

THE RELATIONSHIP BETWEEN STRESSORS AND THEIR COPING STRATEGIES UNDER COLLEGE STUDENTS IN KOCHI

Project Report

Submitted by

SAFNA NASAR (Reg. No. SB20BMS030)

Under the guidance of

Dr. ANU RAJ

In partial fulfilment of the requirements for award of the degree of
Bachelor of Management Studies (International Business)



ST.TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

COLLEGE WITH POTENTIAL FOR EXCELLENCE

Nationally Re-Accredited at 'A++' Level (NAAC Fourth Cycle)

March 2023

ST.TERESA'S COLLEGE (AUTONOMOUS) , ERNAKULAM, KOCHI - 682011



CERTIFICATE

This is to certify that the project report entitled, “ The relationship between stressors and their coping strategies under college students in kochi ”, is a bonafide record submitted by Ms. Safna Nasar .,

Reg. No.SB20BMS030, in partial fulfillment of the requirements for the award of the Degree of Bachelor of Management Studies in International Business during the academic years 2020-2023.

DATE:

**Dr. ALPHONSA VIJAYA JOSEPH
PRINCIPAL**

ST.TERESA'S COLLEGE (AUTONOMOUS) , ERNAKULAM, KOCHI - 682011



CERTIFICATE

This is to certify that the project report entitled, “ The relationship between stressors and their coping strategies under college students in kochi ”, has been successfully completed by Ms. Safna Nasar .,

Reg. No.SB20BMS030, in partial fulfillment of the requirements for the award of the Degree of Bachelor of Management Studies in International Business under my guidance during the academic years 2020-2023.

DATE:

Dr. ANU RAJ

INTERNAL FACULTY GUIDE

DECLARATION

I, Safna Nasar., Reg. No.SB20BMS030, hereby declare that this project work entitled “The relationship between stressors and their coping strategies under college students in kochi ” is my original work.

I further declare that this report is based on the information collected by me and has not previously been submitted to any other university or academic body.

Date:

**SAFNANASAR
REG. NO.SB20BMS010**

ACKNOWLEDGEMENT

I would like to place on Project Report my debt of gratitude to those who helped me in the preparation of this project.

I would like to express my profound gratitude to the Director of the college, Rev. Dr. Sr.Vinitha (CSST), the Principal of the college, Dr. Alphonsa Vijaya Joseph and many thanks go to all the faculties of the Department of management Studies who have given their full effort in guiding the team in achieving the goal as well as their encouragement to maintain our progress in track.

I would like to express my special thanks to our mentor Dr. Anu Raj, for the time and efforts she provided throughout the semester. Your useful advice and suggestions were really helpful to me during the project's completion. In this aspect, I am eternally grateful to you.

My profound thanks go to all classmates for spending their time helping and giving support whenever I need it in completing my project.

Safna Nasar

EXECUTIVE SUMMARY

The education industry in Kerala has improved and has undergone many changes .

Kerala having the highest literacy rate among other states in India has its own pressure to maintain its standards.

In the education industry the students are a very important factor therefore their wellbeing too. Stress has overtaken students in recent times due to the fast growing world and ever-growing expectations that are forced upon them , due to which stress management is an essential activity in colleges in Kerala .

Kochi being the hub of colleges and institutions the study has been conducted in the city known as the Queen of the Arabian sea .

This study is done to understand the level of stress among college students in Kochi and the relationship with these stressors with the coping strategy . It is very important that students are led to the right path and do not fall under the negative aspects of coping with stress.

The research begins by preparing the report , objectives , significance of the study and the background of the industry to get a better understanding on the questionnaire and to understand the basic components of stress and how it is measured .

This is then followed by the questionnaire which reveals the demographic aspects of the respondents , the different kinds of stressors that affect them and in what degree , whether there is a relationship between stressors and the choice of coping strategies , how gender determines the choice of coping strategy , the effect of social influence and income level on coping strategies .

The report has been concluded with the interpretation of the whole study and the information collected is presented with the help of tables and analysis statements .

It was found that college students in Kochi face all the kinds of stress studied , emotional stress being the highest of them all . It was also interpreted that gender plays an important role in the choice of coping strategies .

The study is then concluded with some suggestions that can be used to overcome these concerns among the students .

TABLE OF CONTENTS

Chapter no.	Title	Page no.
	Acknowledgement	4
	Executive Summary	5
	List of Tables and Figures	6
One	Introduction	
	An Introduction to the Study/ Literature review	9
	Statement of Problem	13
	Scope of the study	13
	Significance of Study	13
	Objective of Study	14
	Conceptual Model	14
	Research Hypothesis	14
	Research Methodology	15
	Nature and population	
	Sampling & sample size	
	Data source & method of collection	
	Data analysis & interpretation	
	Limitations of the study	
Two	Industry, Company and Product Profile	18
	Industry Profile	19

Three	Data Analysis and Interpretation	
	Demographic Details of Respondents	23
	Overall Stress	24
	Dependence of gender on coping strategies	25
	Relationship between physiological stressors and positive coping strategies	26
	Relationship between emotional stressors and negative coping strategies	27
	Relationship between social stressors and negative coping strategies	27
	Relationship between examination stressors and positive coping strategies	28
	Relationship between behavioural stressors and negative coping strategies	29
	Relationship between social influence and negative coping strategies	29
	Relationship between social influence and positive coping strategies	30
	Association between income levels and positive coping strategies	31
	Association between income levels and negative coping strategies	32
Four	Suggestions, conclusion , Reference	
	List of findings	34
	Suggestions	36
	Conclusion	37
	Reference	38
Five	Annexure	40



CHAPTER ONE
INTRODUCTION

1.1 LITERATURE REVIEW

College life is one of the most scintillating and memorable experience in an adolescent college life . It is in college that an adolescent enjoys the vibrant environment , the company of friends and the various academic and cocurricular activities , which enriches , nurtures and henceforth prepares the adolescent for adulthood.

