during exams. This will

also reduce student stress and improve test performance by imagining them achieving their goals. Students are very likely to experience some or many stressors which may test their ability to cope: adapting to anew environment, balancing a heavy work load, making new friends, becoming more independent, and dealing with myriad of other issues. A questionnaire comprises of demographic information, set of questions on academic, social, family, emotional and financial stressors and the statements on positive and negative stress coping strategies. The major sources of stress found out in through the study have a direct relation with the stress level of students .

Sathya Devi (2015) and Shaj Mohan).Khan et., all defined the study aimed at the level of stress in male and female school students and the researcher randomly selected 64 school students aged between 14-18 years. To collect the data, researcher used students stress scale (SSS) developed by Dr. Zaki Akhtar (2011). During collection of data researcher used means and method fit for this scale. The result of the study showed boys having much more stress in comparison to girls. The study concluded that schoolboys are more stressful than schoolgirls.

D'Zurilla and Sheedy (1991) college students, especially fresher, are prone to more stress due to their transition from home to college life. Ross et al., (1999) argues that most of the students are stressed because of some compulsory adjustments viz. 1. Being away from home for the first time, 2. Maintain high academic achievement, and 3. Adjust to a new social environment. Besides these, a student also encounters a pressure to earn good grades (Bunn et al., 2007).

Excessive homework, unclear assignments, uncomfortable classrooms (Frazer and Kohn, 1986), assessment deadlines (Misra and Mckean, 2000), relations with faculty members, time pressures (Sgan-Cohen and Lowental, 1988), financial pressures, relationship with peers, opposite sex, family and

friends (Wright, 1967), new eating and sleeping habits, loneliness and bleak future career prospects are other stressors identified by researchers. An issue associated with study load related stress is the fear of failure. Gender differences surface quite naturally in the area of stress. Depression is considered to be a greater problem among women than men. The American Psychiatric Association (2000) reported that women experience depression twice as often as men. These differences arise perhaps on account of increased family pressures experienced by women as against men.

In Indian society colleges, poor infrastructure and faculty, adds on to the stress in the students. On account of these push factors; those who are more academically inclined often opt to pursue higher education outside India. This has resulted in brain drain (Shah, 2001). In the test site in India, parents should realize that their children should seek a course and career according to his or her liking and aptitude and not select them based on social or family pressures. Professional education, namely engineering, medicine or management degree, is an important component in the overall education system in India. Obtaining such a professional degree is regarded as very prestigious amongst the middle classes (Agrawal and Chahar, 2007).

Schafer (1996) describes fear of failure as natural and capable of motivating an individual to prepare and perform well. However, at times it can become so extreme that it can create unnecessary emotional and physical distress, a feeling that he/she cannot cope with the perceived situation. Students too experience similar fear of failure with study load related stress. Majority of the students are resilient and therefore are able to tackle these stresses. They are therefore able to accomplish their academic goals. Some students experience difficulty in adjusting to college social network and are stressed due to poor interpersonal relationships with their peers and teachers (Hughes et al, 2006).

Also, students come from a homogeneous cultural background into a heterogeneous and diverse population with diverse socio-cultural backgrounds. This causes them uneasiness and stress (Clift and Thomas, 1973).

OBJECTIVE OF THE STUDY

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

- To identify the various symptoms of stress experienced by the students
- To identify the topmost stress symptoms through ranking
- To rank the destructive reaction of students' stress
- To suggest recommendations to minimize the students' stress

What is Stressful for Graduate Students?

The accelerated growth in undergraduate programs has also been felt in graduate schools, resulting in an oversupply of Ph.D.'s. Consequently, graduate students, facing poor employment opportunities when they finish their doctoral programs, feel stress associated with the uncertainty of their career choice and future prospects. Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness. Another source of stress is the difficulty of achieving social intimacy. It is difficult to find a mate or maintain a relationship with an existing one. Graduate students tend to lack the time and/or the opportunity to develop interpersonal relationships. Specific tasks that produce stress in graduate students are preliminary exams and the doctoral dissertation. Fear of academic failure related to these tasks is a definite stressor. Solutions for alleviating distress include improved orientation for new graduate students, more flexibility in core requirements, and expanding the role of faculty advisors.

