

## EXPLORING POSSIBLE INDICATORS AND LEVELS OF STRESS AMONG CRIMINOLOGY STUDENTS

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### ABSTRACT

The study is about 'Exploring Possible Indicators of Stress Among Criminology Students' which aimed to determine the indicators of stress among students when taken per category as physical, behavioral, emotional, sleep and personal habits; and determine the specific indicators of stress based on the five different categories of stress. Results showed that that college students have *low* levels of stress on the whole in categories of physical, emotional, sleep and personal habits but none on behavioral indicators. But all items found in the Personal Habits and Emotional Indicators are indicative of stress at varying levels. However, when taken by category, Personal Habits and Physical Indicators registered to have the highest levels of stress based on the mean scores. Furthermore, students showed *high* level of stress in two specific items of Physical indicators category associated with severe or chronic back pains and muscles spasm on the face, neck, jaw, and shoulders respectively. Although when taken as a category, Behavioral indicators fall under low levels of stress but some specific items within this category registered Medium level of stress which are having to many things to do or many backlogs and coming late to school or classes. It could be concluded that when taken as a whole Personal Habits, Physical, and Emotional Indicators are telling of Stress on the whole with higher mean scores than the rest respectively. But as to specific Indicators per category, Personal Habits and Emotional Indicators showed to be all telling as indicators of stress at varying levels.

**Keywords:** Categories of stress, college students, specific indicators, levels of stress.

### INTRODUCTION

Teaching in a provincial setting is interesting and challenging. To make students come up with the expectations of academic life considering their remote backgrounds would allow the facilitator of learning to delve into the possibilities and trace the roots of academic related problems of these millenials especially their lack of concentration. There are many theories to claim and explain these areas but foremost to think about is the probability of them being stressed.

Indeed, stress is one of the toughest challenges college students face. Many students often complain about getting "too stressed" with tons of academic requirements they have to submit, as well as the deadlines they have to beat. (<http://news.abs-cbn.com/advertorial/life/11/18/16/5-stress-triggers-college-students-can-relate-to>). A lot more signs and symptoms could be observed that remain to be hunches for the most part to professors and instructors of the university in particular.

In so far studies concerning the university, stress was not given much attention considering the dearth of literature on stress especially studies on stress published on local journals or bound copies made by both faculty and students. Obviously, studies on stress may be

explored in other parts of the world, in many universities but not much in a developing country like the Philippines and much less if there were in a rural setting like Antique province.

An attempt to look at the tip of the iceberg may not be a solution but rather a valuable task that could open the gates of awareness and with it attention could be directed to the unattended issues and concerns that accounts to suicide cases, poor academic performance among others in the university. These accounts maybe isolated or fall short to be representative of the entire student population, however, the need to consider possible solutions are at the forefront and remains to be a challenge. The observation that most students are stressed since they have poor focus or concentration is indicative of them being stressed but the level of which was never determined. Thus, the simple study about knowing the indicators of stress.

The study was conducted to identify the indicators of stress among college of students at University of Antique. Specifically, the study would like to:

1. determine the indicators of stress among students when taken as whole expressed in the different categories as physical, behavioral, emotional, sleep and personal habits to be assessed on levels being set ; and
2. determine the specific indicators of stress based on the items listed in the different categories assessed according to levels being set.

The study is deemed of valuable importance to the faculty members, administration, students and the parents who compose part of the academic community. Knowing the possible indicators of stress could be of help to the community especially in dealing with students and their issues, problems, and concerns that can greatly affect or have bearing to the many areas of their lives but most importantly to their academic and nonacademic performances. Interventions could be made or designed especially on the part of the administration that could assist students in dealing with their stress.

The study focused only on the indicators found in the Stress Indicators Questionnaire of The Counseling Team International. There might be other possible indicators but were not part of the present study. The study only focused on the available students of the researcher which are considered representative of the total population of the college where she belongs teaching research and social science courses.

