



## STRESS MANAGEMENT AMONG THE CAMPUS STUDENTS

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**Abstract**

*Career planning and development of the students depends on their physical/mental, family, school, relationship and social factors. Pessimistic sense of these factors lead to stress in various forms like emotional, cognitive, physical, and behavioral reaction to any perceived demands or threats. Keeping this in mind, the present study is tried to find out the stress factors and to give suitable suggestions. It is observed that the students are facing stress at the campus regarding study hours, examinations, campus environment, relationship with others, home sick, monetary, body and mind related feelings etc. tress factors are examined with  $X^2$  test and likert' scaling method. It is found that students who have Counseling from their teachers and the parents are felt relief from the stress. Various methods are suggested to avoid the stress. It can be said that the persons who having self control, self esteem and Yoga can avoid stress.*

**Keywords:** Stress Management, Career Planning and Development, Counseling, Self Control, Yoga/Meditation

Students at adolescence are a stage of human development of the nations by skills development through proper education.that occurs between childhood and adulthood. Some sensitive factors like physical/mental, family, school, relationship and social factors influence on the students while learning. Stress free creates pleasant environment such as mental peace, better and healthy thoughts, good relations, service motives and indirectly it avoids social, economic and political unrest. It leads to acquire more knowledge to fulfill their future dreams.

**Concept of Stress**

Stress can be defined as emotional, cognitive, physical, and behavioral reaction to any perceived demands or threats, also called stressors. It may be caused by various factors like environmental, psychological, biological and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress, and social support. Having some stress is necessary. Some stress and a quantity of level of arousal are needed to motivate us to act, take on challenges, and meet deadlines. However, experiencing too much stress that is, being overly aroused continuously for long intervals and being this way over many days can become problematic. This experience is often known as being stressed out.

Adolescence is a stage of human development that occurs between childhood and adulthood (Liu, 2001). Due to fast physical changes and mental development at this stage,

students may some times experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause of psychological troubles and even induce deviant behaviors, academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioral problems.

**Rationale and Literature Review**

Various studies have explained the stress in different dimensions. According to Lazarus & Folkman (1984), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. It is "a state of physical or mental tension that causes emotional distress or even feeling of pains to an individual" (Lai et al., 1996).

Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such 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 future (Liu and Chen, 1997). The educationist Dewey once said "education is a pursuit of a perfect life". However, school teachers and parents in Taiwan usually use academic achievement as the sole criterion for evaluating a student's performance at school. This criterion causes double stress on adolescents. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools (Cheng, 1999).

As per the statistics of various countries, the number of suicide (including self-injury) cases is highest among the college/university students, and female students take a much larger proportion of the suicide cases. Among the causes of suicide or self-injury, relationship problems are the leading cause, followed by depression and academic stress. (Campus Security Report Center, Ministry of Education, 2009). Obviously, stress is the primary cause of suicide (or self-injury) among the campus students. Meanwhile, the present study is conducted with the following objectives

### Objectives

In this context, the present paper is aim to investigate the causes of stress among the graduates and post graduate students. It is also proposed to give some policy implications to control/manage the stress of the students

### Research design

A questionnaire survey was conducted with convenience sampling method. A total of 60 questionnaires were distributed to the degree and post graduate students located in Kakinada area. Likert's point-scale questionnaire was administered to in depth study of the reasons. For example, in the five point scale the first rank was given 5 weights, second rank was given 4 weights, third rank was given 3 weights and fourth rank was given 2 weights and fifth rank given to one weight. Mean and parentage technique and  $X^2$  test model is also used at appropriate places.

### Analysis and interpretation

#### Academic qualifications of the respondents

To fulfill the objectives of the study, about 41.67 percent of the Graduates and 58.33 Post Graduate students of the general education are selected. Other pursuing students are not available at the time of conducting survey in the study area (table-1).

**Table -1 Academic qualifications of the respondents**

Sno	Studying/ class	Number	Percentage
1	Graduation	15	41.67
2	Post-graduation	35	58.33
3	PhD	-	-
4	Other	-	-
	Total	60	100.0

#### Academic study hours

It is found that majority of the students (85 percent) have preparing less than 20 hours and 15 percent have between 20-40 hours of study per week (table 2). It is assumed that students have stressed when the academic study / training hours are more than (36 hours of) their learning or hearing capacity. This juncture, the  $X^2$  model results are recorded as the  $X^2$  value 12.01 is greater than the table value of 8.25. Thus, the null hypothesis is rejected @ 5 percent level of significance. Hence there is no close relationship between preparation and felt stress and it accepted alternative hypothesis.

