Chapter 13
Effectively Teaching Stressed Students

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ABSTRACT

Many educational techniques have the potential to relieve stress and improve quality. However, it's useful to remember that education is not available everywhere in the world, especially on a basis of equal access by rich and poor, men and women, regardless of culture. In this light, Stromquist and Monkman (2014) completed a study of globalization and education. The purpose was to recommend quality education even for marginalized areas, at low cost, regardless of shifts in geopolitical power, including state and non-state actors, corporations, and consulting firms. Given the prevalence of stress among students who study in an intercultural setting, it becomes important to discover specific techniques which might reduce stress and connect with students more effectively. Several examples from research are presented, followed by techniques adapted to various vocational subject areas.

INTRODUCTION

Universities are not always sincere about confessing the extent of the problems they have. They need to transform; they need to get their responsibilities to students far more carefully." Being a student isn't always painless. The demands and pressures of coursework, grades and the impending future can cause a lot of stress. But excess of stress has numerous effects on the body and mind. In the small phrase it can reason anxiety; over long periods of time, prominent levels of stress hormones can degrade the immune system, beginning heart problems, make worse respiratory and gastrointestinal issues, and bring on chronic anxiety and depression. That's awful for anyone, but it can be especially horrific for higher level students. The study, published recently in the journal, Frontiers in Psychology, focused on students in two elite East Coast high schools, a population that has received surprisingly little research attention. The researchers surveyed and interviewed 128 students, teachers, and administrators about students' stress levels and coping strategies. They found that 49 percent of students reported feeling "a great deal of stress" on a daily basis. Half reported doing three or more hours of homework per night,

and 26 percent noted that they had been diagnosed with depression—over four times the national average of 6 percent (Ossola, A., 2015).

Major depression is one of the most common mental disorders in the United States. According to the National Survey on Drug Use and Health (NSDUH) in 2014, an estimated 15.7 million adults aged 18 or older in the United States had at least one major depressive episode in the past year. This number represented 6.7% of all U.S. adults. A report from the Higher Education Funding Council for England, using anonymised data, found a rapid increase in demand for counselling, with one institution seeing an annual increase of more than 50%.(Coughlan, 2015),So that there are warnings of rising numbers of students struggling to cope with life on campus, with sharp rises in the demand for counselling. And there are questions about whether universities are given that enough support for emotional and stress problems. In this sequence there are warnings of rising numbers of students struggling to cope with life on campus, with sharp rises in the demand for change. And there are questions about whether universities are providing enough support for stressed out students.

In a higher learning institutions where the demands placed on students are based on deadlines and pressure for excelling in tests or examination, the students are likely to be the victims of stress. Many educational techniques have the potential to relieve stress and improve quality. However, it's useful to remember that education is not available everywhere in the world, especially on a basis of equal access by rich and poor, men and women, regardless of culture. In this light, Stromquist and Monkman (2014) completed a study of globalization and education. The purpose was to recommend quality education even for marginalized areas, at low cost, regardless of shifts in geopolitical power, including state and non-state actors, corporations, and consulting firms.

SOURCES OF STUDENTS' STRESS

In the academic environment, high expectations, information overload, academic pressure, unrealistic aspirations, limited prospects, and high competitiveness are some of the common sources of stress that create tension, fear, and anxiety in students (Sinha, Sharma, & Nepal, 2001). In a study by Dahlin, Joneborg, and Runeson (2005), undergraduate students indicated experiencing the highest degree of pressure from studies. Misra, Mckean, West, and Russo (2000) pointed out that students have found the requirement to meet assessment deadlines as a major source of stress. Students report experiencing academic stress with the greatest sources of academic stress coming from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Kohn & Frazer, 1986)

Researches reveal that there are two main sources of stress among students as given below.

Newly Admitted Students Life and Mechanism to Cope with Stress

The first year of college can be stressful for many students. College freshmen have to adapt to a new school and increased academic expectations. In addition, new comers' at this time face a struggling economy, rising tuition rates and growing doubts about the value of a college degree.

Many students perceive a complicated transition from high school to college. According to a 2012 study conducted by the Higher Education Research Institute at UCLA, 30% of incoming freshmen felt overwhelmed by their academic and personal obligations during their high school senior year. The study concludes that many of these same students could feel overwhelmed during their freshman year of college.

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