Various Forces of Student Stress:

However; stress can also be a positive force. It can stimulate hard work and amplify the focus for short periods of time. However, negative stress is more common and can adversely affect the health and performance.

Survival stress: This may occur in cases where survival or health is threatened, where students are put under pressure, or where they experience some unpleasant or challenging event. Here adrenaline is released in the body and the symptoms for 'fight or flight' will boom in their body.

Internally generated stress: This can appear from brooding about events beyond their control, from an apprehensive, hurried approach to life, or from relationship troubles caused by their own behaviour.

Environmental and situational stress: The source of stress here is living or environment which they are living. It may arise from blare, crowding, pollution, muddle, dirt or other distractions. On the other hand, stress can come from events and pressures at studies.

Fatigue and overwork: Here stress builds up over a long period of time. This can transpire where you try to accomplish too much in too little time, or where you are not using effective time management strategies.

Stress Management Keys:

There are certain ways which will open the door to better stress management among students in universities. However, some of them are used very frequently but others are lost or neglected.

Clear Definitions: For effective stress management every student needs to understand the definitions of “stressor,” “stress,” “eustress,” and “distress. If they are unable to clarify the meaning of those words, they may be trying to manage stressors, thinking they are managing stress. The stress management can begin only after they understand that the extra demands made upon them are stressors, not stress. If they want to know well about the stress management practically, they will need to know that there are two kinds of stress. So, if you understood the word properly, you have unlocked the first door leading to stress management.

Action Plan: Once the students understood the definitions of those words properly, students are ready to formulate a stress management action plan. Also, they are eligible for the proverbial locking of the barn door to prevent the horse’s escape.

Stressor Identification: Learn to identify the enemy, is the most important part of stress management. A student who is very much focused to beat the stress, will see stressors and know them for what they are. Hence the key is to identify those demands as stressors. Stress can come in any form like; sharing a room with a stranger makes demands on a student. Financial resources and potentially new dating standard is also a form of stress and it can come at any

moment. Even if a student is free from his home, still the stress can attack on the students.

Turning Distress into Eustress: Turning distress into eustress, is another important path by virtue of which you can unlock the door of stress management. Any student can be a victim of stress and they believe they can do nothing but suffer. So, in order to manage the stress what they require is they have to learn how to turn a potentially negative response to stressors into a positive response. The term eustress exactly mean that the beneficial stress is what carries an excited, happy couple through the whirlwind of preparation for a large wedding. And It begin from the moment of the proposal, the couple may be surrounded by stressors.

Academics: Academic pressure can be distress if it is allowed to become such. Through stress management, however, it can be eustress that urges to greater accomplishments. In this case, stress management for students’ demands building on academic successes. Awarding peak performance can encourage greater academic excellence.

Environment: The school environment can be a distress if students are left to handle it on their own. Planned activities geared toward initial adjustment, and intermittent periods of relaxation can go far toward introducing eustress into your stress management for students.

Extracurricular: Many students naturally seek out extracurricular activities and find them a source of eustress. Others feel pressured to engage in them and suffer distress instead. Stress management for students requires careful selection of activities, and balance among these activities, school life, family life, and part-time jobs. **Peers:** Peer pressure can be a source of eustress or distress, depending on how readily students give in to it. Students who want stress management will want to establish firm convictions and stick to them.

Time Management: Stress management for students must address scheduling, since a lack in this area can impinge on most or all other areas of a student's life. Easier for some, than for others, a habit of carrying a daily planner and adhering to it can drain away, cause much of the distress.

CONCLUSION

The major sources of stress found through the study have a direct relation with the stress level of students. The reasons for stress cannot be limited to these. It varies according to students and their psychology perspective. Relationship, Academic, Environmental, Personal and Career factors all play an important role in the development of stress. Academic factors are the most important stressors hence the need for specific and targeted measures to decrease substantially the problems of stress on the students. Teaching methods and college environmental surroundings should be adapted to the needs of the students, If the performance to be optimum, the students need to be well-rested. Research shows that, those who are sleep-deprived have more trouble learning and remembering and perform more poorly in many areas. Students can do much for their own stress management simply by eating a balanced diet and getting sufficient sleep. They can add to that by maintaining a schedule, including regular waking and sleeping hours.

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