

Investigation on the Basic Characteristics of College Students' Psychological Stress

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Abstract: In this study, a self-designed questionnaire was used to investigate the psychological stress of 1000 college students from 10 universities in China. The results show that college students' psychological stress mainly comes from four aspects: employment crisis, love, teacher-student relationship and academic pressure. There are significant gender and grade differences in college students' psychological stress. The psychological stress of lower grade students in all aspects is significantly higher than that of the upper grades. Girls are higher than boys in career and academic pressure, and boys are more stressed than girls in family, love, physical fitness, adaptation and frustration. Conclusion: The overall psychological stress of college students is in good condition, and there are certain differences among different groups. Take appropriate measures for different groups to reduce their psychological pressure and promote their mental health.

1. Introduction

Psychological stress mainly refers to the psychological tension caused by individuals in the face of various life events in daily life, sudden traumatic experience, and stressful stress such as chronic stress (work stress family tension) [1]. Because physical and mental development is not yet fully mature, self-regulation and self-control are not strong, and complex self and social problems often lead to strong psychological conflicts among college students, resulting in greater psychological stress [2]. Studies have shown that moderate physical and mental stress is beneficial to the organism's adaptation to the environment and coping with the problem. However, if the stress response is too strong and lasting, and exceeds the body's own ability to regulate and control, it may cause negative emotions such as depression and anxiety [3]. They will not only reduce the efficiency of people's work and learning, but also damage people's mental and physical health. In some cases, they may even cause people to suffer from psychological disorders and mental illness under the joint influence of other pathogenic factors. The study of College Students' psychological stress and coping style is helpful to understand and grasp the psychological characteristics of College students, and to help them alleviate pressure, enhance their ability of psychological adjustment, and provide some theoretical support for the prevention of College Students' psychological crisis.

2. Research Method

2.1. Subjects of investigation

In order to ensure the reliability of the research results, according to the proportion of key universities and non-key universities, the difference between coastal open cities and western remote cities, 10 universities in China were selected as survey schools, with four-year full-time undergraduates as the main subjects, and 100 students were randomly selected from each school. A total of 1,000 questionnaires from 6 subjects in 10 universities were collected. Among them, 989 valid questionnaires, accounting for 98.9%.

2.2. Questionnaire

In this study, a self-designed "College Students' Psychological Stress Questionnaire" was used. On the basis of literature analysis, a large number of events or situations related to college students'

psychological stress are selected to seek the opinions of College students, and on this basis, many modifications are made. The content validity of the scale was tested by the correlation coefficient between the total average score of the scale and the subscales. The scale includes two dimensions: personal psychological stress and social environmental psychological stress. Personal psychological stress mainly includes six aspects of family, health, adaptation, love, inferiority and frustration. The results of confirmatory factor analysis showed that the scale structure model of the two related potential factors composed of several independent factors had good fitting validity with the test results.

2.3. Statistical Analysis

Excel data was used to establish database entry data, and SPSS 22.0 software was used for statistical analysis of data. The data adoption rate and composition ratio were counted. The comparison between groups was performed by χ^2 test. The difference was statistically significant at $P < 0.05$.

3. Research Result

3.1. General Situation of College Students' Psychological Stress

In order to analyze the general situation of college students' psychological stress, we sorted the average number of scores of multiple dimensions of college students' psychological stress questionnaire. The results are shown in Table 1.

Table1 The average and standard deviation of each dimension of college students' psychological stress

	School work	School	Emotion	Job hunting	Interpersonal relationship
M	2.36	2.82	2.54	2.55	2.34
SD	0.86	0.78	0.18	0.99	0.57
Order	1	2	3	4	5

From the results of Table 1, we can see that the top three sources of College Students' psychological stress are academic pressure, school environment pressure and emotional pressure, which are all from the social environment. Judging from the fluctuations of various dimensions of psychological stress, the degree of pressure exerted by different employment pressures, school environmental pressure and love pressure on different individuals is quite different.

3.2. Gender Differences in College Students' Psychological Stress

In order to explore the gender differences in college students' stress, an independent sample t test was conducted on the psychological stress of male and female college students. The results are shown in Table 2.

Table 2 Gender differences in college students' psychological stress

		Employment Crisis	Love feeling	Teacher-student relationship	Academic achievement
Male	M	1.036	0.876	0.774	1.004
	SD	0.963	1.055	0.952	1.814
	n	236	241	249	255
Female	M	1.561	0.169	1.052	0.836
	SD	1.302	0.583	1.129	0.994
	n	226	236	245	253

From Table 2, it can be seen that there are significant differences in employment crisis, teacher-student relationship and academic achievement psychological stress among college students of different genders. In employment crisis and teacher-student relationship, female students' psychological stress is significantly higher than that of male students. In terms of academic

performance, boys' psychological stress is significantly higher than that of girls. In terms of love emotions, there is no significant difference in the psychological stress between boys and girls.

