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LEVELS OF STRESS AMONG COLLEGE STUDENTS IN THE UNIVERSITY OF SAN JOSE-RECOLETOS

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Abstract

This research deals with stress levels among University of San Jose- Recoletos college students. A sample of 20 respondents from 6 departments: the College of Nursing, College of Arts and Sciences, College of Information, Computer and Communication Technology, College of Education, and lastly, College of Engineering. Raw data are gathered to make a conclusion. This research study utilized a survey ranking method where researchers used a standardized questionnaire to conduct the study. The research tool is composed of 6 components. These are enrolment and admission-related, subject-related, teacher-related, classmate-related, schedule-related, classroom-related, financial-related, and expectation-related. Based on the results gathered from the survey, the College of Information, Computer, and Communication Technology is the most stressful, and the least stressful is the College of Engineering. Through this research, the researchers will determine the common factors of stress.

Keywords: college students, stress, enrolment and admission- related, subject-related, teacher-related, classmate-related, schedule-related, classroom-related, financial-related, expectation-related

1.0. Introduction

Stress is any condition that undermines one's prosperity capacities (Khalil, 2014). It has been perceived as the "Wellbeing Epidemic of the 21st Century" (World Health Organization 2016). Understudies in the Philippines experience many stressors (Garrett, 2001). Stressors incredibly affect adapting to school life (Dussellieretal. 2005). Some of the numerous issues detailed are discouragement, uneasiness, social, etc. (Deb, Strodl, and Sun, 2015; Verma, Sharma, and Larson, 2002). Henceforth, this

investigation should decide the dimensions of pressure of college understudies with different degrees originating from various schools of the University of San Jose-Recoletos.

This is partially because of society's propensity to consider school entrance as the outline to the beginning of adulthood; in this way, it is accepted that an unexpected increment in one's dimension of development has occurred, empowering understudies to effectively

deal with the school involvement (Ferrante, Etzel, and Lantz, 2002). Stress is currently comprehended as a way of life emergency (Masih & Gulrez, 2006), influencing any individual paying little heed to their formative stage (Banerjee & Chatterjee, 2016). Sorrow, uneasiness, social issues, crabbiness, and so forth are a few of the numerous issues revealed in understudies with high scholarly pressure (Deb, Strodl, and Sun, 2015; Verma, Sharma, and Larson, 2002). Unreasonable pressure is viewed as one of the fundamental variables influencing understudies' scholastic execution (Paul, Elam, and Verhaut, 2007). Depression, anxiety, social issues, crabbiness, and so on are a few of the numerous issues announced by understudies with high scholarly pressure (Deb, Strodl, and Sun, 2015; Verma, Sharma, and Larson, 2002). Stress is currently comprehended as a way of life emergency (Masih & Gulrez, 2006), influencing any individual to pay little mind to their formative stage (Banerjee & Chatterjee, 2016). Some of the regular stressors detailed in a scholastic setting incorporate intemperate assignments, poor time with the executives and social abilities, peer rivalry, etc. (Fairbrother & Warn, 2003). Other explicit components of individual administration include issues in monetary administration, changes in living air, troubles overseeing individual and scholastic life, and so forth. (Byron, Brun & Ivers, 2008; Chernomas & Shapiro, 2013; Goff, 2011; Jimenez, Navia-Osorio and Diaz, 2010; Moscaritolo, 2009). Incidences of misery were additionally found among distressing young people as they are connected with powerlessness to think, dread of disappointment, contrary assessment of the future, and so forth. (Busari, 2012). The pressure reaction evoked by each individual is indistinguishable, paying little attention to the trigger causing it. For instance, conjugal pressure, test nervousness, work pressure, and so on would evoke indistinguishable physiological reactions from the body. This happens fundamentally due to the adreno-medullary framework, a piece of the thoughtful division of our sensory system and the adrenocortical hub (Bourne & Yaroush, 2003), bringing about the "battle or flight" response. A portion of the physiological changes that can be seen in the body are changes in heart rate (HR), pulse (BP), respiratory rate, expanded blood stream towards skeletal muscles, etc (Bourne & Yaroush, 2003).

Stress has been understood as a lifestyle crisis that affects any individual. Some of the students experienced depression, anxiety, behavioral problems, and irritability; these are a few of the problems reported in students with high academic stress. Various studies around the globe have emphasized that students studying medical, dental, and engineering courses experience higher stress because they are more focused on terminologies and memorization. This is a study in which students from the three fields were exposed to stress. Moreover, past research shows that some undergraduate students experience stress significantly (Brown et

al., 1999) due to the college life transition. However, other researchers did not focus on per degree; instead, they conducted their research generally.

