Degree of College Students' Stress with Special Reference to Stressors Curriculum and Schedule

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Abstract:

Stress will exist once performing at a quick place, doing tough issues, or taking note of somebody shouts at you. It is caused through conflicts, creating choices, or otherwise straining skills, or it will exist owing to varied social demands on time. We've got noted that emotional states tend to not be long lasting, whether or not they area unit unpleasant emotions like concern, or pleasant ones, like joy. Nonetheless infrequently such states could persist for long periods of your time, or they'll reach too high levels. Once this happens, the result usually is labeled, and its manifestation in psychological yet as physiological terms. Stress and its signs, like angst, melancholy, and exhaustion, have perpetually were as a typical drawback among individuals in several professions and occupations. Within the previous couple of decades, panic has already been angry by the increase of books, analysis information, in style articles and therefore the growing variety of organized workshops, reaching to teach individuals the way to address this development. The focus of the research is to seek out the amount of educational tension among college students. The current study consists of scholars learning in colleges placed in. The sample was selected by victimization easy sampling technique. This paper aims to find the stress of college students by sampling method. The sample under study is students of Madras University.

Keywords: Stress, students, curriculum, schedule, emotion .university

INTRODUCTION:

College life is a turning point in the life of any one who comes across it. It is entirely new environment where he gets new friendships. Stress is increasingly becoming a part of our daily lives. "Students stress is an inevitable phenomenon which is often seen in their lives."(Anon n.d.) It will come back from any situation or thought that produces he /she is feelinganxious. "These stressors can play a negative role on student's well-being and/or academic success and persistence."(Anon n.d.; Anon n.d.) However, an excessive amount of anxiety or a robust reply to fret may be detrimental. A larger amount of stress might have bad result on psychological feature of scholars. It will have an adverse impact on student's academic progress and personal well-being

Academic stress is a mental distress with respect to some anticipated frustrations associated with academic failures or awareness of the possibility of such failure. The situation does not remain same for all students and every one may not experience the same gloomy when they are under stress. There are various academic stressors such as college related stress, class room related stress, class mates related stress ,subject related stress, syllabus related stress, assignment related stress, seminar related stress, exam related stress, friends related stress, environment related stress, faculty

members related stress, hostel related stress, parents expectation related stress, financial stress, etc.

When a school student after completion of secondary education enters the college, the environment is totally new and he/ she may be frustrated with the method of handling the situation and stress emerges. The class room setup may not be like in the school. The strength of the class may be double or some time triple as in the school. In this overcrowded class room he/she may not the place where he/she wants to sit. It may createunnecessary stress in the minds of students. In the class room he /she has to get along with new friends. Finding the class mates with same wave length and maintaining good relationship a very difficult part of college life. The success in college life mainly depend on his/her friends.

The subject and syllabus plays an important part to create interest in the minds of students. If they are with the interest of the students it will help them to achieve academic excellence otherwise they curtail students' advancement in their career. Class room academic activities such as seminar and assignment also the reasons of students' stress. It students have stage fear, lack in orating and lack in drafting then they may experience stress during presentation through seminar and submitting assignments.

The exam related stress is a perennial one irrespective of students' caliber. Even if they have prepared well they experience a certain amount of stress. The other important stress is schedule related stress. Many times college academic schedules may not coincide with students' academic schedule. Students may find it very difficult to adhere college and university schedules. Among various stresses, the stress due to parents' expectation from their ward is very intensive among college students.

This paper aims to measure student stress level and also aims to provide suitable suggestions to minimize the degree of stress among the students particularly curriculum related stress and schedule related stress.

REVIEW OF LITERATURE

❖ David Robotham, **Stress and the higher education student: a critical review of literature**, *Taylor and francis online*, (19 aug 2006), The research has stated that the prevalence of stress among college students is very high. The important one is their progression in studies. Due to several issues they are not able to explore.

❖ Cheng kai-wen, **A study of stress sources among college students in taiwan**, *Journal of academics and business ethics*, From the survey conducted among 201college students in Taiwan through well-structuredquestionnaireit was found that male students experience more stress from family factor than female students.

❖ P.Nivethitha, S.Rita, **A study on stress management among student community**, *IJESRT, this* paper concludes that close monitoring the students and taking appropriate steps can reduce the stress level of students of a particular locality.

❖ Sharma et al. (2016) in their study stated the students stress can be reduced by giving regular physical exercise, imparting time management techniques, change in the methods of teaching and mentoring them.

❖ Prabu (2015) researched on the higher secondary students and found that female students are less stressed compared with male students. Rural student's' academic stress is lower than urban and also students from Arts are less stressed than Science stream.

MATERIALS AND METHODS

The researcher has used the primary data collection method, whereby the samples were collected through convenient questionnaire method. Statistical methods used were mean, chi-square method and correlation.

