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Stress Triggers, the Effects Stress Has on Social, Mental and Physical Behavior in College
Students, and the Coping Mechanisms Used

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ABSTRACT

This paper will explore the various types of stress college students face, as well as the psychological, physical, and social effects of these stressors on students. The struggle that students face dealing with an overwhelming amount of stress can be difficult and take a toll on individuals during their collegiate academic career. Coccia, & Darling, (2016) studied how general life, love and social interaction could cause stress on college students. College students deal with stress in different, personal ways, and many studies have considered the individual coping methods used by students. Self-medication is one common tactic for stress coping. Binge drinking, and drug use are the two main methods of self-medication according to a study done by Meda, Gueorguieva, Pittman, Rosen, Aslanzadeh, Tennen, & Pearlson (2017). Other ways students deal with stress are leading healthy lifestyles, exercising, and/or utilizing college counseling.

Stress Triggers, the Effects Stress Has on Social, Mental and Physical Behavior in College Students, and the Coping Mechanisms Used

Stress plays an important part in whether or not a college student achieves academic success. The developmental transition into college life unfortunately causes chronic amounts of stress on college students (Towbes & Cohen, 1996). Stress for college students can come in a multitude of formats. It can also be coped with in a variety of ways. Moving to a new location, meeting new people, or being out of one's social norm can cause stress. Financial issues, including whether college students have the money needed to purchase food, pay rent, or pay for college, are common stressors among college students. Relationships, social interactions, new roommates, and making new friends are also factors that can cause stress. Similarly, students report psychological problems stemming from stressors, such as dislike with course content, lack of motivation, inability to learn a foreign language, tension that is uncontrollable, love affairs that become frustrating or disappointing, or close family member that become severely ill (Blain and McArthur, 1961). However, not all students who enter college have a stressful experience.

The impacts of stress can affect students in different ways. For some students, the impacts of stress can make them become distant from family and friends. It can affect some by impacting their grades, and when students' grades drop, it can later lead to students dropping out of college. College does not have to be a stressful time for students. Students who find appropriate ways to deal with the obstacles of becoming a college student can have a more successful transition into that stage of life. The purpose of this literature review is to specify the causes and impacts of stress upon college students while also identifying the coping strategies used to effectively reduce or eliminate the stress they endure, so as to better understand how to best support individuals as they transition into college.

Often, students handle their stress in unhealthy ways by consuming drugs and or alcohol, self-medicating, and becoming distant from friends and family. Academic performance by students can be affected by the effects of depression and leads to students engaging in unhealthy habits like drinking, drugs, just to name a few unhealthy habits (Sailesj, & J.K., 2016). The fact is that all students have options for stress management and college success. Despite the possible temptations of unhealthy coping methods, some students manage their stress in healthy ways, such as exercising, going out, and socially interacting with others. University and private counseling are effective and healthy methods that students utilize to deal with the stress of college. Some colleges guide college students to seek help from mentors or student counseling centers when they notice any problems related to academic or emotional stress (Bhujade, 2017).

Non-Academic College-Related Stress Triggers

Moving from home

The first semester of college contains factors that can be causes of stress. Simply entering college can easily be the first added stressor due to all the changes in the life that are triggered by this action. Moving from home causes a change in schedule that could bring about stress in college students. When students are suddenly living in different settings that they are not accustomed to, the onset of stress can develop during the transition and acclimation process. While some students may find that change can be extremely difficult to overcome, change in schedules related to moving can be often foreseen, and the adjustment may not be as harsh. This would allow some students may not have any difficulty adjusting to changes in schedules at all.

Housing Arrangements

Living arrangements are often the first issue to be addressed once a college has been chosen and enrollment has occurred. Finding a solution can be a trying experience. Some

students may choose to commute due to their proximity to campus. Some students move into on-campus housing, while others live in off-campus housing. Students can find themselves overcome with stress before the opportunity to open a textbook presents itself. According to a study done at four-year colleges and universities 85% of the 2,240 first-year undergraduates interviewed experience stress daily (Associated Press, 2009). Change causes stress, and stress is known to have detrimental effects on student success (Friedlander, Reid, Shupak, & Cribble, 2007).

Thirty-eight percent of students enrolled into college courses full time attend a college or university within 50 miles from home, 15% of students live within 51 to 100 miles and 37% of students live within 101 to 500 miles away from their home, according to the Higher Educational Research Institute at UCLA (2013). When a student moves out of the family home for the first time, it can cause a large amount of stress.

According to the Associate Press (2009), the students who still live at home and commute face stress from the change of entering college out of high school only because the number of students attending the school is typically higher than their high school, and an influx of new faces can induce stress in some students.

Missing the comforts of home, and not having the family support that an individual is used to can lead to homesickness. Studies have provided a correlation between intensive homesickness that some college students have and cognitive failures, the inability to concentrate on course work, lower work quality, decreased academic performance, and higher scores on anxiety and depression measures (Brewin, Furnham, & Howes, 1989; Burt, 1993). Homesickness can happen to any student, from any state. However, students who move less than 100 miles away from home tend to not be as homesick as students who move out of state to attend college.