## **LITERATURE REVIEW**

In a study by David Robotham Higher Education (2008), Volume 56, Issue 6, pp 735–746 titled ‘Stress among higher education students: towards a research agenda’ which has two primary aims: Firstly, it provides a critical review of previous studies into student stress and identifies several important issues that, as yet, have not been explored. There has been no consideration of the effect of students maturing during their studies on the stress that they experience and how they cope with that stress. Secondly, the article highlights limitations in the past and present literature base, where there has been a concentration on a quantitative approach, and focus on a narrow range of subject groups. There is also a need to undertake longitudinal research to investigate individuals’ stress experiences during the period they study at university. Overall the key assertion here is that thus far research into student stress has not offered a complete account and explanation of students’ stress experiences.

Another study about Stressors and Stress Responses of Filipino College Students (published in an Article of Asia Life Sciences 24 (2):737-759, 2015) which determined the stressors and stress responses of Filipino college students in relation to sex, course and academic classification revealed that of the 258 respondents, 68% were females and 32% were males. According to their degree, 42% belonged to the soft sciences and 58% to the hard sciences. In terms of academic classification, 10% were freshmen, 36% sophomores, 33% juniors and 21% seniors. The top five overall stressors of the respondents were academic difficulty of subject matter, workload due to subjects, time management because of subjects, responsibilities due to being on one's own, and time management because of both subjects and organizations. The most frequently occurring stress responses were affective stress responses followed by cognitive responses. For both male and female respondents, the top stressors were academics, workload due to subjects and time management concerns. Overall, the males reacted to stress through affective responses and females through cognitive responses. Students enrolled in the hard and soft sciences both considered academics, workload due to subjects and time management concerns as their top stressors. Those in the soft sciences reacted with cognitive stress responses while those in the hard sciences reacted with affective stress responses. Generally, all students, regardless of their academic classification pointed out that academics, workload due to subjects, and time management were their main stressors. They all reacted to stress with affective stress responses. These patterns can be monitored to maintain the psychological and physical well-being of adolescent students. Further studies can consider bigger samples in various universities and other socio-demographic variables which are related to stress perceptions.

## METHODOLOGY

The study is descriptive nature. The respondents were the ninety (90) Criminology students of the University of Antique taken through purposive sampling. The data were gathered through a survey method using a questionnaire checklist. Specifically, this study adapted *the Stress Indicators Questionnaires* of The Counseling Team International found in an online source (<http://www.thecounselingteam.com>). There were some questions which were revised to suit the need of students in relation to their activities and lifestyle. But on the whole the questionnaire was generally ninety eight percent adopted from the original made by The Counseling Team International. The questionnaire-checklist was answered based on 5point Likert Scale composed of five indicators namely: Physical, Behavioral, Emotional, Sleep, and Personal Habits.

Data gathered to identify the indicators of stress were analyzed using descriptive statistics like frequency counts, percentages and weighted mean. Specific Indicators were not scored based on the one presented by the original which is giving scores per item per category, summarize them accordingly and assess the total score against a range to determine the level of stress but instead, based on mean scores against a scale in this present study. The analysis of the data was based on the following standards set forth to analyze the responses:

Likert Scale	Description	Scale for Mean Scores	Interpretation
5	Almost always (5 days a week)	4.21-5.00	Very High
4	Most of the time (3 days a week)	3.41-4.20	High
3	Some of the time (1 ½ days a week)	2.61-3.40	Medium
2	Almost Never (less than 2 hours a week)	1.81-2.60	Low
1	Never (none at all)	1.00-1.80	None

## RESULTS

### Physical Indicators

As shown in Table 1, of the twenty one (21) listed physical indicators of stress, 2 items were described by students to be happening *most of the time* as 'I get severe or chronic lower back pain' (3.71) and 'I get tension or muscle spasms in my face, jaw, neck or shoulders' (3.48) respectively. There are 5 items described as happening *some of the time* are 'My body feels tense all over' (2.96); 'I had a hard time feeling relaxed' (3.12); 'Because of my busy schedule, I miss at least two meals during the week' (3.00); 'I don't really plan my meals for balanced nutrition' (2.72); and I spend less than 3 hours a week getting vigorous physical exercise' (2.87) respectively. The rest of the 14 items were described as *almost never* to be happening to them. On the whole, physical indicators of stress got a mean score of 2.5 which is described as *Almost Never*.