When we look into the lives of college students we understand that they encounter a number of challenges in their day to day life , therefore the whole idea of an exiting and vibrant college life in unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance , emotional and social well being . Many college students report dealing with varying levels of stress throughout college for a number of different reasons. Stress affects everyone differently and for different reasons , and people respond to stress in many different ways .

Stress isn't always a bad thing , in fact its necessary and healthy, but at only managed levels. Stress pushes us to stay on track with our studying and classwork and keep us motivated . but when stress , worry and anxiety start to overwhelm us , it makes it harder to focus and get things done .

College students commonly experience stress because of increased responsibilities , a lack of good time management , changes in eating and sleeping habits , and not taking enough breaks for self care . Transitioning to college can be a source of stress for most first year students .

To adjust to this stress, students may utilize some combination of behaviour , thought and emotion , depending on the situation . They indulge in coping mechanisms for stress management or to cope with anger , loneliness, anxiety or depression .

Coping mechanisms are the strategies people often use in the face of stress and / or trauma to help manage painful or difficult emotions. Coping strategies can help people to adjust to stressful events while helping them maintain their emotional well-being.

Despite the fact that the news broadcast college preparatory high schools as the main sources of pressure and stress, more studies are needed as not many experimental studies nave been conducted with students in these settings. (Conner et al.2010)

In recent times, students encounter all kinds of stressors, such as that of excelling in academics, vague future and problems associated with adapting into the college environment. The learning abilities and academic outcomes of these students are

affected when they encounter challenges such as social, emotional, physical and family problems. (Fish & Nies, Chew et al., 2003)

High stress levels in nursing students may affect memory, concentration, and problem-solving ability, and may lead to decreased learning, coping, academic performance, and retention. College students with higher levels of learned resourcefulness develop greater self-confidence, motivation, and academic persistence, and are less likely to become anxious, depressed, and frustrated

According to Feld 2011, the most important stressors encountered by students include high individual and external expectations. and stressful surroundings as well as academic motivators such as academic tasks, ranks and college recognition. Students believe that they would practice an improved wave of life if these challenges were removed. (AM Goff , 2011)

Babar et al 2004 found out that the most dominant stressors were that of academics and examinations. The subject of academic stress and college students has been in the limelight for several years. During every semester, at specific periods college students experience pressure due to academic engagements and responsibilities, economic hardships and improper Time management skills. Health ,academic accomplishments can both be hampered if stress levels are very high and if stress is negatively perceived (Campbell & Svenson,).

Womble, 2003 studied various factors that can weaken a student's academic achievements. These factors included societal activities. job demands or romantic relationships which can take away valuable time.

In India. the factors responsible for the outcomes such as emotional stress and internalized problems are due to elevated levels of academic and social stress. (Verma et al. 2002. Krishnakumar et al. 2005. Lai & Wong). While students stress has often been linked in the literature to family problems, similar results were found in studies by other researchers that students learning ability and academic accomplishments were affected by family problems(Fish et al;Chew et al, 2003)

Social support from the university, family, friends and mentors create an enormous impact on student's achievement and performance. Likewise, emotional, academic and financial aids are incredible factors which ascertain the success of college students. College life can be stressful and alter the life experience of a student, it is therefore vital to be in the company of family and friends while being in college. (Trockel et al. 2000) Shaikh et al 2004 also reports that relationship problems both at home and in college often contributes to stress. As stated by Greenberg , making new friends is one of the causative factors of stress amongst college students. Besides making new friends, it is often seen that transforming and building new friendship is a stressful situation highly related with college life

An individual's self-esteem is enhanced through academic excellence and accomplishment. Ills, (1991) states that academic achievement is influenced by self-esteem. Studies conducted by Dennis et al.. (2005) and Nicpon et al., (2006) clearly determines that students who are socially inactive tend to be more isolated, attain low grades and are more at risk of withdrawing from college. A decline in the academic performance and adjustment is seen among students who are lonely and socially inactive in college thus making them unable to utilize the social resources available in the campus

Pinto et al. 2001: Ross et al. and St. John. . documented a decline in academic performance as a result of financial stress. However. Mehta. et al.. (2011) suggested that financial stress is not the only determining factor of poor academic performance

Investigation carried by Patel & Greydanus (1999) exhibits adolescent stage to be a crucial period where substance use primarily develops a consequence or peer pressure, college recognition and accessibility or substances alcohol, drugs, tobacco such as cigarettes . substance abuse by students is mainly due to academic stress. As reported, nearly 5500 children and adolescents in India, begin usage of tobacco products daily. with a majority who initiate substance intake before 18 years and a few as young as 10.

