Sources of stress and effective stress management among community college students in southern California

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# Abstract

# Introduction

# Literature Survey

Within the most cited articles on stress research, gender plays a strong role in classifying students and their stress management. Time management and talk therapy also play strong roles.

Major sources of stress include interpersonal, intrapersonal, change in sleep, vacations. (Ross, 1999) Gender is a factor in research; Male stress is reduced better via leisure, females possess better time management, but possess higher anxiety. Older students felt less impact from stress. Stress is predictable via time management, anxiety and leisure satisfaction. Anxiety reduction and time management may be an effective cocktail to reduce overall stress. (Misra R. &., 2000) Time management is major solution for stress reduction, offered multiple factors in effective time management. (Macan, 1990)

Faculty believe students are more stressed than the classroom than students report. Mismatch between how we perceive student stress and how they experience it. (Misra R. M., 2000) In the American immigrant experience, those least acculturated to American culture felt the most stress and benefited the most from coping strategies that included discussion and processing their experiences via discussion. (Mena, 1987)

Brougham’s work is instructive in the formation of questionnaires posed to students. She correlated stressor to stress coping strategies in a useful way that sheds light on how playbooks for stress reduction are formed. In her work we see very valuable routes for studying high performance individuals, and how they solve stress-inducing problems with specific strategies. (Brougham, 2009)

To recap her work, she compares stressor to coping strategy in the following way:

|  |  |
| --- | --- |
| *Stressor* | *Coping method:* |
| Academic | Self – help |
| Family | Approach |
| Work | Accommodation |
| Social | Avoidance |
| Daily hassles | Self-punishment |

Misra also elucidates five key types of stress: frustration, conflict, change, pressure, self-imposed. This research effort also studies the reactions to these stressors, including: physiological, emotional, behavioral, cognitive. (Misra R. &., 2004) Thus, the body of prior research on stress for college enrollees has a cause and effect basis, what the student experiences and what he/she does in response. The outstanding value of these two papers is that chart a path for studying the most effective means for counteracting and managing stress, by supplying ways that students respond to them. Thus, a certain playbook for stress management emerges, when coupling various stressors with an accompanying response. When considering the life challenges of community college students in southern California, with its associated macroeconomic conditions, advantages, and challenges, students face more stressors than mere academics; they manage family, work lives in addition to the hassles of commuting in between. Their experience is exceptional and deserves special note, especially when it pertains to how they mitigate stressful experiences. We are thus interested in their playbook, and they counter their challenges with various tools and techniques.

However, given the breadth and depth of their challenges and stressors, it benefits us to construct a more formal and rational means to study this so-called playbook .

# Design of experiments

Working from the Brougham template, we will configure a new template, correlating stressor to coping mechanism. Our template will include these stressors:

And these coping mechanisms, where the following is true:

# Summary of data

# Analysis

# Conclusion

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