Table 1. Physical Indicators

Specific Indicators	Mean	Description	Interpretation
1. My body feels tense all over	2.96	Some of the time	Medium
2. I have a nervous sweat or sweaty palms	2.58	Almost Never	Low
3. I have a hard time feeling really relaxed	3.12	Some of the time	Medium
<b>4. I have severe or chronic lower back pain</b>	<b>3.71</b>	<b>Most of the time</b>	<b>High</b>
5. I get severe or chronic headaches	2.28	Almost Never	Low
<b>6. I get tension or muscle spasms in my face, jaw, neck or shoulders</b>	<b>3.48</b>	<b>Most of the time</b>	<b>High</b>
7. My stomach quivers or feels upset	2.54	Almost Never	Low
8. I get skin rashes or itching	2.14	Almost Never	Low
9. I have problems with my bowels (constipation, diarrhea)	1.97	Almost Never	Low
10. I need to urinate more than most people	2.05	Almost Never	Low
11. My ulcer bothers me	1.84	Almost Never	Low
12. I feel short of breath after mild exercise like climbing up four flights of stairs	2.52	Almost Never	Low
13. Compared to most people, I have a very small or a very large appetite	2.48	Almost Never	Low
14. My weight is more than 15 pounds higher than what is recommended for a person my height and build	1.93	Almost Never	Low
15. I smoke tobacco	1.38	Never	None
16. I get sharp chest pains when I'm physically active	2.00	Almost Never	Low
17. I lack physical energy	2.18	Almost Never	Low
18. When I'm resting, my heart beats more than 100 times a minute	2.14	Almost Never	Low
19. Because of my busy schedule I miss at least two meals during the week	3.00	Some of the time	Medium
20. I don't really plan my meals for balanced nutrition	2.72	Some of the time	Medium
21. I spend less than 3 hours a week getting vigorous physical exercise (running, playing basketball, tennis, swimming, etc).	2.87	Some of the time	Medium
<b>Grand mean</b>	<b>2.50</b>	<b>Almost Never</b>	<b>Low</b>

### Behavioral Indicators

Table 2 shows the Behavioral Indicators of Stress in which, items described as happening *Some of the time* are 'I have so many works to do/I have many projects/backlogs' (2.70); and 'I arrive at school or late in my classes' (2.64); respectively. This was followed by items described to be *Almost Never* happening as 'I stutter or get tongue tied when I talk to people' (2.03); I try to work while I'm eating lunch' (2.21); 'I have to work late' (2.14); 'I go to

work/school even when I feel sick' (2.55), respectively. All the rest of the items were described as *Never* happening to them.

