Chapter I
CHAPTER I

INTRODUCTION

1.1 Introduction

1.2 Stress defined

1.3 Stressors of college students

1.4 Time management of college students

1.5 Objectives of the study
   1.5.1 Primary Objectives
   1.5.2 Secondary objectives

1.6 Procedure of the study

1.7 Significance of the study
CHAPTER I

1.1 Introduction

College life in the coming decades casts new tensions to students with the dynamic changes taking place in all spheres of life. Students entering colleges are at an obvious turning point in their educational career. It is also a crucial phase in their life in which seeds for their future are sown. The time span spent at this stage by them is both psychologically and sociologically a very important period of his life. This period of adolescence has been described as a time of 'Storm and Stress' as many physical and psychological changes take place in the personality of the student.

Moreover it is a period of changes in Biological, Cognitive, Social and effective functioning. Puberty involves dramatic endocrine changes that affect the internal and external structures and functioning of the body. These biological changes may be negative or they may be positive opportunities for adaptation depending primarily on how they perceive the changes. It is a period of cognitive development where young people develop the capacity to think about thinking and youth turn to others who are similar to
themselves to determine appropriate behaviour. In other words, peers increase in importance and to avoid social ridicule, most youth develop uniformity in appearance and behaviour.

They are also ambitious by nature. They may have so many aspirations and desires to be fulfilled. Despite their best planning and efforts they may not get the desired success. At times they find themselves in a state of utter confusion and bewilderment.

Recent researches in the field of adolescent psychology have revealed that the adults, parents, elders and teachers and their unreasonable ways and points of view, generate problems for students. They are in the habit of criticising the students and always impose their authority and assert their likings.

Students crave for recognition and they also try to maintain their self-prestige and status among their peers. They assert that they are mature individuals. If the students feel that they are insulted and their phenomenal self has been attacked unnecessarily that creates anxiety and tensions resulting in stress.

Also the age of adulthood is marked by too much intensity, force, instability and immaturity of
emotions. Youth are highly inflammable and restless. Their emotions can be aroused with a straight provocation. They become disturbed if they are not provided proper security and freedom from emotional disturbances. This sort of affair along with the repeated failure in the attempts, put students into a state or condition, that can be termed as 'Student Stress'.

1.2 Stress Defined

No matter how resourceful one may be in coping with problems, the circumstances of life involve emotional strain or tension. Many of the demands of everyday life are relatively minor ones, that can be met easily. The problems which put the individual under strain are called stressful ones. The word 'Stress' means different things to different people. The businessman thinks of it as frustration, the air traffic controller as a problem in concentration, the educationist, teacher and learner describe it in terms of tensions which include the concept of fear, sorrow, guilt, anger, anxiety or depression.

It is difficult to present an adequate definition of stress which is acceptable to all. Mc Grath (1970) suggests that stress is a (perceived)
substantial imbalance between demand and response capacity under conditions where failure to meet demand has important "perceived consequences". It certainly seems helpful to recognise that stress is situation-specific.

Stress can be broadly defined in terms of psychological, physiological changes which occur as people respond to changes. Stress is generally seen to have two major components, stressors and stress responses. Stressors are internal or external stimuli, events which cause some sort of responses. Internal stressors include thoughts and feelings, external stressors include such things as noise, cold and interactions with other people. A stress response is a complex reaction to a stressor. It usually has physiological, cognitive and/or behavioural components.

1.3 Stressors of College Students

Factors which cause stress are called stressors. Stressors are generally the external demands of life or internal attitudes and thoughts that require a person to adapt.

The stressors of college students are generally identified as college environment, demands of
academic life, examination pressures, peer group relations, home/parental relationship and personal problems.

Furthermore, college students may face role confusion as indicated by Erikson (1963). This may be because an adolescent must seek and find role identity for being ready to accept adult roles to move into adult world. If he/she fails to do so, role confusion occurs which may result in stress.

Lack of study routines, negative attitude to work and unsound learning strategies, inadequate guidance, too much of work, too many subjects in the time table, fear about future career, student parent relationship, environmental factors such as rules and regulations of college, rigid discipline, noisy environment may cause stress to the college students.