This study aims (1) to determine which degree at the University of San Jose-Recoletos experiences the highest stress level regarding academics and school-related activities. The researchers would like (2) to identify prevalent factors causing the colleges to be stressed. Furthermore, this study also (3) ranks the degrees from the most stressful to least stressful degree offered in the University of San Jose-Recoletos.

2.0. Theoretical and Conceptual Framework

This examination includes a few ideas that have been considered as the structure of this investigation. The thoughts are given by Masih and Gulrez (2006), Wilks (2008), and Ang and Huan (2006). Moreover, enormous pressure is "any factor, acting inside or remotely, which makes a change as per condition troublesome and which prompts expanded exertion concerning the person to keep up a condition of balance among himself and herself and the outside condition" (Humphrey, Yow, and Bowden, 2000, p. 2-3) and unequivocally, scholarly weight ascends out of the sales of school life. Masih and Gulrez (2006) referred to request structures, raised essentials of gatekeepers, educational undertakings being fundamentally thought stacked, awkward school timings, high understudy educator degree, non-steady physical condition of classrooms, the nonappearance of solid teacher understudy correspondence, silly principles of demand, physical control, inconsequential or uneven school-work, showing up, unresponsive states of mind of instructors, overemphasis on deficiencies rather than attributes are the clarifications behind worry among understudies.

Then again, in the writing audit led by Wilks (2008), the accompanying requests were referred to as synthesis of scholastic pressure: "time the board issues; money related weights; collaborations with staff; individual objectives; social exercises; change by the condition of the ground; and absence of encouraging groups of people" (p. 106) while, "in an Asian setting, scholastic pressure emerging from teenagers' self-desires and desires for other people (for example guardians and educators) are especially notable" (Ang & Huan, 2006, p. 134). The study instrument was partitioned into eight sub-scales. These fundamental topics were: (a) enrolment and admission-related, (b) subject-related, (c) teacher-related, (d) classmate-related, (e) schedule-related, (f) classroom-related, (g) financial-related, and (h) expectation-related. The summary of these concepts and constructs is shown below. (see figure 1)

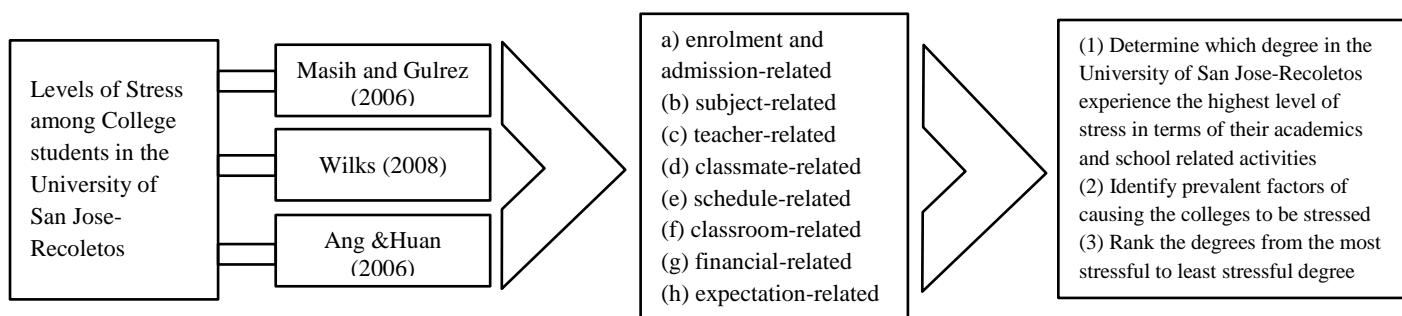


Figure 1. Conceptual Framework

3.0. Research Design and Method

This research will be conducted to study the levels of stress and factors causing stress in colleges. The researcher focuses on college students since they already experienced all the factors related to college things. This study will use a quantitative method to allow the conceptual framework development. The quantitative method to be used is survey research; it enables the researchers to know the students' different responses by using questionnaires and sampling surveys. We choose this method to gather measurable data about stress and analyze it through numerical comparisons and statistical inferences. On the other hand, we are using convenience sampling to select the students who will answer the survey. Moreover, to determine the stress levels of the University of San Jose- Recoletos college students and to know the factors causing college students to be more stressed.

The quantitative research approach, the survey ranking method, will help the researchers complete the research. It enables the researcher to gather numerical data and generalize it across groups of people or to explain a particular phenomenon. Moreover, the researchers used a descriptive research design to gather data. Respondents are college students from six colleges: College of Education, College of Commerce, College of Arts and Sciences, College of Engineering, College of Nursing, and College of Information, Computer and Communication Technology in the University of San Jose- Recoletos. The researchers chose the University of San Jose- Recoletos as the respondent because it has complete undergraduate programs that stand by its vision, mission, and goals of the university.

