



ACADEMIC STRESS AND COPING STRATEGIES AMONG COLLEGE STUDENTS

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ABSTRACT :

Adolescence is a period of developmental transition between childhood and adulthood entailing major aspects in physical, cognitive and psychosocial changes. In this stage, they are mostly affectionate to gender oriented fluctuations. The major problem among the student is controlling their emotions, stress that causes behavioral problems. The students selected for the study belongs to the age group final stage of adolescence. The study was carried by survey method; random sampling technique was used to collect data from 400 college students studying in government and private college in Salem district by self constructed and standardized questionnaires. The findings are gender, locality of student, stream of study, residential mode and locality of institution bring significant differences among college students with respect to academic stress and only gender for coping strategies. The study reveals that the parents and teachers encouragement is very essential for the student's achievement by promoting group motivations like helping, socialization etc that can inculcate progressive growth in their academics as well as healthy citizens for the society.

KEYWORDS : transition, fluctuations, promotes and support

INTRODUCTION

Stress is the combination of psychological, physiological and behavioral reactions that an individual have in response to events that threaten or challenge them. They can be good or bad, sometimes helpful by providing them extra energy or alertness they need and unfortunately, doesn't helpful and can even be harmful when not managed effectively. Students face various academic problems including exam stress, lack of interest in attending classes and inability to understand the subject. Exam stress can lead them being unable to perform to the best of their abilities. Stress is an unavoidable part of present life. It was associated with pressure or strain excreted upon an individual's that resists upon and attempts to maintain its original state. Today's life is full of challenges. In everyday life one comes across many situations. Some of them act as a source of inspiration for us and some causes challenges. It is the human nature to face the challenges boldly or to escape varies from person to person.

ACADEMIC STRESS

Academic stress occurs to many students, caused by many things, such as a new, more demanding workload, a student's low-tolerance changes learning environment and many more. The large workload that students regularly take on is a big factor in causing academic stress. For professional students during graduate school, the work burden is even more, coupled with the stress of

finding a job. Signs of academic stress are sleeping too much or not sleeping at all, getting sick constantly, feeling anxious or upset for no reason and even depression. Some good ways to cope with academic stress is instead of attempting to meet all tasks, to categorize them according to their importance.

COPING STRATEGIES

Coping includes all the possible responses to stressors in one's environment. It often reduces the negatives effects of the stressor, but sometimes coping creates new and different problems. While much of the stresses can be minimized through support, persistence, active decision making and planning. There are still times when adolescents find themselves in difficult situations. Coping with stress is associated with various competencies such as organizational adaptability human relations, problem solving and self-confidence.

REVIEW OF RELATED LITERATURE

Kaur (2014) conducted a study on study of academic stress of higher secondary students in relation to school environment. The main aim of the study was clear connection between student stress and academic success. Findings revealed that the majority of the students have average level of academic stress and infers that in modern times students have taken stress particularly academic stress as an accomplice in their lifestyle.

Manikandan (2013) experimented a study on stress, anxiety and achievement of the hearing impaired students. The main objectives were to find the relation between anxiety and stress, anxiety and achievement; achievement and stress of the hearing impaired students. The findings revealed that that the majority of the students have average level stress and anxiety. It had affected the achievement, so parents as well as teachers encouragement is very essential for the achievement of the hearing impaired students.

Rajeshkumar & Nancy (2007) studied on stress and coping strategies among nursing students. The aims of study was students are subjected to different kinds of stressors, such as the pressure of academics with obligation to succeed, an uncertain future and difficulties of integrating into the system. Result being separated from home for the first time, the transition from personal to impersonal academics and the vary structure of academic experience at the college level.

NEED AND IMPORTANCE

Academic stress and learning environment are related in such a way that the effect change and redefine student's life in many ways. The students if developed a negative concept on studies that can have impact on their mental and physical well-being. Children with stressed situation exhibits sign of emotional disturbances like aggressive behavior, shyness, social phobia and lack of interest in their academic. Discipline, adjustment related concern, peer pressure and problems such as getting good grades and also pressure from parents and society form the main reasons or cause of this stressful situation.

OBJECTIVES

The main objectives of the study are

- To find out the significant difference in the academic stress among college students with respects to their demographic variables.
- To find out the significant difference in the coping strategies among college students with respects to their demographic variables
- To find out the significant relationship between academic stress and coping strategies among college students.

The demographic variables are gender, locality of the student, stream of study, course of study, residential mode, and type of the management.