**Table 2. Hours of study per week**

Sno	Hours of study	Number	Percentage
1	Less than 20	51	85.0
2	Between 20-40	09	15.0
3	Between 40-60	-	-
4	More than 60	-	-
	Total	60	100.0

$X^2$  value =12.01 and table value = 8.25

### Frequency of examinations

Frequent examinations some times may lead to heavy pressure due to mental unrest. It is observed that 41.67 percent of the students are facing examinations by half-yearly but 58.33 percent having 1-2 times in a quarter (table 3). The students are opined that they have pressure about the semester system' examinations by 2-4 times owed to hurry and hurry teaching and losing of in-depth analysis of the lesson in the class room.

**Table 3 Frequency of examinations**

S.no.	Frequency of examinations held	Number	Percentage
1	Every week	-	-
2	Once in a month	-	-
3	1-2 times in a quarter	25	58.33
4	Half-yearly	35	41.67
5	Annually	-	-
	Total	60	100.0

### Role of the Family

Interaction and treatment of family members of the students influences on the study of students. The study observed that 41.67 percent of the graduates and 58.33 percent of post graduates (i.e. all the selected students) have utmost support from their family in pursuing the study (table 4). Therefore, stress may be caused to other than family factors.

**Table 4. Students' perceptions on family support**

Sno	Support of family in study	Yes	No	Total
1	Graduation	15	-	15
2	Post-graduation	35	-	35
3	PhD	-	-	-
4	Other	-	-	-
	Total	60	-	60

### Role of Classmates



Relationship with Classmates in the class and outside the class can influence on the mental stress of the students. Regarding, about 48.33 percent are faced bully from their classmates and neighbor students. It is 32 percent in case of graduates and 40 percent in post graduates (see cross table 5).

Juniors believe that the seniors make raging nuisance at the campus. In this regard, X<sup>2</sup> test is originated with null hypothesis (H<sub>0</sub>) as higher bully caused to more stress. Alternative hypothesis (H<sub>1</sub>) is there is no stress in any cause. Regarding, the X<sup>2</sup> value is recorded by 15.66 which is less than table value 16.92. The difference is 1.26, thus, accepted the null hypothesis @ 5 percent level of significance as higher bully caused to more stress.

**Table 5. Does your classmate harassing you**

Sno	Respondents	Harassing		
		Yes	No	Total
1	Graduation	08(32.0) (27.89)	17(68.0) (54.84)	25(100.0)
2	Post-graduation	21(60.0) (72.41)	14(40.0) (45.16)	35(100.0)
3	PhD	-	-	-
4	Other	-	-	-
	Total	29(48.33) (100.0)	31(51.67) (100.0)	60(100.0) (100.0)

X<sup>2</sup> value =15.66 & table value =16.92

**Frequency of the stress while leaving home**

The frequency of stress of the students while leaving home is measured by five levels (see table 6). These are resulted as- (1) no stress for none of the student, (2) having slight stress by 16.67 percent of the students (3) average tress facing by 20 percent (4) above average stress by 38.33 percent and (5) hard core facing by 38.33 percent of the students.

**Table 6. Stress while leaving home**

Sno	Stress Feel while leaving home	Frequency	Percentage
1	No stress	-	-
2	Slight stress	10	16.67
3	Average	12	20.0
4	Above average	15	25.0
5	Hard core	23	38.33
	Total	60.0	100.0

**Students Stress factors at the study -Measurements**

Ten factors that commonly facing by the students is identified and calculated the stress level. These are: (1) attention in class, (2) trouble in passing tests/assignments, (3) prople in understanding the teaching, (4) late attendance, (5) preparing assignments, (6) pressure of examinations, (7) competition, (8) expiation of teacher and (9) feeling about care less of the others.

Every factor weighted by five scaling point Scores, as;

- Never : 0
- Rarely : 1
- Sometimes : 2
- Often : 3

Very Often : 4

Interpretation of Scores (followed the measurements of Ministry of Social Security, National Solidarity & Reform Institutions) is as follows:

0 – 20 score indicates Good control over stress

21 – 40: Low level of stress

41 – 60: Medium level of stress: Should reconsider means of coping with stress

61 – 80: High level of Stress: Need Counseling

According to the study, the total average (TVC) score of the student is recoded by 18.15 points which indicates good control over the stress in the study campus (table 7). However, the individual score may be varied to this TVC. Among the factors, too much of competition, more expiations of teacher, late coming to the Class, and pressure of examinations have more influence on the students stress at the study