Stress has great impact on one performance and efficiency; however, the intense pressure and the demands of coping determine the consequence of stress on performance. The important variables or factors associated with stress, and their direct or indirect effects on various outcome measures such as mental health, physical health, and performance should be taken into account. Baqutayan, S. M. S. (2015)

The major purpose of substance usage as affirmed by Lukove et al.. (2011) were mainly peer pressure. The incidence of substance abuse mainly smoking and alcohol is very high among students in economically backward countries. Poor academic performance. low self esteem. bonding difficulties with parents, lack of moral and spiritual values, sensation seeking and early initiation of substance use as a result of perceived peer pressure are the dominant risk factors responsible for high substance abuse among the youth. (Otieno & Ofulla, 2009)

Greenberg and Valletutti, state that a good psychological balance on the part of person is an effective tool to deal with stress. The strategies to tackle stressful crisis are referred to as coping mechanisms; which include the. behavioural. physical. external factors. emotional. spiritual and cognitive strategies.

((Lazarus 1999; Lazarus & Folkman ; Everley et al. 2002; Westen 1999; Tix et al.).

Positive coping strategies relieves stress and was found to be beneficial in the long run. unlike negative coping which may ease stress for a short period of time (eg. Use of alcohol or drugs. or withdrawal from social interaction). but prove to be harmful and affect both the physical and mental health. (Everley et al. 2002). Good coping skills are

likely to lower the stress levels whereas negative coping increases stress (Lazarus 1999).

Coping techniques such as proper utilization of time, involving in leisure related activities, optimistic appraisal and support from friends and family often relieves stress in students (Blake & Vandiver, 1988; Mattlin et al., 1990). Leisure and exercise relieves stress, motivates and provides directions and increases proficiency in college students (Ragheb & McKinney). Different coping methods such as finding help, solving problem, leisure, exercise, cognitive-restructuring, and a sense of security were found to be beneficial (Donaldson & Prinstein et al., 2000).

In the academic years of 1970 to 1996, 36 out of 157 deaths of Cambridge University students were attributed to suicide (Collins & Paykel, 2000). According to an article published in *The Interpersonal Theory of Suicide* journal (2004), the majority of all suicide cases have previously experienced different forms of stress in their lives. The main reason why university students go through rebellious and careless stages in their lives is mainly because of their concealed feebleness when it comes to dealing with stress. In addition, many university students turn to reckless solutions when subjected to stress, such as smoking. Even though there are some university students who reason that being under high stress levels pushes them to achieve their goals; unmanaged stress leads to dangerous behaviours and illnesses. In addition, the rates of university drop outs are incredibly high in modern days, as more and more university students are unable to deal with university stress.

According to Kadapatti & Vijayalaxmi 2012, stressors like academics; social, emotional and financial has an impact on the academic achievements of a college student. Results of an Indian study revealed that factors associated with curriculum and workloads combined with economic deprivation are accountable for academic stress. Low academic achievement of some students can be a consequence or improper time management, economic hardships, lack of sleep, and societal engagements. This is also seen in students with children. (Maheshwari & Deepa 2013)

1.2 Statement of problem

One of the most important aspects of succeeding in college is to make sure you are in a stress free environment and in a safe place . The researcher will study the various different stressors and the levels at which they affect the college students of Kochi . It also deals with finding the coping strategies the students involve in and how much does variables such as Income and Social Influence affect the coping mechanism they indulge in .

1.3 Scope of the study

The study is conducted in colleges in Kochi, Kerala. The researcher aims to collect data from 150+ undergraduate students to understand the stressors that affect them ,the level of stress they undergo and the coping strategies they indulge in their early adulthood.

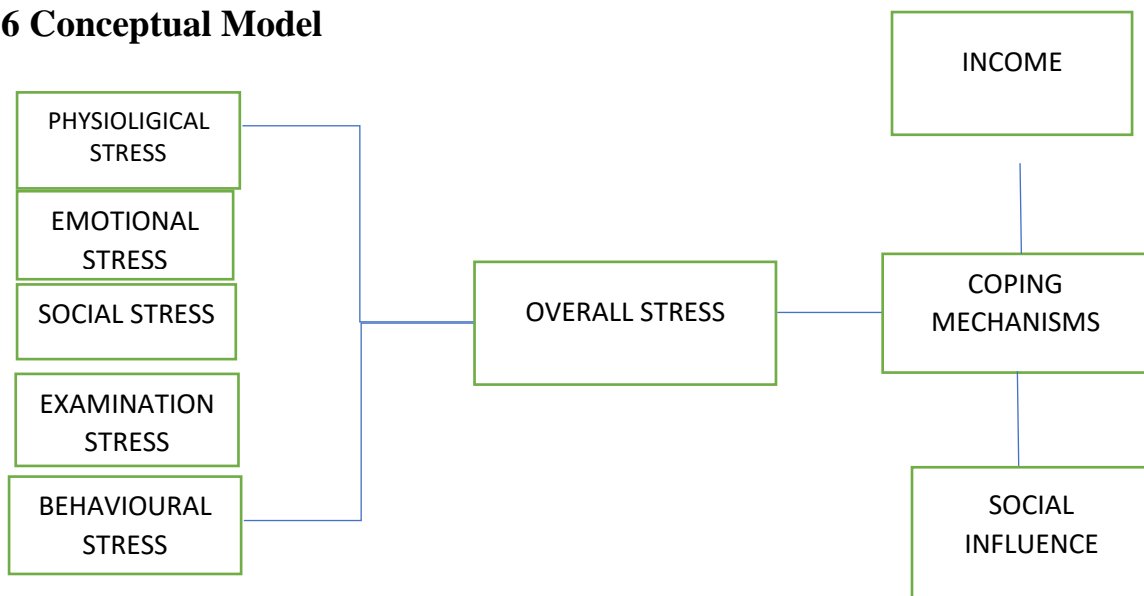
1.4 Significance of the study

The findings of this study will reveal the degree at which different stressors affect college students in Kochi and how these students use the available resources to overcome the stress through the positive and negative strategies . It is vital to understand what is causing the students stress to overcome them . Students with poor stress management run a higher risk of developing serious diseases. Stress affects grades, social interactions , and long term success.