In a study conducted in 2017 by Sun, Hagedorn, and Zhang it was found of the students who lived 100 miles or less away from home, 8% experienced no homesickness, 10% experienced extreme homesickness, and 25% experienced moderate homesickness. Of the students in the study that moved out of state for college, 40% reported having experienced extreme homesickness.

If a student moves to on-campus housing, the rules of living in the dormitory can initially create stress, as following the housing rules can be drastically different than their perception of college dorm life. Students often expect nothing more than constant party activity happening around them, only to find that their living quarters are structured and have detailed guidelines. Finding that their on-campus housing experience differs from their perception, on-campus living can cause an initial shock for the student to overcome and this can induce stress. Current first year college students are experiencing a historical period that that was not experienced by other generations whom have attended college, but when the expectations are not met stress can set in with the reality of what college life actually is like (Coccia and Darling, 2013).

Students who move from home to off-campus locations can face even greater amounts of stress. They will have to figure out utility connections, decide what type of housing they can afford with their budget, and then ensure that they have the essentials needed at the new home in order to be successful in their education. These off-campus housed students may find themselves living away from their parent or guardian for the first time, and the details concerning their first housing decision may be overwhelming. Without prior knowledge of background and credit checks, deposits for housing and first rent payments, utility deposits, and consumer education, students are often facing immediate stress due to the financially shattering reality of finding housing.

Wright (2017) explained that as a freshman student it was more convenient living in a dorm. The cost of the dorm was considerably cheaper than the cost of his current living situation (four-bedroom duplex), for which he pays \$835 a month, with the only inclusion of a few utilities. As for the downside to living in a dorm, Wright states that it is a very confined living space compared to a four-bedroom duplex. Additionally, if Wright does not want to be around his roommates, he has no other options.

Some of these housing issues can be resolved with support from relatives or friends. College campuses are known to have apartment complexes nearby that offer affordable housing for college students, which can also assist in alleviating anxiety and stress.

Finances

College students have many financial expenses. Stress from expenses can arise at any time, and financial stress can be overwhelming for any student that juggles a budget and a college course schedule. With housing payments, utility bills, food, transportation expenses, and entertainment costs, students may find that budgeting for their desired lifestyle is more difficult than one would expect. These financial difficulties can cause students to make unwise financial decisions, which could include acquiring non-secured debt. Students can find themselves overcome with stress due to financial hardships. Paying for tuition is a stressful obstacle alone, but adding in extra expenses such as food, housing, and entertainment can lead to many students suddenly facing a new stress that they have never been exposed to previously. A study conducted by a team of researchers from Ohio State University Office of Student Life and College of Education and Human Ecology (2015) found that: 70% of college students feel stress from worrying about their finances that students deal with daily, weekly, or even monthly. The study also found that, close to 60% of students worry about having enough money to pay for schooling

during the school period and after, while the other half of the students are worried about their monthly budgets. The debt that a student must take on while enrolled at college has increased among all college graduates from every income level and also at public and private colleges and universities (Boushey, 2003). Differences do still exist with the borrowing habits among students with different attributes and backgrounds (e.g., degree type, institution type, sociodemographic characteristics, level of knowledge about debt, attitude toward risk; Zerquera, Torres, Park & Ziskin, 2013).

Often students may find that their budget affords their housing payments and all their utility bills, but may be insufficient for gas or food, let alone a Friday night movie. Students must determine how to properly budget for their lifestyle, and any funds remaining after their bills have been paid should be spent wisely. Instead, students often find that most of their budget is applied toward entertainment, and there may not be much left for bills. Some students may have the luxury of a meal plan that is included in their tuition and room and board, but others may find that they are on their own when it comes to eating. Many college students may not have any utility bills due if they are in dorm rooms, while those living off campus may have stress from paying even the most basic of their utility bills, such as water and electricity. While all bills can create stress, money management plays an important role in combating expense related stress.

Britt, Mendiola, Schink, Tibbetts, and Jones (2016) examine the association between financial stress and academic achievement. Financial stress can immediately develop for students upon enrollment. Students can suddenly find themselves in an economic crisis from adapting to living on their own. With outside stresses and social expectations, students may feel that academic successes have less importance than perceived financial stability among their peers.

Assuming financial stability leads to academic achievements, Britt and colleagues (2016) found financial stress, financial education, and financial understanding was all heavily connected to student stress. Financial resources and development vehicles lead to reduced stress in students. Reduced stress can lead to academic success. When students become more comfortable with financial understanding, stress tends to be reduced, and the notion of financial stress can be completely eliminated.

Often, college students will find that they must find employment in order to survive their college expenses. In 2015, the Georgetown University Center on Education and the Workforce reported on the working college student and the state they are in. The center found that 70% of all United States college students are working a job while also taking college courses. The high number of college students who work while enrolled demonstrates the financial hardships students can face stress that comes with maintaining a job and a successful college career can be impactful on the student's financial situation.