**Table 2. Behavioral Indicators**

Specific Indicators	Mean	Description	Interpretation
1. I stutter or get tongue tied when I talk to people	2.03	Almost Never	Low
2. I try to work while I'm eating lunch	2.21	Almost Never	Low
3. I have to work late	2.14	Almost Never	Low
4. I go to work/school even when I feel sick	2.55	Almost Never	Low
5. I have so many works to do/I have so many projects and backlogs to do at home	2.70	Some of the time	Medium
6. I drink alcohol or use drugs/medicines to relax	1.60	Never	None
7. I have more than two beers, eight ounces of wine or three ounces of hard liquor a day	1.50	Never	None
8. When I drink, I like to get really drunk	1.60	Never	None
9. I get drunk or "high" with other drugs more than once a week	1.32	Never	None
10. When I'm feeling high from alcohol or drugs I will drive a motor vehicle	1.35	Never	None
11. I tend to stumble when walking, or have more accidents than other people	1.45	Never	None
12. In any given week, I take at least one prescription drug without the recommendation of a physician e.g. amphetamines, barbiturates	1.44	Never	None
13. I have problems with my sex life/lovelife	1.56	Never	None
14. At least once during the week I will make bets for money	1.56	Never	None
15. After dinner I spend more time alone or watching TV than I do talking with my family or friends	1.78	Never	None
16. I arrive at work/school late or late for classes	2.64	Some of the time	Medium
17. At least once during the week I have a shouting match with a co-worker or supervisor/classmates/family members	1.80	Never	None
<b>Grand Mean</b>	<b>1.80</b>	<b>Never</b>	<b>None</b>

### Sleep Indicators

Table 3 shows the responses of the respondents related to Sleep Indicators of Stress. Of the five items listed, four items were described to be *Almost Never* happening which are 'I have trouble falling asleep' (2.55); 'I have nightmares or repeated bad dreams' (2.13); 'I wake up at least once in the middle of the night for no apparent reason' (2.56); and 'No matter how much sleep I get, I awake feeling tired'(2.40) respectively. An item left which *Never* has been happening is 'I take pills to get to sleep' (1.43).

**Table 3. Sleep Indicators**

Specific Indicators	Mean	Description	Interpretation
1. I have trouble falling asleep	2.55	Almost Never	Low
2. I take pills to get to sleep	1.43	Never	None
3. I have nightmares or repeated bad dreams	2.13	Almost Never	Low
4. I wake up at least once in the middle of the night for no apparent reason	2.56	Almost Never	Low
5. No matter how much sleep I get, I awake feeling tired	2.40	Almost Never	Low
<b>Grand Mean</b>	<b>2.21</b>	<b>Almost Never</b>	<b>Low</b>

## Emotional Indicators

Table 4 shows the responses related to the Emotional Indicators of Stress. Of the 21 items, the respondents described 5 items as happening *Some of the time* as ‘I have found the best way to deal with hassles and problems is to consciously avoid thinking or talking about them’ (2.80); ‘I feel anxious or frightened about problems I can’t really describe’ (2.91); ‘It is important to me not to show my emotions to my family’ (2.72); ‘It is best if I don’t tell even my closest friend how I’m really feeling’ (2.76) respectively. The rest 16 items were described as *Almost Never* happening to them.

**Table 4. Emotional Indicators**

Specific Indicators	Mean	Description	Interpretation
1. I have found the best way to deal with hassles and problems is to consciously avoid thinking or talking about them	2.80	Some of the time	Medium
2. I have trouble remembering things	2.31	Almost Never	Low
3. I feel anxious or frightened about problems I can’t really describe	2.91	Some of the time	Medium
4. I worry a lot	2.79	Some of the time	Medium
5. It is important for me not to show my emotions to my family	2.72	Some of the time	Medium
6. It is hard for me to relax at home	2.38	Almost Never	Low
7. It is best if I don’t tell even my closest friend how I’m really feeling	2.76	Some of the time	Medium
8. I find it hard to talk when I get excited	2.43	Almost Never	Low
9. I feel very angry inside	2.48	Almost Never	Low
10. I have temper outbursts I can’t control	1.91	Almost Never	Low
11. When people criticize me, even in friendly, constructive way, I feel offended	2.40	Almost Never	Low
12. I feel extremely sensitive and irritable	2.44	Almost Never	Low
13. My emotions change unpredictably and without any apparent reason	2.38	Almost Never	Low
14. I feel like I really can’t trust anyone	2.58	Almost Never	Low
15. I feel like other people don’t understand me	2.58	Almost Never	Low
16. I really don’t feel good about myself	2.40	Almost Never	Low
17. Generally, I am not optimistic (positive) about my future	2.36	Almost Never	Low
18. I feel very tired and disinterested in life	1.88	Almost Never	Low
19. Impulsive behavior has caused me problems	2.38	Almost Never	Low
20. I have felt so bad that I thought of hurting myself	2.28	Almost Never	Low
21. When I have an important personal problem I can’t solve myself, I do not seek professional help	2.32	Almost Never	Low
Grand Mean	2.45	Almost Never	Low