1.5 Objectives of the study

- To understand the different stressors affecting students
- To evaluate the level at which each stressor causes overall stress
- To understand whether the stress levels affect the choice of coping strategy
- To understand the coping strategy chosen among men and women students
- To methodize the degree at which social influence and income levels affect the choice of coping strategy.

1.6 Conceptual Model



1.7 Research Hypothesis

H1- Emotional stress is high in college students

H2 – Male students indulge in negative strategies more than females

H3- There is a relationship between stressors and the coping strategies

H4 – There is a positive relationship between social influence and coping strategies

H5- There is a significant association between income levels and coping strategies

1.8 Research Methodology

1.8.1 Data Collection

There are two approaches that researchers frequently employ when it comes to gathering data. These techniques fall under the categories of primary and secondary data collecting. Primary data gathering approaches include questionnaires, case studies, projective techniques, timetables, and observational methods. Secondary data is information that has previously been collected and may have come from public or unpublished sources. Publications by the government, public documents, records kept by banks, etc. are examples of published sources. Unpublished sources of information include those found in letters, diaries, unpublished works, biographies, etc. The researcher employed questionnaires as a data gathering strategy to better understand the aspects impacting consumer perception.

The profiles of the industry and the firm were discovered using secondary data collected throughout the study process. It was also used in the literature review and research introduction. All secondary data-related material was gathered from reliable websites and already completed research papers.

1.8.2 Sampling

1.8.2.1 Population

Population is the collection of the elements which has some or the other characteristics in common. The number of elements in the population is the size of the population. In this survey, the population comprises the undergraduate students of Kochi . The undergraduate students include students from ARTS AND SCIENCE colleges in Kochi .

1.8.2.2 Sample Size

The sample for the research is confined to the undergraduate students of Kochi. Keeping in view the limitation of time and resources, the sample size taken is 156 respondents. Questionnaires were distributed through social media platforms like WhatsApp and e-mail in the form of google forms , a QR code was made for easier conveyance to the respondents and enough time was given to the respondents to fill the questionnaire to reduce sampling error.

1.8.2.3 Sampling Technique

The study uses convenience sampling techniques which is a type of non-probability sampling technique. It involves selecting the sample population from a pool of conveniently available respondents.

1.8.3 Tools Used for Data Collection

The questionnaire is carefully designed to meet the requirements of the research. The questionnaire consists of three parts. The first part is focused on the demographic aspects, the second part focuses upon various kind of stressors affecting the students and the third part to understand the coping strategies they indulge in and how it is affected by their social wellbeing. Most of the questions in the second section is constructed using the Likert Scale, ranging between 1- Strongly Disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Strongly Agree. A rating scale has been formed to rate the stressors which will help us analyse the level at which they are affected and the rate at which they involve in positive or negative strategies.

1.8.4 Data Analysis Technique

The entire data has been analysed using SPSS (version 20) software package. The tools used for analysis in SPSS for this research are as follows-

- i) Independent T- test
- ii) Correlation
- iii) Chi-Square

1.9 Limitations of the Study

- Time constraints were one of the major limitations as research activities were done alongside academic activities.
- Cost was another limitation of the study.
- It was quite challenging to get the respondents to trust the researcher and get them to answer the questionnaire.
- The sample size is very small and has only a very small proportion of the entire population.
- Many respondents did not put in their honest opinions



CHAPTER TWO
INDUSTRY PROFILE

INDUSTRY PROFILE

Among the several states in India , Kerala occupies an enviable position in terms of several indicators of social and human development . In fact, in terms of human developments , Kerala ranks fairly well in comparison with some of the advanced countries of the world . It stands as the most literate state and as a state that provides elementary education to all eligible children . Kerala's education performance has been so impressive that it could receive the distinctive acclamation as the ' Kerala Model '. And some recommended Keralization of the whole education system in India (Lewis,1997,p.341)

Kerala has a lot to legitimately be proud of in terms of educational achievement towards the end of the 20th century. Innovative interventions are being made in a variety of education-related areas, such as curriculum and exam revisions, teacher training, reorganising the way educational programmes are organised, etc. There have also been initiatives to increase access to higher education in the region. Many universities arose in various regions of Kerala in place of Kerala's lone university (University of Kerala) and a few colleges at the time the state was formed. The number of professional institutions, fine arts colleges, and arts and science colleges has all significantly expanded over time.

The educational system of Kerala has been developed by government owned institutions or owned by them . In the educational system prevailed in the state of schooling is for 10 years which is subdivided into primary , upper primary and high school . After 10 years of secondary schooling, students typically enrol in Higher Secondary schooling in one of the three major streams which are the liberal arts , commerce or science . On completing the required coursework, students can go for general or professional undergraduate programmes provided in the state . A few universities and colleges in Kerala are University of Calicut , Mahatma Gandhi University , University of Science and Technology . Colleges include St. Alberts College , St.Teresa's College , Maharajas College etc.