Type of research	Empirical
Type of sampling	Convenient sampling
Method of data collection	Survey method
Data collection tool	Questionnaire/ schedule
Population	Madras university students
Sample size	1404
Statistical analysis	• Percentage analysis • Mean and standard deviation • Inferential statistics-Chi-square test and correlation

HYPOTHESIS

- There is no significant association between profile of the students and curriculum stressors
- There is no significant association between profile of the students and schedule stressors
- There is no significant relationship between stressors and level of students' academic stress

DATA ANALYSIS AND INTERPRETATION (RESULT)

MEAN AND STANDARD DEVIATION

The curriculum related stress among college students was examined and the results are shown

Sl. No.	CURRICULUM RELATED STRESS	Mean	Standard Deviation
1.	Non availability of additional study reference	2.41	0.918
2.	Having to study some subjects that are not interesting	2.46	0.922
3.	Subjects are not employment oriented	2.56	0.930
4.	Subjects are not connected with other branches of knowledge	2.50	0.957
5.	Content too heavy in some subjects	2.61	0.911
6.	Content not encouraging group study	2.58	0.917
7.	Content not being pace with technology	2.60	0.924
8.	Non availability exact text book	2.68	0.905

As per the analysis of the table mentioned above, the mean value greater than 2.75 is considered as severely stressed, the value between 2.50 and 2.74 is moderately stressed, and the value 2.01-2.50 comes under mildly stressed category.

Therefore from the inference of the above given table, when the subjects are not employment oriented, content not encouraging the group study, too heavy content in some subjects, content not in pace with technology and non-availability of books, when the subjects are not connected with the branches of knowledge, the student feel moderate stress wheres in case of non-availability of study reference material and having to study subjects that are not interesting cause mild stress.

The schedule related stress among college students was examined and the results are shown

Sl. No.	SCHEDULE-RELATED STRESS	Mean	Standard Deviation
1.	Attending classes	2.41	0.945
2.	Attending make-up classes	2.57	0.916
3.	Making sense of too many vacant periods	2.51	0.904
4.	Managing too little vacant periods	2.54	0.917
5.	Moving from one classroom to the other	2.60	0.925

6.	Moving from one building to the other	2.60	0.942
7.	Commuting to and from the school	2.60	0.908
8.	Participating in extracurricular activities	2.45	0.966
9.	Attending meetings of student organizations	2.46	0.934
10	Attending college programs	2.48	0.949

As per the analysis of the table mentioned above, the mean value greater than 2.75 is considered as severely stressed, the value between 2.50 and 2.74 is moderately stressed, and the value 2.01-2.50 comes under mildly stressed category and below 2 comes under no stress category.

From the inference of the above table, attending classes, attending college programs, meetings of student organizations, participating in extracurricular activities causes mild stress among the students whereas, moving from one classroom to another, from one building to another, commuting to and from the school, attending make-up classes, making sense of too many vacant periods, managing too little vacant periods causes moderate stress among the students.

CORRELATION

The relationship between curriculum related stress and subject related stress of college students was examined by carrying out correlation analysis and the results are shown below.

Particulars	Curriculum	Schedule
Curriculum	1	0.406
Schedule	0.406	1

The correlation coefficient between curriculum related stress and schedule related stress is 0.406, which is moderately and positively correlated with each other at one percent level of significance

CHI-SQUARE TEST:

The association between socio-economic profile of the college students and the curriculum related stress has been analysed by chi-square test and the results are given below,

SI.No	Socio economic profile of students and curriculum related stress	Chi – Square-Value	P value	Cramer's V	Sig
1.	Gender and curriculum related stress	27.507	.281	.140	.281
2.	Age and curriculum related stress	192.623	.000	.214	.000
3.	Course and curriculum related stress	44.763	.006	.179	.006
4.	Year of studying and curriculum related stress	85.840	.001	.175	.001
5.	Department and curriculum related stress	24.492	.434	.132	.434

The P-value of gender and department in association with curriculum related stress is higher than 0.05 so in both the cases null hypothesis is accepted. Whereas in case of age, course and year of study the P-value is less than 0.05 which amply clears that the null hypothesis rejected in these cases.

SI.No	Socio economic profile of students and schedule related stress	Chi – Square-Value	P value	Cramer's V	Sig

No.						
1.	Gender and schedule related stress	53.789	.005	.196		.005
2.	Age and schedule related stress	245.655	.000	.242		.000
3.	Course and schedule related stress	40.324	.099	.169		.099
4.	Year of studying and schedule related stress	102.606	.001	.191		.001
5.	Department and schedule related stress	26.457	.652	.137		.652

The P-value of course and department in association with schedule related stress is higher than 0.05 so in both the cases null hypothesis is accepted. Whereas in case of gender, age and year of study the P-value is less than 0.05 which amply clears that the null hypothesis rejected in these cases.

CONCLUSION AND SUGGESTION:

Therefore from the inference of the above given table, it can be concluded that when the subjects are not employment oriented, content not encouraging the group study, too heavy content in some subjects, content not in pace with technology and non-availability of books, when the subjects are not connected with the branches of knowledge, the student feel moderate stress whereas in case of non-availability of study reference material and having to study subjects that are not interesting cause mild stress.

From the inference of the above table further it can be concluded that attending classes, attending college programs, meetings of student organizations, participating in extracurricular activities causes mild stress among the students whereas, moving from one classroom to another, from one building to another, commuting to and from the school, attending make-up classes, making

sense of too many vacant periods, managing too little vacant periods causes moderate stress among the students.

In order to reduce curriculum related stress, awareness about the subjects and importance of such curriculum for their career should be created among students. Time management techniques and yoga can mitigate schedule related stress and increase the balancing and managing ability of the students.

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