## Personal Habits Indicators

Lastly, Table 5 describes the Personal Habits Indicators with 9 items. Of which, 6 were described as happening *Some of the time* as ‘I spend less than three hours a week working on a hobby of mine’ (2.81); ‘I spend less than 30 minutes a week talking casually with my neighbors’ (2.68); ‘I watch television for entertainment more than one hour a day’ (2.74); ‘I spend less than 30 minutes a day working toward my life goals or ambition of mine’ (2.84); ‘My day to day living is not affected by my religious beliefs or my philosophy of life’ (2.66); and ‘When I feel stressed it is difficult for me to plan time and activities to constructively to



release my stress' (2.73); respectively. The rest 3 items were described to be happening *Almost Never*.

**Table 5. Personal Habits**

Specific Indicators	Mean	Description	Interpretation
1. I spend less than three hours a week working on a hobby of mine	2.81	Some of the time	Medium
2. I spend less than one hour a week writing personal letters, writing in a diary or writing creatively	2.22	Almost Never	Low
3. I spend less than 30 minutes a week talking casually with my neighbors	2.68	Some of the time	Medium
4. I lack time to read the daily newspaper/to watch news on tv	2.28	Almost Never	Low
5. I watch television for entertainment more than one hour a day	2.74	Some of the time	Medium
6. I drive in a motor vehicle faster than the speed limit for the excitement and challenge of it	1.90	Almost Never	Low
7. I spend less than 30 minutes a day working toward a life goals or ambition of mine	2.84	Some of the time	Medium
8. My day to day living is not really affected by my religious beliefs or my philosophy of life	2.66	Some of the time	Medium
9. When I feel stressed, it is difficult for me to plan time and activities to constructively to release my stress	2.73	Some of the time	Medium
Grand Mean	2.54	Almost Never	Low

Table 6 shows that all four categories are indicative of stress, though the indicators fall generally on the Low level of Stress. It could be gleaned from the data that Personal Habits got the highest mean scores followed by Physical Indicators, then by Emotional Indicators and lastly by Sleep Indicators respectively.

**Table 6. Ranking Per Category Indicators**

Category	Grand Mean	Rank	Description	Interpretation
Physical Indicators	2.50	2	Almost Never	Low
Behavioural Indicators	1.80	5	Never	None
Sleep Indicators	2.21	4	Almost Never	Low
Emotional Indicators	2.45	3	Almost Never	Low
Personal Habits Indicators	2.54	1	Almost Never	Low

## DISCUSSION

### When Taken as a Whole Per Category

When taken as whole, of the five (5) categories, four (4) fall within the Low level of Stress namely Physical, Emotional, Sleep and Personal Habits Indicators. College students showed None (no stress at all) level of stress only on the Behavioral Indicator.

Given the 21 items listed in the Physical Indicators, 95% indicated stress at varying levels foremost is associated with severe or chronic pains and muscles spasms in critical parts of the body interpreted to be at High levels (10%); items which occurred at least 1.5 days a week falls on the level of *medium* stress (23%); and by items which occurred just 2 hours in a week which falls on the low level of stress (66%). Only one item was not indicative of stress which is associated with smoking.

