



Utilization of Stress Management and its Value of the Bachelor of Secondary Students of Naval State University

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ABSTRACT

Being in college can be both rewarding and intense. A college student can meet variety of opportunities with some people and their future profession. However, college life has also a potential to be stressful. In this context, this study generally determines the stress management utilized by the Bachelor of Secondary Education students of Naval State University as to assess the value of stress management. A descriptive survey method was followed. For this purpose, questionnaires were distributed to 60 graduating students with different major field of specializations. Based upon the result on the survey conducted the students practiced minimal degree of coping up strategies against stress, and have value in some manner stress management and its corresponding advantages to their personal lives.

Keywords: stress management, stress, value of stress management, college students, Bachelor of Secondary Education

Introduction

Pursuing college degree is crucial as it opens up new opportunities for students as it influenced the growth of their social and intellectual abilities. Besides, higher education is pivotal in attaining knowledge and application that leads to the economic advancement through capacitating relevant skills and fostering innovation. But there are numerous factors can negatively affect a university student's pursuit of a tertiary qualification (Cilliers, 2014). Such factors include, but not limited to financial constraints, interpersonal and intrapersonal challenges, academic under preparedness and difficulties in balancing academic and personal life (Lewin & Mawoyo, 2014; Nelson & Low, 2011; Van Zyl, 2016).

Students encounter various stressors, such as academic stress, personal problems, career issues, and economic concerns (The American College Health Association, 2009). Stress is described as the physical and emotional adaptive response to an external situation that results in physical, psychological behavioral deviations. College students are certainly no exception in which they 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. Evidently, data suggest that university students often view stress as a negative experience, tend to adopt ineffective coping strategies, and struggle to access resources that could assist them in managing challenges (Lewin & Mawoyo, 2014; Mudhovozi, 2011; Nelson & Low, 2011). Since, stress is an inevitable part of student-life; as it takes a toll on most students' physical health, emotional wellbeing, and academic performance (Essel, George, et., al, 2017).

Even with the existing studies of stress among college students in various countries, the need to identify the different strategies to cope up with stress utilized by the Bachelor of Secondary Education students in a state university situated in an island province is vital. Hence, it is indeed significant to help students minimize the physical, mental, social, emotional and physiological impact of stress.

Objectives of the Study

Specifically, the study sought to answer the following:

1. Determine the stress management strategies utilized by the Bachelor of Secondary Education students in terms of:
 - 1.1 time management;
 - 1.2 academic works;
 - 1.3 financial problems;

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- 1.4 family problems
- 1.5 peer pressure
- 2. Determine how the Bachelor of Secondary student's value stress management.

2. Methodology

The researcher employed the descriptive research method. The researcher believes the method as the most appropriate because it can obtain facts that looked into the prevailing problems existing during the present period. A standardized questionnaire was used to gather the needed data. Data were analyzed and summarized using weighted mean as the primarily tool for the data analysis.

3. Results and Discussion

Table 1. *Stress Management Utilized by the Bachelor of Secondary Education students*

Strategies	Scale					Total
	5	4	3	2	1	
Time Management						
1.1 I've been doing something to think about it less, such as going to movies, watching TV or relaxing	22	19	13	3	3	60
1.2 I've been concentrating on doing something about the situation I'm in	11	28	12	8	1	60
1.3 I've been working it days/weeks before the deadline	12	18	17	13	0	60
1.4 I've been managing and organizing my time properly	13	13	20	13	1	60
Academic Works						
2.1 I've been trying to see it in a different light, to make it seem more positive	23	24	9	3	1	60
2.2 I've been giving up the attempt to cope up	3	19	18	15	5	60
2.3 I prioritize tasks that is intended to pass	35	13	9	1	2	60
2.4 I've been working it days/weeks before the deadline	12	23	13	8	2	60
Financial Problems						
3.1 I've been giving up trying to deal with it	3	22	11	15	9	60
3.2 I've been thinking on when and what to spend	22	23	10	3	2	60
3.3 I've been listing all necessary things to buy	14	10	23	6	7	60
3.4 I've been budgeting my money to less expenses	23	18	12	4	3	60
Family Problems						
4.1 I've been refusing to believe that it has happened	6	20	19	7	8	60
4.2 I've been using alcohol or other drugs to make myself feel better	2	5	2	0	51	60
4.3 I've been taking action trying to make the situation better	21	19	17	2	1	60
4.4 I've been trying to come up with a strategy about what to do	23	22	13	1	1	60
Peer Pressure						
5.1 I keep distance with bad influence people	25	10	15	7	3	60
5.2 I always hangout with my friends, classmates, board mates, or other individuals	11	25	11	10	3	60
5.3 I've been expressing my negative feelings	7	16	16	18	3	60
5.4 I've been trying to get advice or help from my friends about what to do.	17	21	12	7	3	60
f	305	370	272	144	109	1,200
Mean	15.25	18.5	13.6	7.2	5.45	
Interpretations	I usually do this always	I usually do this sometimes	I usually do this a medium amount	I usually do this a little bit	I usually don't do this at all	

Table 1 shows the strategies utilized by the Bachelor of Secondary Education students in dealing with stress management. The results showed that the students sometimes utilized the strategies in terms of time management, academic works, financial problems, family problems and peer pressure.

Table 2. Value of Stress Management

Scale	Total Responses	Mean	Total Percentage	Interpretation
5	175	35	59.72%	Strongly Agree
4	78	15.6	26.62%	Agree
3	25	5	8.53%	Neutral
2	8	1.6	2.73%	Maybe
1	7	1.4	2.38%	Disagree

Table 2 presents the student's perspective on valuing stress management. Based on the results, the majority of the respondents strongly agree on the value of stress management on their personal lives. This implies that the students value stress management mechanisms and that they tend to subconsciously utilized it with the stated strategies.

4. Conclusion and Recommendation

4.1 Conclusion

Based on the findings of the study it is concluded that the Bachelor of Secondary students in Naval State University have already practiced minimal degree of coping up strategies against stress. Hence, the students have value in some manner stress management and its corresponding advantages to their personal lives.

4.2 Recommendation

Based on the conclusion presented, it is suggested that students should maximize the practice of coping of stress strategies to improve their personal and academic lives as well as preventing undesirable stressful events to affect their personality. Furthermore, it is also recommended that the Bachelor of Secondary students together with the administration of the university should reinforce the significance of stress management through integrating stress-relieving activities for the students to participate with and capacitate their potentials to divert from any misleading actions.

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