**Table 7 Students Stress factors at the study campus**

Sn	Cause for stress at the study campus (students perception)	Score					Total Average score
		0 Never	1 Rarely	2 Some times	3 often	4 very often	
1	I cannot pay attention in Class	-	35	28	30	4	1.62
2	I can study but have trouble passing tests/assignments	-	25	50	15	20	1.83
3	I do not understand what my teacher teaches	-	26	42	24	20	1.87
4	My attendance is poor.	-	31	36	27	8	1.70
5	I am often late for class.	-	17	38	57	20	2.2
6	I have too many assignments.	-	29	28	33	24	1.67
7	Pressure of examinations	-	14	50	57	8	2.15
8	Too much of competition	-	12	30	75	32	2.48
9	More expiations of teacher	-	12	40	60	32	2.4
10	I feel nobody care me	-	19	62	30	-	1.85
	Total		220	404	412	168	18.15

**Students' Stress factors relating to money**

Students Stress factors relating to money like- ‘cannot get the money to pay fees, and meet basic expenses, can not get money easily, facing trouble managing budget, parents control on spending money and financially responsible for someone else are taken in to study and measured by Likert’s 6 point-scale method.

**Table 8. Stress relating to the monetary aspects (Likert’s point-scale weights)**

Sn	Monetary Causes for stress	Likert’s point-scale weights						Total	Rank
		1	2	3	4	5	6		
1	I cannot get the money to pay fee	18	125	80	48	-	-	271	3
2	I do not have the money to pay basic expenses.	150	70	52	12	4	2	290	1
3	I can not get money easily	78	60	60	27	16	3	244	5
4	I have trouble in managing budget.	84	70	68	15	12	6	255	4
5	My parents controlling on how much money I spend	84	70	54	12	12	4	236	6
6	Financially responsible for someone else.	144	55	64	21	2	1	287	2
	Total	558	450	378	135	46	16	1583	-

As per the perceptions of the students, lack of money to meet basic expenses is occupied first rank with 290 marks regarding stress followed by financially responsible for someone else; cannot get money to pay fee and trouble in



managing budget (table 8).

**Students Stress factors relating to relationship**

Mental stress happen when the persons are failed to good relations with neighbors and the concerns. Generally, problems with family members, friends/relatives, mingle/adjustment with different cultured people, problems with boy/girl friend and sick/death of closed/thickest may lead to stress.

In this regard, results of Likert’s 6 point-scale weights results shows that majority of the students were felt stress at the time of entering into the college (ranked first) due to felt loneliness and lack of friends. They were faced the problem of adjustment with the culture of students who came from different areas (second rank). Leaving family members and meeting the boy/girl friend also often caused to stress (table 9).

**Students Stress factors of body, mind and feelings**

To find out the students stress factors -regarding body, mind and feelings five scale point weights method is adopted. The results of five point-scale weights shows that many of the students when they were newly joined not know how to eat right in the hostel (rank first) and felt sad/depression (second rank) about adjustment with food items (third rank) and about the sleeping (table 10).

**Table 9 Students Stress factors relating to relationship**

S n	Stress relationship	Score						Total	Rank
		1	2	3	4	5	6		
1	I have trouble getting along with family members	66	90	64	30	10	-	210	3
2	I have no friends /feel lonely	84	40	120	24	16	2	286	1
3	I do not know the culture & how to meet people in the study area	126	50	32	15	28	2	253	2
4	I have trouble meeting a boyfriend/ girlfriend	60	40	48	42	12	5	207	4
6	I am fighting with my partner/parents/friends.	-	-	40	15	20	35	110	5
6	A family member/friend has been sick or died	-	-	-	15	2	2	19	6
	Total	336	220	304	141	72	46	1085	-

**Table 10. Students Stress factors due to body, mind and feelings**

Sn	Relationship stress	Score					Total	Rank
		1	2	3	4	5		
1	I do not know how to eat right in hostel	60	24	24	30	29	167	1
2	I have gained/ lost some weight.	25	8	42	40	9	124	4
3	I am tired and sleeping more/ less than normal.	40	20	9	48	20	137	3
4	I feel sad/ depressed.	30	32	12	44	20	138	2
5	I feel I have too much pressure.	25	8	36	12	35	116	5
	Total	180	92	123	174	113	682	-

**How do you react when you have stressed**

To find out the reactions of the stressed students, about 13 intrapersonal activities are taken for the study. Regarding, the findings shows that about 16.67 percent were loss of sense, 15.0 percent were edict to drugs, 11.67 percent were miss/bunk the College, 10 percent have not ate food and 10 percent were remain calm followed by loss of focus, doing exercise and go to sleep (table 11).