Measures and Procedures

The researchers used the Survey of College Academic Stressors (SCAS), which was partitioned into eight sub-scales dependent on the significant subjects recognized. These were: (a) enrolment and admission-related, (b) subject-related, (c) teacher-related, (d) classmate-related, (e) schedule-related, (f) classroom-related, (g) financial-related, and (h) expectation-related. A collective of 72 things was composed with the accompanying breakdown: nine for enrolment and admission-related, nineteen for subject-related, six for teacher-related, six for classmate-related, ten for schedule-related, ten for classroom-related, three for financial-related, and ten for expectation-related. The research questionnaire interpretations are from 1.0-1.74 is not stressful, 1.75-2.49 is mildly stressful, 2.50-3.24 is moderately stressful, and 3.25- 4.0 is severely stressful. The researcher's study focuses on the stress levels of graduating students at the University of San Jose-Recoletos colleges.

The researchers will conduct the survey face-to-face with the respondents. Throughout the survey, the researchers assisted the respondents if they had questions. Since we are using the convenience sampling technique, the chosen respondents are those students who are available at that time. After answering, data will be gathered and tabulated, analyzed, and interpreted. There are no restrictions regarding the scope of the study as long as it involves the college students who are currently enrolled in the school year 2018- 2019.

4.0. Results and Discussion

This chapter presents and analyzes the gathered data from the research that has been conducted. The results were then interpreted by the researchers to make meaningful interpretations out of the raw data presented.

Table 1. Nursing Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.42	2.30	Mildly stressful
Subject-Related	2.44	2.90	Mildly stressful
Teacher-Related	2.27	3.73	Mildly stressful
Classmate-related	2.37	3.51	Mildly stressful
Schedule-related	2.45	2.94	Mildly stressful
Classroom-related	2.47	2.86	Mildly stressful
Financial-related	2.48	3.23	Mildly stressful
Expectation-related	2.45	2.94	Mildly stressful
Weighted Average of Stress	2.42	1.95	Mildly stressful

Table 1 presents Nursing Level of Stress. For the Nursing department, Financial- related got the maximum weighted mean of 2.48 because of students have problem in budgeting allowance, dealing with unexpected expenses and saving money for projects while the teacher- related got the minimum weighted mean of 2.27 because students can deal with strict teachers and students can cope up with teachers' methodologies.

Table 2. CAS Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.52	3.34	Moderately stressful
Subject-Related	2.29	3.37	Mildly Stressful
Teacher-Related	2.55	4.05	Moderately stressful
Classmate-related	2.16	3.75	Mildly stressful
Schedule-related	2.04	2.67	Mildly stressful
Classroom-related	2.38	2.92	Mildly stressful
Financial-related	2.87	2	Moderately stressful
Expectation-related	2.61	2.78	Moderately stressful
Weighted Average of Stress	2.43	3.11	Mildly stressful

Table 2 presents CAS Level of Stress. For the CAS department, Financial- related got the maximum weighted mean of 2.87

because students have problem in budgeting allowance, dealing with unexpected expenses and saving money for projects while schedule- related got the minimum weighted mean of 2. 04because students are able to pass all the examinations and comply all the requirements that are needed to submit.

Table 3. CICCT Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.46	2.80	Mildly stressful
Subject-Related	2.40	3.22	Mildly stressful
Teacher-Related	2.88	3.39	Moderately stressful
Classmate-related	2.26	2.39	Mildly stressful
Schedule-related	2.29	2.33	Mildly stressful
Classroom-related	2.55	2.01	Moderately stressful
Financial-related	2.7	2.95	Mildly stressful
Expectation-related	2.54	2.86	Moderately stressful
Weighted Average of Stress	2.51	2.75	Moderately stressful

Table 3 presents the CICCT Level of Stress. For the CICCT department, Teacher- related got the maximum weighted mean of 2. 88 because students have problems in dealing with strict teachers, coping with teachers’ methodologies, and adjusting to teachers’ and fair treatment of students, while Financial- related got the minimum weighted mean of 2.7 because students can manage in budgeting allowance, dealing with unexpected expenses and saving money for projects.

Table 4.Commerce Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.5	3.54	Mildly stressful
Subject-Related	2.275	3.23	Mildly stressful
Teacher-Related	2.62	4.13	Moderately stressful
Classmate-related	2.11	3.66	Mildly stressful
Schedule-related	2.15	2.80	Mildly stressful
Classroom-related	2.4	3.04	Mildly stressful
Financial-related	2.57	2.36	Moderately stressful

Expectation-related	2.58	2.73	Moderately stressful
Weighted Average of Stress	2.40	3.19	Mildly stressful

Table 4 presents the Commerce Level of Stress. For the Commerce Department, Teacher- related got the maximum weighted mean of 2. 62 because students have problems in dealing with strict teachers, coping with teachers’ methodologies, and adjusting to teachers’ and fair treatment of students while Classroom- related got the minimum weighted mean of 2. 4because students can deal with their classmates since they already know each other as the years passed by.