The importance and antiquity of education in Kerala are underscored by the state's ranking as among the most literate in the country. The educational transformation of Kerala was triggered by the efforts of the Church Mission Society missionaries, who were the pioneers that promoted mass education in Kerala, in the early decades of the 19th century.

(India Country Summary of Higher Education, n.d.)

Universities should offer a stress management course for their students, to allow them to cope better with stress throughout their lives. Stress is anything that induces negativity, which when amplified can cause numerous undesirable effects.

Many students experience scholastic underachievement and loss of independence as a result of mismanaged stress. Also, it promotes substance addiction among college students, which leads to a variety of cancers and mental problems as a result. Although some college students think that unmanaged high levels of stress can help them achieve their goals, there are numerous important disadvantages that outweigh this advantage. As a result, unchecked stress has devastating effects on college students, which is reason enough for universities to start offering stress management classes to their students.

PHYSIOLOGICAL STRESS

Any internal or external circumstance that threatens the equilibrium of a cell or an organism is referred to as physiological stress . It can be broken down into three different categories : aging , intrinsic developmental stress, and environmental stress. Changes in the environment pose a challenge to all living things during their lifespan. An organism can adapt , survive , and reproduce as a result of changes in oxygen levels, temperature . Along with external stressors , morphogenesis and internal chemistry changes during normal development also causes stress in organisms

EMOTIONAL STRESS

All these good, normal emotions—worry, fear, anger, and sadness—are present until they limit your ability to perform the things you need or want to do. A typical response to the strains of daily living is emotional stress. All other emotions, including anxiety, fear, rage, and sadness, are common emotional reactions. Life includes all of them. The stress that lies beneath these emotions has turned unhealthy, though, if it prevents you from doing the things you need or want to do.

SOCIAL STRESS

A scenario that jeopardises one's connections, self-worth, or sense of belonging within a pair, group, or larger social environment is generally referred to as social stress. Many different circumstances might lead to social stress. Challenging social interactions such a contentious or tumultuous marriage or family relationship can lead to social stress. Social stress can also appear in situations where one's performance is being evaluated, where others may be critical or judgemental, or in situations where one feels rejected, excluded, or disregarded. Another way to think of social stress is as perceptions of one's reduced status or role within a group or community.

EXAMINATION STRESS

Exam stress is the tension and anxiety that arise during test-taking circumstances. Stress about forthcoming tests, exams, papers, or presentations is common. In fact, a little bit of stress can push you and encourage you to work more. Exam stress becomes a problem when it hinders your performance and prevents you from meeting your academic and learning objectives.

BEHAVIOURAL STRESS

Behaviour stress include avoiding tasks, having sleep issues, having trouble finishing work projects, fidgeting, trembling, tensing up, clenching their fists, sobbing, and altering their eating, smoking, or drinking habits.

Mounting social and academic pressures mean that higher education can be a challenge for any student. A Uni Health study found that 80% of those studying in higher education reported symptoms of stress or anxiety, while one NUS survey found that nine in 10 students experienced stress.

For my research I have focused on arts and science colleges in Kochi in regard of the abundance of arts and science colleges and institute in KOCHI .

CHAPTER 3
DATA ANALYSIS AND INTREPRETATION

3- Demographic details of Respondents

The researcher has tried to study the demographic variables of the respondents

TABLE 1 – Demographic Details of Respondents

Demographic charecterstic		Number of Respondents	Percentage
Gender	Male	64	41.0
	Female	92	59.0
		156	100
Occupation	Student	141	90.4
	Part time job – Student	15	9.6
		156	100
Region	Urban	99	63.5
	Rural	57	36.5
		156	100
Annual Income	Less than 1,00,000	95	60.9
	1,00,000-2,00,000	20	12.8
	2,00,000-4,00,000	19	12.2
	4,00,000-6,00,000	9	5.8
	More than 6,00,000	13	8.3
		156	100

Mean analysis of the variables used in the study

Table 2

MEANPS (physiological stressors) – max 4.75	2.96
MEANES (emotional stressors)	3.31
MEANSS (social stressors)	3.10
MEANEX (examination stressors)	3.23
MEANBS (behavioural stressors)	3.27
MEANSI (social influence)	3.1
MEANPCS (positive coping strategy)	3.08
MEANNCS (negative coping strategy)	2.01

Table 2.1

Physiological Stressors	59.21%
Emotional Stressors	66.2%
Social Stressors	62%
Examination stressors	64.6%
Behavioural Stressors	65.4%

From the above table we can infer that college students in Kochi face stress and emotional stressors being the highest cause .

Calculation of overall stress

Table 3.0

The mean is found out of all the stressors considered in the study (Physiological stressors , Emotional stressors , Social stressors , Examination stressors , Behavioural Stressors) to find out which stress affects college students the most in Kochi .

OVERALL STRESS						
		MEANPS	MEANES	MEANSS	MEANEX	MEANBS
N	Valid	156	156	156	156	156
	Missing	0	0	0	0	0
	Mean	2.9688	3.3132	3.1062	3.2308	3.2731

Table 3.0 establishes that **college students in Kochi face more emotional stress** than behavioural stress, examination stress , social stress and physiological stress accordingly

H1- Emotional stress is high in college students	ACCEPTED
--	----------

Calculation of mean of positive coping strategies and negative coping strategies . The degree at which gender is dependent on positive and negative coping strategies

Table 3.1

Report

Specify your gender		MEANPCS	MEANNCS
Female	Mean	3.1341	1.8717
	N	92	92
	Std. Deviation	.79844	.66536
Male	Mean	3.0052	2.2625
	N	64	64
	Std. Deviation	.82827	.86694
Total	Mean	3.0812	2.0321
	N	156	156
	Std. Deviation	.81066	.77626

Table 3.1 a

T- test of Gender and Negative coping strategies

	Specify your gender	N	Mean	Std. Deviation	Std. Error Mean
MEANNCS	Female	92	1.8717	.66536	.06937
	Male	64	2.2625	.86694	.10837

Table 3.1(a) establishes that among male and female college students , **male students indulge in negative coping strategies (2.26)** more among the female college students (1.87) . This was found through comparing means using T- Test .