3.3. The Characteristics of the Year-old Development of College Students' Psychological Stress

One-Way ANOVA analysis was conducted on the scores of various dimensions of college students' psychological stress. The results are shown in Table 3.

Table 3 Differences in scores of different dimensions of college students' psychological stress in different grades

Grade		Family	Interpersonal relationship	Job hunting	Love feeling
First grade	M	1.26	2.34	2.94	1.93
	SD	0.71	0.77	0.97	0.68
Second grade	M	1.86	2.49	2.26	2.81
	SD	1.99	0.74	0.79	0.96
Third grade	M	0.66	2.43	2.68	2.41
	SD	1.63	0.47	0.58	0.95
Fourth grade	M	1.34	2.83	2.43	2.53
	SD	0.81	0.67	0.89	0.94

Judging from the overall grade development trend of college students' psychological stress, the average scores of college students in the second and third grades are higher than the other two grades. The general psychological stress of freshmen is significantly higher than that of sophomores, which is reflected in the employment crisis. From Table 3, we can see that the total psychological pressure of freshmen is significantly higher than that of juniors, which is manifested in employment crisis, academic achievement and interpersonal relationship. Fourth grade and first grade are significantly lower than second and third grade; first grade is significantly lower than other grades in love stress and academic stress; first and fourth grade is significantly lower than second and third grade in physical health and school environment stress.

4. Result Analysis and Discussion

In this study, the characteristics of College Students' stress and coping style, and the correlation between College Students' stress and coping style were analyzed in depth. It is instructive to understand the characteristics of College Students' stress and coping style, the relationship between stress and coping style, and how to change coping style, so as to reduce the sense of stress. Especially, the education system of our country often leads to the simple life experience of College students, lack of frustration tolerance, strong dependence and poor willpower [4]. This growth and transformation is positive and necessary. However, growth and transformation often lead to a stressful experience. The inner contradictions and conflicts caused by college students in the face of various pressures are the main causes of all kinds of adverse psychological reactions, leading to high incidence of psychological problems and psychological disorders [5].

College students should correctly understand and understand the pressure they face, establish a correct modern health concept, learn to transfer pressure, spread pressure and even eliminate stress. Parents and teachers should educate different types of students according to the current situation of college students' psychological stress. The psychological stress of freshmen is significantly higher than that of sophomore and third grade. Some researchers have found that the degree of learning stress is more serious than that of personal disturbance and negative life events [6]. Schools should further improve the mental health education system, set up psychological counseling rooms, disseminate mental health knowledge, especially improve the attention of freshmen, and provide various assistance and support.

College students' overall psychological stress is negatively correlated with positive coping styles such as problem solving, and positively correlated with negative coping styles such as self-blame, fantasy and withdrawal. There is no significant gender difference in other aspects of stress between

male and female students, which is similar to other research results. Researchers have conducted a questionnaire survey on many universities. There is a significant negative correlation between College Students' stress and their mental health [7]. Some foreign scholars have confirmed that positive coping styles and social support are positively correlated with college students' mental health [8]. Male college students have greater emotional fluctuations when they encounter emotional problems, and their mental resilience may not be as good as girls, so they have greater feelings of love and pressure. The society gives more men the responsibility of “mainly outside”, so the boys' responsibility for family responsibilities, social adaptation and achievement of competition is heavier, and the natural psychological pressure is greater.

5. Conclusions

In summary, teachers and parents should educate different types of students according to the current situation of college students' psychological stress. According to the characteristics of college students' stress, they will be psychologically guided; build a sound social support network to improve the mental health of college students. Counselors should combine ideological and political education with mental health education, actively pay attention to students' ideological dynamics, and use some methods of psychological counseling to do well in students' ideological work. Through this study, the main sources of psychological stress in college students are academic pressure, school environmental stress, emotional stress, job selection pressure and interpersonal stress, which are mostly social and social reasons. In this regard, we should guide college students to correctly recognize pressure, enrich coping knowledge, and comprehensively improve their coping skills through necessary curriculum knowledge and practical activities. There are still a lot of problems that need to be discussed in depth. For example, building a model can better prevent the occurrence of College Students' psychological crisis.

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