



A study of stress sources among college students in coimbatore with reference to Hindusthan college of arts and science.

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ABSTRACT

This paper was to investigate the sources of stress among college students in Coimbatore. A questionnaire survey was conducted to collect research data. A total of 150 questionnaires were distributed, and responses were obtained. Research findings suggested that male students feel stronger stress from family factor than female ones; students in higher grades feel more stress from physical/mental, school, and emotional factors; students who take a student loan also feel more stress from physical/mental, school, and emotional factors than those who do not.

KEYWORDS : College students, Stress, Emotional factors.

I. INTRODUCTION

College students are at a critical period where they will enter adulthood. They are expected to be the elites in the society. Thus, they should enhance their stress management abilities so as to live a healthy life after entering the society. For college freshmen, they need to not only adapt themselves to the new life and new environment but also be familiar with many new people, events, and things. The life stress on them is considerable. Therefore, understanding the sources of stress among them and how they can cope with the stress is very important.

Adolescence is a dangerous period of time where young people experience self organization and role confusion. For them, stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioral problems. According to statistics of 2010~2012, the number of suicide (including self-injury) cases is the highest among college/university students, and female students take a much larger proportion of the suicide (including self-injury) cases. Among the causes of suicide or self-injury, relationship problems are the leading cause, followed by depression and academic stress. Obviously, stress is the primary cause of suicide (or self-injury) among college/university students, this study focused on college students in Coimbatore to explore their stress sources and coping strategies through a questionnaire survey.

II. OBJECTIVES.

- To find out impact of stress sources among college first year students
- To measure stress sources and provide suggestion to students

The sources of stress

1. Physical/mental factor

Adolescents are mostly concerned about their physical appearances than about other

aspects. Many of them are even dissatisfied with their physical appearances, girls feel upset more easily than boys, mainly because of their concerns about physical appearances. Girls may perceive themselves as "very ugly", feel that they are too fat, too short, too high, or dislike their hair color or skin color. Some physiological symptoms such as headache were signals of a mental overload. Other signals included fatigue, depression, anxiety, dissatisfaction with certain interpersonal relations, change of the current sleeping habit, and a drastic gain/loss of body weight.

2. Family factor

Families with constant conflicts are characterized by a lack of parent-child communication and in-depth understanding of each other's expectations. Totalitarian parents seldom show their care about their children. The control or punishment they impose will only increase the psychological stress on their children.

3. College factor

Stress comes from too much homework, unsatisfactory academic

performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviors. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future.

4. Relationship factor

Most adolescents are urgent to develop a relationship with the opposite sex. As there are no absolute ways for making friends with the opposite sex, many of them usually do not know what to do when in face of the opposite sex. Besides, adolescents often suffer stress induced by "a sense of insecurity" when they are dating someone. They are worried that they may lose their dates and their parents or friends may have negative views of their dates. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents.

5. Social factor

With the progress of human civilization and increasing plurality of our society, people need to play more roles. In the workplace, people may be a subordinate, a supervisor, a boss, a colleague to other employees, a member of an organization or a leader; at home, people need to be the wife or husband to our spouse, mother or father to our children, daughter or son to our parents. Even in our leisure life, people may need to be a friend to others. Therefore, stress is ubiquitous in modern life. Formation of stress is highly associated with the social environment. Stress arises not only in a complicated and competitive environment but also in a monotonous and stimulus-less one.

III. Research Methodology

A questionnaire survey was adopted in this paper. A questionnaire consisting of two sections, including "basic data" and "sources of stress" was developed. A 50-item, Likert's 5 point-scale questionnaire was administered to students of BBM departments of Hindusthan college in Coimbatore using convenience sampling method. The questionnaires were randomly distributed to their students at the gate of the schools. A total of 150 copies were distributed, and responses were obtained.

IV. Conclusions and Suggestions

1. Suggestions for schools

(1) Identify students' stress as soon as possible and provide adequate support. Schools 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, schools can keep a close eye on students' physical and mental conditions and provide consulting services to avoid development of physical or mental problems in students. If necessary, schools can also refer students to professional consulting institutions.

(2) Incorporate career development issues into formal curricula. College students feel relatively more stressors in the career aspect. Schools 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.

(3) Design general curriculum on stress and stress-coping strategies
Insufficiency of stress-related courses is a common problem among college schools. As modern people at all age levels are faced with increasing stress in life, how to pursue well-being and enhance stress management abilities has become essential knowledge for modern people and job-seekers. Hence, schools should design and offer stress-related courses to help college students understand the meaning of well-being and learn how to cope with stress-induced problems.

(4) Pay attention to students' stress in learning
Schools should pay attention to students' troubles with learning and apply appropriate strategies to enhance their learning effectiveness. In addition, schools should provide courses on life stress coping on a regular basis to consolidate students' psychology and teach them how to relax themselves along with stress management skills. Through proper education, students are able to identify stressors, manage them, and seek support. Teachers should also assist students with inferior academic achievement to minimize their troubles with learning.

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