Table 3.1 (b)

T- test of Gender and Positive coping strategies

	Specify your gender	N	Mean	Std. Deviation	Std. Error Mean
MEANPCS	Female	92	3.1341	.79844	.08324
	Male	64	3.0052	.82827	.10353

Table 3.1 (b) establishes that both male and female college students use positive coping strategies to cope with stress , but among them **female students tend to be slightly more inclined towards using positive coping strategies** to cope with stress.This was done through comparing means using T- test .

H2 – Male students indulge in negative strategies more than females	ACCEPTED
---	----------

Relationship between physiological stressors and positive coping strategies

Table 3.2 (a)

Relationship between physiological stressors and positive coping strategies

		MEANPS	MEANPCS
MEANPS	Pearson Correlation	1	.269**
	Sig. (2-tailed)		.001
	N	156	156
MEANPCS	Pearson Correlation	.269**	1
	Sig. (2-tailed)	.001	
	N	156	156

Table 3.2 (a) establishes a **positive relationship between college students affected by physiological stressors and positive coping strategies** This was inferred through attempting correlation between the two variables , as the **p value(.001) is below level of significance 0.5** we conclude that there is a positive relationship between the two variables

Relationship between emotional stressors and negative coping strategies

Table 3.2 (b)

Relationship between emotional stress and negative coping strategies

		MEANES	MEANNCS
MEANES	Pearson Correlation	1	.357**
	Sig. (2-tailed)		.000
	N	156	156
MEANNCS	Pearson Correlation	.357**	1
	Sig. (2-tailed)	.000	
	N	156	156

Table 3.2 (b) establishes **that there occurs a relationship between emotional stress and negative coping strategies** that the students indulge in . As in the above table significant value is .005 This was inferred through attempting correlation between the two variables , as the **p value (.005) is below level of significance 0.5** we conclude that there is a positive relationship between the two variables

Relationship between social stressors and negative coping strategies

Table 3.2(c)

Relationship between social stress and negative coping strategies

		MEANSS	MEANNCS
MEANSS	Pearson Correlation	1	.308**
	Sig. (2-tailed)		.000
	N	156	156
MEANNCS	Pearson Correlation	.308**	1
	Sig. (2-tailed)	.000	
	N	156	156

Table 3.2 (c) establishes that **there is a relationship between social stress and negative coping strategies** . This was inferred through attempting correlation between the two variables , as the **p value (.000) is below level of significance 0.5** we conclude that there is a positive relationship between the two variables

Relationship between examination stressors and positive coping strategies

Table 3.2 (d)

Relationship between examination stress and positive coping strategies

		MEANEX	MEANPCS
MEANEX	Pearson Correlation	1	.241**
	Sig. (2-tailed)		.002
	N	156	156
MEANPCS	Pearson Correlation	.241**	1
	Sig. (2-tailed)	.002	
	N	156	156

Table 3.2 (d) establishes that **there occurs a relationship between examination stress and positive coping strategies** . This was inferred through attempting correlation between the two variables , as **the p value (0.002) is below level of significance 0.5**we conclude that there is a positive relationship between the two variables

Relationship between behavioural stress and negative coping strategies

Table 3.2 (e)

Relationship behavioural stress and negative coping strategies

		MEANBS	MEANNCS
MEANBS	Pearson Correlation	1	.357**
	Sig. (2-tailed)		.000
	N	156	156
MEANNCS	Pearson Correlation	.357**	1
	Sig. (2-tailed)	.000	
	N	156	156

Table 3.2 (e) establishes that **there is a relationship between behavioural stress and negative strategies** the students wallow themselves with . This was inferred through attempting correlation between the two variables , as the **p value (.000) is below level of significance 0.5** we conclude that there is a positive relationship between the two variables

H3- There is a relationship between stressors and coping strategies	ACCEPTED
---	----------

Relationship between social influence and negative coping strategies

Table 3.3 (a)

Relationship between social influence and negative coping strategies

		MEANSI	MEANNCS
MEANSI	Pearson Correlation	1	.069
	Sig. (2-tailed)		.393
	N	156	156
MEANNCS	Pearson Correlation	.069	1
	Sig. (2-tailed)	.393	
	N	156	156

Table 3.3 (b)

Relationship between social influence and positive coping strategies

		MEANSI	MEANPCS
MEANSI	Pearson Correlation	1	.127
	Sig. (2-tailed)		.114
	N	156	156
MEANPCS	Pearson Correlation	.127	1
	Sig. (2-tailed)	.114	
	N	156	156

Table 3.3(a) establishes that **there is no relationship between social influence and negative coping strategies** This was inferred through attempting correlation between the two variables , as the **p value (.393) is above level of significance 0.5** we conclude that the two variables together are **statistically insignificant**

Table 3.3 (b) establishes that **there is no relationship between social influence and positive coping strategies** This was inferred through attempting correlation between the two variables , as the **p value (.114) is above level of significance 0.5** we conclude that the two variables together are **statistically insignificant**

H4 – There is a relationship between social influence and coping strategies	REJECTED
---	----------

Level of Association between Income levels and Positive coping strategies

Table 4 .1 (a)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.425 ^a	48	.416
Likelihood Ratio	50.300	48	.382
Linear-by-Linear Association	.008	1	.927
N of Valid Cases	156		

a. 58 cells (89.2%) have expected count less than 5. The minimum expected count is .12.