It goes to show that the struggles caused by stress are experienced by many millennials on a regular basis. Some of them are rarely able to relax. Anxiety causes them to hide away from the world. It de-motivates them and really bad stress can even cause physical pain. Moreover, stress also causes the knot in the stomach, the thumping heart, and the inability to feel calm or at peace. Feeling incapable of relaxing is the worst, (<http://www.thebabereport.com/chill-root-stress-cant-relax/>)

The students *spend less than 3 hours a week seeking vigorous physical exercise* interpreted to be within the *Medium* level of stress. According to online source (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3894304/>), the majority of the literature finds that the experience of stress impairs efforts to be physically active.

According to Huffington Post, 19 Yale researchers looked at all of the studies they could find on stress and exercise habits, and three-quarters showed that people under pressure tend to slack off on physical activity and spend more time sedentary. In one of the studies reviewed, participants were 21 percent less likely to work out regularly during times of stress, and 32 percent less likely to stick to their fitness schedule over the following four years. (<http://fitness.mercola.com/sites/fitness/archive/2014/11/07/10-ways-stress-affects-workouts.aspx>) A 2014 study<sup>20</sup> in *Sports Medicine* came to the same conclusion—stress is likely to thwart your efforts at being physically active. This phenomenon proved especially true for older adults and those newer to their fitness schedules. (<http://fitness.mercola.com/sites/fitness/archive/2014/11/07/10-ways-stress-affects-workouts.aspx>)

The specific indicators which were done some of the time like ‘because of my busy schedule I miss at least two meals during the week’ and ‘I don’t really plan my meals for balanced nutrition’ reveals that students are experiencing certain levels of stress. An article published in 2008 in the journal “Appetite” suggests that skipping meals may be associated with lower energy or motivation levels. In the study, researchers tracked eating and physical activity patterns of overweight participants, measuring how much they ate at each meal every day as well as how much they exercised. They found that subjects who skipped lunch or dinner most often burned fewer overall calories and spent less total time exercising than subjects who rarely skipped those meals. According to Columbia University, skipping meals slows your metabolic rate, which explains why it goes hand in hand with burning fewer calories. (<http://www.livestrong.com/article/526247-what-effect-does-skipping-meals-have-on-the-body/>)

Of the 21 listed specific Indicators of Stress under the Category of Behavioral Indicators, 35% could be considered as indicators of stress among students. Of which, two specific indicators which fall under Medium level of stress and there are four items which fall under Low levels of stress based on the description of students. This is the Category which is not indicative of stress based on the grand mean which falls within the Never (No stress at all) Level.

The medium level of stress items like students arrive to school or comes to class late is telling that they are under stress. According to the study by Arthur James Swart about The Impact of Stress on Student Tardiness and Subsequent Throughput Rate of Engineering Students: A Case Study accessed through online source reveals that (<https://www.researchgate.net/publication/263602563>), stress is any change that requires a person to adjust to a new situation and is registered in the brain as a threat that causes a stress



response in the body. 'Student tardiness' is the term ascribed to students who suffer from tardiness, which is defined as the quality or condition of not being on time. Student tardiness is currently experienced in many higher educational institutions, contributing to poor academic achievements and subsequent low throughput rates. Tardiness is viewed as a construct, which is an abstract concept deliberately created to represent a collection of concrete forms of behaviour including stress or anxiety.

All Sleep Specific Indicators fall under Low levels of stress. Of the 5 items, 80% showed to be indicative stress among students although these are happening at least 2 hours in a week.

Furthermore, of the 21 specific indicators of stress on the Emotional Indicators category, 100% are indicative of stress of varying levels though based on the grand mean, it generally falls on the Low level of stress. But it is interesting to note that there are items which they scored to be on the medium levels of stress. For example, most of the students worry a lot or feel anxious or frightened about problems they cannot describe. Worrying is feeling uneasy or being overly concerned about a situation or problem. With excessive worrying, your mind and body go into overdrive as you constantly focus on "what might happen."

In the midst of excessive worrying, one may suffer with high anxiety -- even panic -- during waking hours. Many chronic worriers tell of feeling a sense of impending doom or unrealistic fears that only increase their worries. Ultra-sensitive to their environment and to the criticism of others, excessive worriers may see anything -- and anyone -- as a potential threat.

