



## STRESS MANAGEMENT STRATEGIES AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN SIVAGANGA DISTRICT

### Education

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### ABSTRACT

Today the problem of stress among college students in Indian tertiary educational institutions is in receipt of mounting attention. College students in India in general and Tamil Nadu in particular are daily stressed within their learning atmosphere which is still not optimally favourable for learning and acquisition of knowledge. Academic, personal, relationship and environmental factors are the stressors among students of arts and science colleges. Significant difference is there between stressors and profile of students of arts and science colleges. The students of arts and science colleges adopt strategies of medication, sleep, listening music and exercise for management of their stress. Significant difference is there between stress management strategies profile of students of arts and science colleges. The stress management strategies of students of arts and science colleges have moderate and negative relation with level of stress among them. In order to manage efficiently or reduce stress, the students of arts and science colleges should talk freely with their family members and they should do meditation regularly. In addition, they must go for counseling and do yoga practices in order to reduce stress considerably.

### KEYWORDS

Arts and Science College, Management Strategies, Stress, Students

### 1. INTRODUCTION

Today the problem of stress among college students in Indian tertiary educational institutions is in receipt of mounting attention. College students in India in general and Tamil Nadu in particular are daily stressed within their learning atmosphere which is still not optimally favourable for learning and acquisition of knowledge (Ellison, 1990). Many of colleges students are also facing various problems from their families, pressure from parents for success and friends and cultural and social set ups. Stress is the process of how individual student reacts to rising external pressure and environments. Beyond certain limit of fatigue level, performance of college students will decrease as stimulation rises, moving to tiredness and poor health (Edwards, 2002).

Stress is as part and parcel of every college student's daily life and each and every college students has different level of stress due to various types of stressors (Persaud and Persaud, 2015). For a college student, the most important stressors are academic, social and college circumstances, college and home environments and personal attributes, searching a job, attending class and having relations among students and with teachers in the college and stress is also coming out from exciting exhilarating or positive happenings (Isabella, 2015). Additionally, for those enrolled in arts and science colleges, stressors are associated to self regulating living, creating new relations and peer groups, problems with classmates, higher academic demands, or anxieties for financial resources (Hicks and Heastie, 2008).

Higher degree of stress among college students leads to numerous unpleasant impacts namely health problems, changes in sleeping and eating and despair (Sawatzky et al, 2012). Stress also has a negative effect on academic performance of college students. For majority of college students, management of stress is highly challenging and however, knowing and practicing stress management strategies are extremely useful to them to cope up with it (Campbell and Svenson, 1992; Ickes et al, 2015). Therefore, it is necessary to study stress management strategies among arts and science college students in Sivaganga district.

### 2. METHODOLOGY

The present study is carried out in Sivaganga district. 300 students of arts and science colleges are selected for the present study by adopting random sampling method. The percentages are worked to know profile of students of arts and science colleges. Mean and standard deviations are calculated for stress management strategies adopted by arts and science college students. An exploratory factor analysis is done to find out stressors for arts and science college students. The t-

test and F-test are done to look at difference in stressors among profile of arts and science college students and difference in stress management strategies among profile of arts and science college students. The simple correlation analysis is carried to study relation between level of stress and stress management strategies of arts and science college students.

### 3. RESULTS AND DISCUSSION

#### 3.1. PROFILE OF ARTS AND SCIENCE COLLEGE STUDENTS

The profile of arts and science college students is shown in Table-1. The findings demonstrate that 53.67 per cent of college students are males, while, 46.33 per cent of them are females and 57.67 per cent of college students are studying in arts stream, while, 42.33 per cent of them are studying in science stream. The findings elucidate that 39.00 per cent of college students are studying in second year, while, 28.00 per cent of them are studying in first year and 33.00 per cent of them are studying in third year. Besides, 56.33 per cent of college students are residing in rural areas, while, 43.67 per cent of them are residing in urban areas.

**Table-1. Profile of Arts and Science College Students**

Profile	Number of College Students (N = 300)	Percentage
Gender		
Male	161	53.67
Female	139	46.33
<b>Academic Stream</b>		
Arts	173	57.67
Science	127	42.33
<b>Year of Study</b>		
First year	84	28.00
Second year	117	39.00
Third year	99	33.00
<b>Residential Area</b>		
Urban	131	43.67
Rural	169	56.33

#### 3.2. STRESSORS FOR ARTS AND SCIENCE COLLEGE STUDENTS

To find out the stressors for arts and science college students, an exploratory factor analysis is used and the results are shown in Table-2. The value of Kaiser-Meyer-Olkin for sampling adequacy is 0.826 and Chi-Square value for Bartlett test for Sphericity is 0.0019 which is significant at one per cent level and these are explaining the method is appropriate.

Four stressors obtained have 72.24 per cent of variations on all variables and variation of each stressor is 23.18 per cent, 19.39 per cent, 16.72 per cent and 12.95 per cent in the order of extraction.

**Table-2. Stressors for Arts and Science College Students**

Stressor	Item	Rotated Factor Loadings	Eigen Value	% of Variation	Stressor Name			
I	Examinations	0.69	2.79	23.18	<i>Academic Factor</i>			
	Language problems	0.68						
	Long study hours	0.66						
	Low marks	0.67						
	Poor support from college	0.65						
	Class overload	0.64						
	More assignments	0.62						
II	Financial problem	0.66	2.34	19.39	<i>Personal Factors</i>			
	Health issues	0.69						
	Changes in eating	0.64						
	Changes in sleeping	0.67						
	Mental pressure	0.65						
	Responsibilities	0.61						
III	Poor social relations	0.63	1.65	16.72	<i>Relationship Factors</i>			
	Poor relation with friends	0.67						
	Poor relation with teachers	0.65						
	Poor relation with family members	0.62						
IV	Poor living conditions	0.68	1.04	12.95	<i>Environmental Factors</i>			
	Inadequate breaks	0.66						
	Unfamiliar atmosphere	0.61						
	Cumulative % of Variation	-				-	72.24	-
	Cronbach's Alpha	-				-	-	0.85

Principal Component Analysis.  
Varimax Rotation  
Rotation converged in 7<sup>th</sup> iterations.