HYPOTHESES

The following research hypotheses have been formulated for the present investigation

- There will be a significant mean score difference in the academic stress among college students with respect to their demographic variables.
- There will be a significant mean score difference in the coping strategies among college students with respect to their demographic variables.
- There will be a significance relationship between academic stress and coping strategies among college students.

The demographic variables are gender, locality of the students, course of study, stream of study, residential mode, and type of the management.

METHODOLOGY AND SAMPLING

Survey method with a descriptive type of research was carried out with 400 college students (both undergraduate and postgraduate) by random sampling technique for collecting data from various arts and science colleges in Salem districts. The investigator had selected six different colleges ranging from three colleges in rural and three from urban areas.

TOOL AND TECHNIQUES

Academic stress and coping strategies questionnaire was constructed by the investigator. Finally standardized with the help of expert's opinion with 40 statements for academic stress and coping strategies with 32 statements. Two different types of tools was used which consists of 4 point scored is positive of 4, 3, 2 & 1 and negative of vice revers. Both the tools are valid and reliable **0.72** and **0.69** respectively.

STATISTICAL TECHNIQUES

During the study area was also observed by the investigator. In statistics techniques Mean, Standard Deviation, correlation and 't'-test were applied to know the academic stress and coping strategies of college students at Salem district.

DATA INTERPRETATION

The data thus obtained were analyzed and tabulated below

Table: (I) Values based on analysis for academic stress

Variables	Sub Variables	N	Mean	SD	't' Value
Gender	Male	191	84.15	23.61	5.20*
	Female	209	70.59	28.41	
Locality of the Student	Rural	218	72.21	29.86	4.11*
	Urban	182	82.89	21.98	
Stream of Study	Arts	225	74.60	28.92	2.11*
	Science	175	80.23	24.18	
Course of Study	UG	208	74.95	27.57	1.63
	PG	192	79.36	26.37	
Residential Mode	Day Scholar	247	73.22	28.33	3.82*
	Hostel	153	83.27	23.67	
Type of the management	Government	181	79.53	26.31	1.66
	Private	219	75.03	27.56	

*** Indicates significance at 0.05 level**

There is no significance difference in academic stress in relation to their variables such as course of study ('t'= 1.63) type of management ('t'=1.66). There is a significance difference in academic

stress in relation to their variables such as gender ('t'=5.20), locality of the students('t'= 4.11), stream of study ('t'=2.11), residential mode('t'=3.82).

Table: II Values based on analysis for coping strategies

Variables	Sub Variables	N	Mean	SD	't' Value
Gender	Male	191	84.15	17.01	1.99*
	Female	209	70.59	17.02	
Locality of the Student	Rural	218	72.21	17.31	1.09
	Urban	182	82.89	16.78	
Stream of Study	Arts	225	74.60	16.54	0.55
	Science	175	80.23	17.78	
Course of Study	UG	208	74.95	18.06	1.02
	PG	192	79.36	15.94	
Residential Mode	Day Scholar	247	73.22	17.85	1.40
	Hostel	153	83.27	15.70	
Type of the management	Government	181	79.53	16.71	1.39
	Private	219	75.03	17.34	

*** Indicates significance at 0.05 level**

There is no significance difference in coping strategies in relation to their variables such as, locality of the students('t'= 1.09), stream of study ('t'= 0.55), course of study ('t'= 1.02) type of management ('t'=1.39) residential mode('t'=1.40). There is a significance difference in coping strategies in relation to their variables such as gender ('t'=1.99).

To find out the relationship between the academic stress and coping strategies among college students, the correlation was carried out and the calculation value obtained was **0.34**. It shows that there is a **positive correlation** existing between the both variables.

EDUCATIONAL IMPLICATIONS

- Educational counseling centre should be setup in each school under the supervision of head of schools and timely advice and help at fright can be given before and after exam will reduce stress.
- Teachers in the class must understand the students ability and by providing essential assistance during their need will improve confidence in academics.
- Educational field trip at the end of each transition class to next class yearly will bring academic success and motivation to next step

CONCLUSION

Academic stress and coping strategies appeared to be the largest problem for the students. So, the main implications for the practice are that interventions should not only focus on the individual students but on its entire environment. Parents and teachers need to spend more time with these students and encourage them to overcome these hurdles. The love, care, concern, constant encouragement in educational aspects and in personal as well is essential, support and closeness of the parents enable these students to develop positive attitude among them which will help them to score high and can overcome problems in life too. With positive supports from parents and teachers as they have a key role in shaping the society, a student can overcome their hurdles in academics and in

personal life to succeed in future, as the society needs well achieved academic scholars for societal developments as a good citizen.

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