Chronic worrying can affect daily life so much that it may interfere with appetite, lifestyle habits, relationships, sleep, and job performance. Many people who worry excessively are so anxiety-ridden that they seek relief in harmful lifestyle habits such as overeating, cigarette smoking, or using alcohol and drugs. (<http://www.webmd.com/balance/guide/how-worrying-affects-your-body#1>)

Items which fall on the Medium Levels of Stress are they avoid thinking or talking about problems or hassles, or not show emotions or not telling a close friend about their feelings. An Article about Five Reasons Keeping Secrets Is Making You More Stressed tells that Secrets have been shown to lead to depression. Researchers in the Netherlands recently found that young people aged 14-19 who kept private secrets had higher levels of rule-breaking behaviors and reported lower moods and more complaints of headaches. The study also found that secrecy was correlated with feelings of loneliness. To avoid the isolating and stressful burden of carrying a private secret on your shoulders, tell a trusted friend or adult. ([http://www.huffingtonpost.com/2013/02/07/5-reasons-you-shouldnt-keep-secrets\\_n\\_2633057.html](http://www.huffingtonpost.com/2013/02/07/5-reasons-you-shouldnt-keep-secrets_n_2633057.html))  
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Lastly, in the category of Personal Habits Indicators, the 9 items (100%) are indicative of stress at varying levels as well. When taken as a whole it falls within the Low level of stress based on the grand mean, but when viewed as to specific indicators 6 (66.66%) out of 9 fall within Medium level of stress while the rest 3 (33.33%) items fall within Low levels of stress.

## CONCLUSIONS

Physical and Personal Habits are indicators of Stress among Criminology students. Emotional and Personal Habits were indicative of stress at varying levels. However, Physical

Indicators Category have one item which is not indicative of stress, there are two glaring items being registered which registered the highest level of stress among the rest respective or irrespective of category. Which means that, though on the whole students have low levels of stress but it could be concluded that having severe or chronic lower back pain and getting tension or muscle spasms in the face, jaw, neck or shoulders among the young are points worth bothering with notwithstanding other items which were revealed to be on the medium level. Moreso, students tend to skip eating a regular meal or they don't bother to plan their meals and being unable to engage in a physical exercise longer than expected could pose some problems when these situations continue and therefore must not be ignored.

It is good to note that students do not have problems in sleep but for them to experience this at least 1.5 days a week must not also be ignored because this might be aggravated depending on the situation and that which therefore, have some ill effects on health.

Emotional Indicators showed little signs of stress but areas which occurred at least 1.5 days a week is something to reckon with. Students tend avoid thinking or talking about their problems, they do not tell even their closest friend how they really feel, or not showing their emotions to their family are signs of strength of character but at the same time emotional maturity because not all of these must not be revealed just to anyone at anytime but it is good to share problems to trusted people to ease the burden. Moreover, students also worry a lot and feel anxious or frightened about problems they cannot describe and these are things to also be considered.

Behavioral Indicators may not be transparent indicators of stress to most students but them having to be perturbed with many things to do and backlogs plus going to school or class late much more must not be ignored. These are areas of concern that could relate to success of an individual that should have to be remedied. It could be observed that tardiness is a problem to most students which could be related to stress in the university.

Personal Habits is telling of the presence of stress on the whole. It boils down to lack of concentration among students since items point to them not focusing on something quite longer than expected. These indicators must be in consonance with the observation that students generally lack the necessary focus when they are in the classrooms.

Given the findings and conclusions, a comparative study should be conducted to know whether age, year level or program affects indicators of stress. In addition, the academic community should not ignore the possibility of having stress among students especially so that some items indicated in the category physical indicators are high to medium. Other than the high levels being indicated in some items, attention must be given to the areas in which students had medium stress levels because these are relevant if not critical to students' academic life and even personal life.

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