**Stressor – I** has examinations, language problems, long study hours, low marks, poor support from college, class overload and more assignments. Therefore, this is called as **Academic Factor**.

**Stressor – II** has financial problem, health issues, changes in eating, changes in sleeping, mental pressure and responsibilities. Hence, this is described as **Personal Factors**.

**Stressor – III** has poor social relations, poor relation with friends, poor relation with teachers and poor relation with family members. Thus, this is labeled as **Relationship Factors**.

**Stressor – IV** has poor living conditions, inadequate breaks and unfamiliar atmosphere. So, this is termed as **Environmental Factors**.

Cronbach's Alpha value is 0.85 that exhibits the internal consistency of all the measures is at acceptable level. Academic, personal, relationship and environmental factors are the stressors for arts and science college students.

**3.3. PROFILE OF ARTS AND SCIENCE COLLEGE STUDENTS AND STRESSORS**

To scrutinize difference in stressors among profile of arts and science college students, t-test and Analysis of Variance test are done and the results are shown in Table-3.

**Table-3. Difference in Stressors among Profile of Arts and Science College Students**

Particulars	t- Value / F-Value	Sig.
Gender and Stressors for Arts and Science College Students	10.754**	.000
Academic Stream and Stressors for Arts and Science College Students	12.826**	.000

Year of Study and Stressors for Arts and Science	14.438**	.000
	(F-value)	
Residential Area and Stressors for Arts and Science	13.110**	.000

\*\* significant at one per cent level

The t-values and F-value are significant at one per cent level explaining there exists significant difference in stressors among profile of arts and science college students. Therefore, the null hypothesis is rejected.

**3.4. STRESS MANAGEMENT STRATEGIES ADOPTED BY ARTS AND SCIENCE COLLEGE STUDENTS**

The stress management strategies adopted by arts and science college students are shown in Table-4.

**Table-4. Stress Management Strategies Adopted By Arts and Science College Students**

Stress Management Strategies	Mean	Standard Deviation
Medication	3.92	0.79
Sleep	3.94	0.72
Meditation	3.32	0.96
Listening music	3.88	0.85
Talking to family members	3.34	0.92
Exercise	3.82	0.91
Counseling	3.29	0.89
Yoga	3.26	0.93

The arts and science college students are agreed with they adopt medication, sleep, listening music and exercise, while, they are neutral with meditation, talking to family members, counseling and yoga as stress management strategies.

**3.5. PROFILE OF ARTS AND SCIENCE COLLEGE STUDENTS AND STRESS MANAGEMENT STRATEGIES**

To check difference in stress management strategies among profile of arts and science college students, t-test and Analysis of Variance test are carried out and the results are shown in Table-5.

**Table-5. Difference in Stress Management Strategies among Profile of Arts and Science College Students**

Particulars	t- Value / F-Value	Sig.
Gender and Stress Management Strategies of Arts and Science College Students	9.962**	.000
Academic Stream and Stress Management Strategies of Arts and Science College Students	10.370**	.000
Year of Study and Stress Management Strategies of Arts and Science College Students	11.204**	.000
	(F-value)	
Residential Area and Stress Management Strategies of Arts and Science College Students	9.412**	.000

\*\* significant at one per cent level

The t-values and F-value are significant at one per cent level elucidating there exists significant difference in stress management strategies among profile of arts and science college students. Hence, the null hypothesis is rejected.

**3.6. RELATION BETWEEN LEVEL OF STRESS AND STRESS MANAGEMENT STRATEGIES OF ARTS AND SCIENCE COLLEGE STUDENTS**

The relation between level of stress and stress management strategies of arts and science college students is studied through correlation analysis and the results are shown in Table-6.

**Table-6. Relation between Level of Stress and Stress Management Strategies of Arts and Science College Students**

Particulars	Correlation Co-efficient
Level of Stress and Stress Management Strategies of Arts and Science College Students	-0.47**

\*\* significant at one per cent level

The correlation co-efficient between level of stress and stress management strategies of arts and science college students is -0.47, that is negatively and moderately associated with each other at one per cent level of significance. Thus, the null hypothesis is rejected.

#### 4. CONCLUSION

The findings disclose academic, personal, relationship and environmental factors are the stressors among students of arts and science colleges. Significant difference is there between stressors and profile of students of arts and science colleges. The students of arts and science colleges adopt strategies of medication, sleep, listening music and exercise for management of their stress. Significant difference is there between stress management strategies profile of students of arts and science colleges. The stress management strategies of students of arts and science colleges have moderate and negative relation with level of stress among them.

In order to manage efficiently or reduce stress, the students of arts and science colleges should talk freely with their family members and they should do meditation regularly. In addition, they must go for counseling and do yoga practices in order to reduce stress considerably. Arts and science colleges should appoint counselor to help students with to solve personal, academic and psychological issues and must allot a small room for prayer or meditation purpose within campus. Besides, parents, teachers and management of arts and science colleges must make efforts together to diminish the stress level and improve their adoption of stress management strategies in order to lead health academic and personal life of students of arts and science colleges.

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