Table 4.1 (a) establishes that there **is no association between income levels and positive coping strategies** that the students use . This was inferred through attempting chi-square tests between the two variables , **as the p value (.416) is above level of significance 0.5** we conclude that there is no association between the two variables .

Level of Association between Income Levels and Negative Coping Strategies

Table 4 .1 (b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	68.047 ^a	64	.341
Likelihood Ratio	74.976	64	.164
Linear-by-Linear Association	.577	1	.448
N of Valid Cases	156		

a. 77 cells (90.6%) have expected count less than 5. The minimum expected count is .06.

Table 4.1 (b) establishes that there is **no association between income levels and negative coping strategies used** . This was inferred through attempting chi-square test between the two variables , as **the p value (.341) is more than level of significance is 0.5** we conclude that there is no significant association between the two variables

H5- There is a significant association between income levels and negative coping strategies	REJECTED
---	----------

CHAPTER 4
SUMMARY OF FINDINGS
, SUGGESTIONS AND
CONCLUSIONS

4.1 LIST OF FINDINGS

- 1) Table 1 shows the demographic details of the respondents
- 2) Table 2 shows the mean values of the variables taken into the study by the researcher
- 3) Table 3.0 shows the mean values of the stressors that are being studied . This table helps us to understand that college students of KOCHI face high levels of emotional stress with a mean of 3.31 . It was also understood that the college students face physiological stress least among all other stress with a mean of 2.96.
- 4) Through performing independent sample T- test Table 3.1(a) shows that among male and female college students , male students indulge in more negative strategies than female students . It was interpreted through the mean values of male being 2.26 and female being 1.87. therefore comparatively it was found that male students indulge in more negative coping strategies than female students
- 5) Through performing independent sample T-test Table 3.1 (b) shows that among male and female college students , female students indulge in more positive coping strategies than male students . It was interpreted through the mean values of male being 3.0 and female being 3.13 . Therefore comparatively it was found that female students indulge in more positive coping strategies than male students
- 6) Through correlation analysis in Table 3.2(a) it was inferred that there occurs a relationship between the aspect of college students being affected by physiological stress and the positive coping strategies used. It was interpreted through the significant value being .001 that there occurs a relationship between physiological stress and positive coping strategies .
- 7) Through correlation analysis in Table 3.2(b) it was inferred that there occurs a relationship between the aspect of college students being affected by emotional stress and the negative coping strategies used . It was interpreted through the significant value being .000 that there occurs a relationship between emotional stress and negative coping strategies.
- 8) Through correlation analysis in Table 3.2 (c) it was inferred that there occurs a relationship between the aspect of college students being affected by social stress and the negative coping strategies used . It was interpreted through the significant value being .000 that there occurs a relationship between social stress and negative coping strategies.

9) Through correlation analysis in Table 3.2 (d) it was inferred that there occurs a relationship between the aspect of college students being affected by examination stress and the positive coping strategies used. It was interpreted through the significant value being .000 that there occurs a relationship between examination stress and positive coping strategies.

10) Through correlation analysis in Table 3.2 (e) it was inferred that there occurs a relationship between the aspect of college students being affected by behavioural stress and the negative coping strategies used. It was interpreted through the significant value being .000 that there occurs a relationship between behavioural stress and negative coping strategies.

11) Through correlation analysis in Table 3.2 (a), Table 3.2(b), Table 3.2 (c), Table 3.2 (d), Table 3.2 (e) it was inferred that all the stressors (Physiological, emotional, social, examination, behavioural stress) has positive relationship with coping strategies (positive, negative).

12) Through correlation analysis in Table 3.3 (a) it was inferred that there is no relationship between social influence on college students and the negative coping strategies the students involve themselves in. It was interpreted through the significant value being .39 that there is no relationship between social influence and negative coping strategies.

13) Through correlation analysis in Table 3.3(b) it was inferred that there is no relationship between social influence on college students and the positive coping strategies the students involve themselves in. It was interpreted through the significant value being .11 that there is no relationship between social influence and positive coping strategies.

14) Through chi – square test in Table 4.1 (a) it was inferred that there is no significant association between income levels and positive coping strategies used. It was interpreted through the p value under Asymp.sig. (2-sided) being .41 where normally it is supposed to be .05 hence we reject the alternate hypothesis and conclude that there is no significant association between income levels and positive coping strategies.

15) Through chi-square test in Table 4.1 (b) it was inferred that there is no significant association between income levels and negative coping strategies used. It was interpreted through the p value under Asymp.Sig.(2-sided) being .34 where normally it is supposed to be .05 hence we reject the alternate hypothesis and conclude that there is no significant association between income levels and negative coping strategies.