**Table 11. Reactions while felt stressed**

Sn	Reactions while felt stressed	Number	Percentage
1	Remain calm	6	10.0
2	Focus on reading	9	15.0
3	Lose focus	2	3.33
4	Loss of sense	10	16.67
5	Lock myself in	2	3.33
6	Miss / Bunk college	7	11.67
7	Bunk class	-	-
8	Exercise	2	3.33
9	Listen music	3	5.0
10	Sleep	4	6.67
11	Eat	-	-
12	Not eat/diet	6	10.0
13	Drugs	9	15.0
	Total		100.0

**Whom to consulted for stress control**

It is fact that there is a remedy to all contradictions. Stress can also be controlled by various techniques. In this regards, in the study, only few students (who have stress) are consulted with their teachers (23.33 percent) and parents (41.67 percent). But 35 percent were not consulted any one. Interestingly, about 38.46 percent of among the students were felt relief from stress (table 12). Thus, it can be said that counseling and other practices reduce stress of the students.

**Table 12. Who among the following have consulted for control stress?**

Sno	Consulted for reducing stress	Frequency	Percentage
1	Faculty member	14	23.33
2	Psychiatrist	-	-
3	Student counselor	-	-
4	Parents	25	41.67
5	None	21	35.0
	Total	60	100.0
6	Got stress free of counseled students	15	38.46

**Findings and Conclusions**

The study found that many of the students have facing stress at the campus regarding the problems. Students who have taken counseling from their teachers and the parents are felt relief from stress. The following are suggestions to manage stress at more or less.

There are two levels of managing stress – using strategies to prevent the build up of stress, and strategies to use when in a stressful situation to prevent overload. Mental and physical exercise is possibly the single most effective strategy for preventing stress because it converts stress chemicals into fuel. It reduces muscle tension, clears the head, and reminds us of skills that we have. Continuous process of exercise for the body, meditation for the mind, and study for the intellect and discover ‘truth’ which is power house of all energy & dynamism for stress relief (Dr.T.V.Ramana, 2011).



Intake of nutritious foods throughout the day provides fuel which needs to regulate emotions, think clearly, and act as it would like. (Two fruits and seven vegetables are recommended for optimum functioning. Too much fat, carbohydrate, or sugar will make the body work harder to process the food and will leave fewer resources available to manage the stress. Hostel life can help in dietary food). Avoid saying, "I have to ...," "I must...", "I should ..." – all of these place additional pressure. Saying "I'm going to ..." or "I plan to ..." doesn't impose the same sort of burden. This attitude improves friend circle.

It makes sense to know the early warning signs that we are becoming stressed. Ask yourself, "What is the first indicator that I'm becoming stressed?" It might be a headache or backache, tension in the neck or shoulders, stomach upset, irritability, shortness of breath, impatience, or any one of a number of other symptoms. Use this indicator as a prompt to apply your stress management strategies.

Cut back on tea, coffee, cola, and chocolate as caffeine has a similar effect on the body to stress, as does the nicotine in cigarettes. Both caffeine and nicotine increase problems caused by stress. Take 'time out' to unwind by enjoying your favourite activities or simply sitting and breathing slowly. For this meditate once or twice a day, or engage in yoga.

Student life is all about learning how to achieve a balance between studies and other activities. If want to do well at school/campus, have to devote time to studies. Although there are no easy ways to go about this, it helps to plan in advance and schedule time for study. There will be a number of things will need to file, such as notes, assignments, submission dates and examination times. Keep a calendar or a notebook or whatever method works for, but keep organized. Know what have to do and when, so don't get behind at class work. It will soon find a method that works and reduce tensions regarding examinations.

Ideally, should choose a place that is quiet and free from distractions. Try not to study on bed because it will tend to fall asleep even if don't intend to. A desk with good lighting works well for most people. If have trouble getting in the mood, try dividing the task into small chunks and rewarding yourself after each is complete. These can help remember parts of work that would otherwise be forgotten as soon as did something else. Revising and reading over the previous class notes and assignments for five minutes before start your work every day can also help remember.

It is important, as many students today think they can get away with sleeping less. While this may be alright for one night, as a regular schedule it disturbs health and sleep cycle. Student will find it harder to concentrate and end up feeling more frustrated and stressed out about schoolwork.

The conventional method of study may not work as well for Student. If Student remember and understand things better by experiments rather than reading about them in books, student should do these as much as possible. Remember, there is no one 'correct' way of studying. College is a balancing act. With exams, projects, papers, internships, job searches, research and a social life, the stress eventually begins to eat away at student. How does student manage all of this and still stay reasonable? Assess exactly what in student life is making you anxious. For example, is it exams or money or relationship problems? Avoid illegal relations, girl/boy friend at possible because it lead to disturb the study. Try to do part-time work for meeting expanses after completion classes as *earn while learn*. Build up positive attitude about the future and about the neighbor. Yoga (without thoughts of mind) gives peace of mind.

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