Table 5. Education Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.31	2.85	Mildly stressful
Subject-Related	2.52	2.81	Moderately stressful
Teacher-Related	2.55	3.64	Moderately stressful
Classmate-related	1.66	4.17	Not at all stressful
Schedule-related	2.43	3.13	Mildly stressful
Classroom-related	2.42	2.46	Mildly stressful
Financial-related	3.13	3.60	Moderately stressful
Expectation-related	2.75	2.91	Moderately stressful
Weighted Average of Stress	2.47	3.20	Mildly stressful

Table 5 presents the Education Level of Stress. For the Education department, financial-related stress got the maximum weighted mean of 3. 13 because students have problems budgeting allowances, dealing with unexpected expenses, and saving money for projects. Classmate-related stress got the minimum weighted mean of 1. 66 because students can deal with their classmates since they already know each other as the years pass.

Table 6. Engineering Level of Stress

Indicators	WM	StDev	Interpretation
Enrolment and Admission	2.14	2.15	Mildly stressful
Subject-Related	1.89	2.76	Mildly stressful
Teacher-Related	2.2	2.52	Mildly stressful
Classmate-related	1.72	2.22	Not at all stressful

Schedule-related	1.58	3.54	Not at all stressful
Classroom-related	2.2	2.51	Mildly stressful
Financial-related	2.17	1.58	Mildly stressful
Expectation-related	2.30	2.32	Mildly stressful
Weighted Average of Stress	2.02	2.45	Mildly stressful

Table 6 presents the the Engineering Level of Stress. For the Engineering department, Financial stress got the maximum weighted mean of 2. 17 because students have problems budgeting allowances, dealing with unexpected expenses, and saving money for projects. Classmate stress got the minimum weighted mean of 1. 56 because students can deal with their classmates since they already know each other as the years pass.

Table 7. Rank on the Levels of Stress per Colleges

Colleges	WM	StDev	RANK	Interpretation
Nursing	2.42	1.95	4	Stressful
CAS	2.43	3.11	3	Somewhat Stressful
CICCT	2.51	2.75	1	Most Stressful
COMMERCE	2.40	3.19	5	Mildly stressful
EDUCATION	2.47	3.20	2	Most Likely Stressful
ENGINEERING	2.02	2.45	6	Not Stressful

Table 7 presents the rank of stress levels per college, based on the most stressful and most stressful levels. CICCT is the most stressful college because students are encountering problems in terms with dealing teachers and difficulties on subject areas and College of Engineering is not stressful college because students are able to manage all the challenges from their degree.

Table 8. Summary on the Levels of Stress per College

Indicators	WM	StDev	Interpretation
Nursing	2.42	1.95	Mildly stressful
CAS	2.43	3.11	Mildly stressful
CICCT	2.51	2.75	Moderately stressful
COMMERCE	2.40	3.19	Mildly stressful
EDUCATION	2.47	3.20	Mildly stressful
ENGINEERING	2.02	2.45	Mildly stressful
Weighted Average of Stress	2.70	3.18	Moderately stressful

The most stressful college is the College of Information, Computer, and Communication Technology, with a weighted mean

of 2. 51, because students encounter many programming subjects, especially in their thesis, and also deal with their teachers. The least stressful college is the College of Engineering because students can cope with their subjects and also manage their time.

5.0. Conclusion

College students have different challenges depending on their degree courses. The most stressful college is the College of Information, Computer, and Communication Technology because students have problems dealing with their teachers, cannot cope with teachers' way of teaching, and have difficulties with subject-related issues. At the same time, the least stressful college is the College of Engineering. Students can manage their time accurately, and budgeting allowance is not their problem. The researchers have concluded that the common causes of stress in the University of San Jose-Recoletos college students are Enrolment and Admission-issues brought about by getting the class cards and clearances, settling with unpaid accounts, changing/adding subjects and also securing examination permits, Teacher- related is about dealing with teachers and coping with teachers' methodologies, Financial-related is about budgeting allowance and dealing with unexpected allowances and lastly Expectation- related is about thinking about getting a job after college and handling expectations of parents, relatives, siblings and teachers.

6.0. Recommendation

The researchers recommend to the CICCT College students, wherein they are the most stressful college based on our gathered data that they have most problems in terms of teacher-related aspects; understudies must be acquainted with instructors' approaches by giving them a Talk about Teaching Methodologies and give additional time in progressively difficult subject areas there should have a Review Program during summer so they can almost certainly ace the subjects and understudies will be increasingly sure that they can realize programming subjects.

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