4.2 SUGGETIONS

- 1) Students should be provided with enough breaks before providing assignments
- 2) Parents and teachers should motivate students rather than over pressurizing them which leads to high emotional stress.
- 3) Students should be provided with ample amount of outdoor activities during there academic year , which includes volunteering , nature visits etc .
- 4) Any form of physical activity should be included at least on a weekly basis to help relax .
- 5) Colleges must provide career guidance and counselling to help students steer there future
- 6) Male students must be compensated to indulge in positive coping strategies .
- 7) Students must be encouraged to do positive self talk .
- 5) Classes on drug abuse and shift to available positive coping strategies must be entertained
- 6) Positive coping strategies like , listening to music , dancing , hiking , travelling , exercise can be included among the ones mentioned in the study .
- 7) Counselling must involve to find stressors that affect the students as there occurs a positive relationship between emotional , behavioural , social stress and Negative coping strategies .
- 8) Reinforcement activities must be introduced to students indulging in negative coping strategies .

4.3 CONCLUSION

The issue is investigated from the viewpoint of the college students and variables such as physiological stress, emotional stress , examination stress , social stress, behavioral stress and the positive and negative strategies where examined . This was done to analyse the level of stress in students , the stressors which affect theme the most and the strategies used to cope with the stress. After thorough analysis it was found that students were affected with emotional stress the most and there exists a correlation between the stressors and the coping strategies that the students indulge in . It was also found that those students with examination stress and physiological stress cope using positive coping strategies and those with emotional stress , behavioural stress and social stress cope negatively . Through analysis it is evident that male students tend to incline towards negative coping strategies to overcome stress and females use positive strategies to cope with stress comparatively.

4.4 REFERENCE

- I – Conner J. , pope,D.&Galloway, M. (2009/2019). Success with Less Stress. Educational Leadership, 67(4), 54-57.
- II – Fish, C.& Nies, M.A.(1996). Health promotion needs of students in college environment .Public Health Nursing, 13,104-111.
- III – Campbell, R.L, and Severson, L.W. (1992). Perceived level of stress among university students in Edmonton, Canada, Perceptual and Motor Skills, Vol 75, 552-553
- IV – Barber , B.& Olsen, J (2004). Assessing the transitions to middle and high school. Journal of Adolescent Research 19, 4-23
- V – Verma, S., Sharma, D.,Larson, R.W. (2002) School Stress in India , Effect on time and daily emotions. International Journal of Behavioural Development ,26,500-8 .
- VI – Lazarus , R., Folkman, S. (1984). Stress, Appraisal and Coping. New York : Springer .
- VII- Maheshwari, K.U , & Deepa, M.(2013). A Research study on impact of stress upon the academic performance of B- School Students, KCT Business School, Coimbatore.
- VIII- Blake, rl., & Vandivier, T.A. (1988). The association of health with stressful life changes, social supports and coping, Family Practice Journals, 7(4) pp.205-218.
- IX- Middukan Tony – Journal about the Education Industry in Kerala
- X - AM Goff - International journal of nursing education scholarship, 2011
- XI - Baqutayan, S. M. S. (2015). Stress and Coping Mechanisms: A Historical Overview. *Mediterranean Journal of Social Sciences*, 6(2 S1), 479.

ANNEXURE

1)Specify your gender

- MALE
- FEMALE

2)Occupation

- Student
- Part time job student

3)Your region

- Urban
- Rural

4)Annual Income

- Lesser than 1,00,000
- 1,00,000 – 2,00,000
- 2,00,000 – 4,00,000
- 4,00,000 – 6,00,000
- More than 6,00,000

5)Rate your level of agreement with each statement regarding your physiological stress.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I get sick often					
I find it difficult to sleep					
I get headaches easily					
I get pressurized by teachers/parents					
It takes time for me to recover from sickness					
I get jealous easily					
I fail to see humour in					

those situations where others find funny					
I often have digestion problems					

6)Rate your level of agreement with each statement regarding your emotional stress

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I rush through the day					
I feel like time is never enough					
I have difficulty in concentrating on my studies					
I worry about my future					
I feel tired even though I have had good rest					
I have severe body pain (stiffness in back and neck)					
I fail to see humour in those situations where others find funny					
My teachers/ Parents					

pressurize me					
---------------	--	--	--	--	--

7)Rate your level of agreement with each statement regarding your social stress

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I get irritated easily					
I do not share my failures with others					
I feel like I don't belong					
I don't hv time to enjoy					
I feel like crying or cry everytime an inconvenience occurs					
I enjoy competing when I know I will win					
No one understands me					

8)Rate your level of agreement with each statement regarding your examination stress

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel restless when I have to take a surprise test					
I get depressed after examination					
I get anxious before exams (increase heartbeat)					
I tend to not follow a diet during exams					

9)Rate your level of agreement with each statement regarding your behavioural stress

(Behavioural responses to underlying stress)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I get angry often					
I do not take proper rest					
I eat fast					
I talk fast					

I make sure im updated with the trends					
---	--	--	--	--	--

10)Rate your level of agreement with each statement regarding how you cope with stress

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I spend a lot of money when i am under stress					
I always listen to what my friends have to say when im under stress					
I follow the trends according to my friends likes					

11)Do you think you deal with stress in similar ways as your friends

- Yes
- No

12)Rate the frequency in which you indulge in the following coping strategies when under stress

	Always	Often	Sometimes	Rarely	Never
Meditation					
Drive fast					
Sleep					
Smoking					
Bite Nails					
Deep breathing					
Drinking Alcohol					
Disoriented eating habits					

13) If you perform other activities to overcome stress , Kindly mention the activity that helps you.