1.4 Time Management of College Students

Students' time is a limited resource. Like other limited resources time needs to be effectively managed. Students often have a large number of information processing tasks to do and the task are of different lengths, complexity, priority, deadlines and proneness to interruptions. In short college
students are over loaded by academic work. Students enter the college life with different knowledge, skills or abilities and under fixed time conditions. These differences are translated into differences in achievement. The problem is not only that students may not be able to complete all the tasks they are given, it is also important, the question of not being able to achieve a level of performance.

In such circumstances it would be natural for students to consider how they might manage their time effectively. Students often enter higher education from situations where their work routines were more or less prescribed for them by teachers and tutors. Many find that in higher education, the requirements are very difficult and difficult to manage their own time. If there is a continual failure to manage time, an individual may begin to question his competence and will experience strong feelings of stress.

Therefore stressors of college students, "Use of Time" form an important domain of educationally significant variables.

The investigator, as a student has experienced stress and inability to manage the time effectively during college days, and therefore interested to seek answers to the following questions.
1. To what extent do college students experience stress?

2. What are the sources of stress in college students?

3. What are the differences in the sources of stress experienced by students of different sex, type of college, the subject studied and localities.

4. How do students cope with stress?

5. Does poor time management lead to stress?

6. How do students react in stress situations?

7. What type of management practices do college students exhibit to cope with stress?

8. What type of reactions do college students exhibit when the time is effectively managed by them?

9. Does poor management of time by college students lead to unsuccessful coping skills?

In an attempt to find answer to the above queries the study "Stress and Time Management of College Students" is conducted with the following objectives.
1.5 Objectives of the Study

1.5.1 Primary Objectives

1. To construct and standardise
   a) 'College student stress scale'
   b) 'College student stress reaction scale'
   c) 'College student stress management scale'
   d) 'College student time management scale'

2. To find out the extent of stress experienced by college students

3. To identify the causes for stress in college students

4. To study the stress behaviour of college students

5. To find out the stress management strategies of college students

6. To find out the time management practices of college students.

1.5.2 Secondary Objectives

1. To find out the relationship between the levels of stress and reaction patterns of students under stress
2. To find out the relationship between the levels of stress and stress management strategies of college students

3. To find out the relationship between stress and time management practices

4. To find out the relationship between time management and types of reactions to stress situation

5. To find out the relationship between time management and types of stress management strategies of college students

6. To find out the difference between male and female college students in
   a) the intensity of stress experienced
   b) the causes of stress
   c) the reactions to stress situations
   d) the stress management strategies
   e) the time management practices

7. To find out the difference between rural and urban college students in
   a) the intensity of stress experienced
   b) the causes of stress
   c) the reactions to stress situations
   d) the stress management strategies
   e) the time management practices
8. To find out the difference between Private and Government college students in
   a) the intensity of stress experienced
   b) the causes of stress
   c) the reactions to stress situations
   d) the stress management strategies
   e) the time management practices

9. To find out the difference between Science and arts students in
   a) the intensity of stress experienced
   b) the causes of stress
   c) the reactions to stress situations
   d) the stress management strategies
   e) the time management practices

1.5 Procedure of the Study

The study is a survey, descriptive in nature conducted on a sample of 1,304 college students of Tamil Nadu enrolled in University of Madras, Madurai Kamaraj University, Alagappa University, Bharathiar University, Bharathidasan University and Manonmaniam Sundaranar University.

Since no standardised instruments were available it became necessary for the investigator to develop and standardise inventories.
The following **four tools were standardised.**

i) 'College student stress scale' - to measure the intensity of stress experienced by college students.

ii) 'College student stress reaction scale' - to find out how college students react to stressful situations.

iii) 'Stress management scale for college students' - to identify the coping strategies used by students while under stress.

iv) 'College student time management scale' - to identify the time management practices of college students.

1.7 **Significance of the Study**

Stress is one of the most serious problems faced by many learners. When students are aware of the reasons for experiencing stress and stress reactions they may learn to adopt appropriate stress management strategies.

Hence it becomes necessary to understand the stressors which confront our college students, weed them out and do the needful in order to help our learners to be free of the negative effects of stress.
There is an urgent need for the teacher, and the educational workers to understand the strain producing situations among college students in order to help them to become well adjusted in life. The result of the study may be of help to the curriculum developers, educational administrators, guidance workers, counsellors in understanding the behaviour of the students, stress producing situation, and time management practices of college students. Hence the investigator felt the need for the present study.