With the high number of college students feeling stress from their financial worries, students can find themselves in a position of envy of their peers that have all the expenses of college paid for by their parents. Students may even feel discriminated against by their peers that they perceive to have a "free ride" through college from their parents or family.

The accountability associated with holding a job while in enrolled in college courses will certainly conglomerate the heavy academic load which is destined to result in stress in the college students life (Essel & Owusu, 2017). College and university administrators have recommended that full-time college students work no more than 10-15 hours per week at their job, this will leave the student with enough time to spend on their classes and on homework assignments, while also still exploring interests and building relationships (Balancing Work and

School, 2018). With all the financial obstacles a college student faces, maintaining a job to pay for the added expenses is just another added responsibility to add to their already heavy load. Working and being enrolled full-time in college courses is a real challenging task for students, students have to rely financially on a job for their personal survival while in college (Essel & Owusu, 2017). Students who are enrolled into a full course load and also are working a full-time job have more stress in their life than a student that is just focused on their academics (Essel & Owusu, 2017).

With stress from housing concerns, financial worries, and relationships, students may find that college stress can come at them from all directions. Finding balance between a successful education and peace of mind can be difficult. All individuals handle stress independently, and students are subject to different types of stress in their everyday life. Without proper stress management, students may find themselves in an undesirable position in their life where the stress rules their daily activities, and there is no hope for the future.

Roommates

Once a housing location is chosen more decisions must be made, including social-related issues. Students living in on off-campus housing may face the challenge of roommates for the first time. The best way to make a college student show signs of stress, is to put the student in a social situation that is uncomfortable for them, (Akil, 2009). A study performed at the Boise state University in 2009 found that, about 24 % of college students studied reported having some sort of roommate issues, the study also reported that female students are more likely to experience a roommate problem than males. Compatibility, similarities, conflicts, and unfamiliarity are areas that can lead to stress for students adjusting to their new roommate. Students may excessively

ponder about their new roommate. The anxiety from the unknown can certainly be attributed to the onset of stress and fear for many students.

Dormitories often have more than one student assigned per dorm, and students often meet their new roommates for the first time when moving in the dorm.

One problem with dorm life was having a random roommate who did not share well. Students who have never been away have a hard time in dorm life and tend to make life on their roommate difficult. Dormitories often have more than one student assigned per dorm, and students often meet their new roommates for the first time when moving in the dorm. The roommate selection process begins online, with students choosing a certain space out of many choices (Keihl, 2013, p. 1).

While adjustment to sharing housing with someone new can be overwhelming, but students often share housing with other students who they knew prior to attending classes, and this can also lead to hardened feelings toward one another. Although two students may be friendly and compatible prior to rooming together, problems can arise when the students suddenly find themselves sharing housing. Living together can allow student friends to grow to dislike one another by finding that they are not as compatible living together as they were when they had separate housing. If roommate issues do not come to a resolution in a healthy and good way, research indicates that success and persistence of the student may be affected (McCorkle & Mason, 2009).

Off-campus students often need a roommate, as housing costs can be more than one student can overcome many students seek a roommate to share in the cost of living off-campus. The adjustment to sharing housing with someone new can be overwhelming, but students often

share housing with other students who they knew prior to attending classes, and this can also lead to issues. With these issues concerning roommates for new students, there is a possibility that stress can appear before the college semester officially begins, and students can find themselves overcome with stress before the opportunity to open a textbook presents itself.

Colleges have been trying to find alternate solutions to the roommate issues. Some universities have tried, in some dorms, to elevate having a roommate and making single living dorm rooms. However, studies show that these students still favor the connection and support they obtain through a roommate (Biddison & Hier, 2000).

Relationships

Many college students face stress from romantic relationships. Some students may find themselves at an institution with significantly more people than their primary and secondary school. Characteristics like stress and life satisfaction along with things such as a student's gender and age can be a big influence on the variables related to relationship formation. Students tend to want social interactions with their peers, and romance is usually on their minds during certain interactions (Coccia & Darling, 2013).

Students may begin a new relationship with their significant other during their college years. Juggling a committed relationship and schoolwork can be a daunting task. Many college-aged students may have problems trying to complete their class assignments and remain romantically involved. The lack of time a student gets to spend preparing for classes, getting adequate sleep, and being engaged interactions that is set in a non-social situation, such as watching TV or reading a book, may play a part in the satisfaction of life a students is experiencing and can impact the relationship formation and levels of stress that students have (Coccia & Darling, 2013). For college students, the pressure to form positive relationships can

cause stress on the students who would otherwise find compatibility in their college life without romantic involvement. As with any relationship, a college student will need to find common interest with their significant other. They will want to devote time to spend together and want to remain in constant contact. This can lead to missed assignments and classes. If a student begins to devote more time to their relationship and neglect their classes, their college success could quickly become jeopardized. Once their academic achievement is negatively impacted, a student will face academic stress.

Students who enter relationships but attempt to maintain focus on their academics, might begin to see stress arise from their significant other. Stress affect students in a multitude of ways, students can become impatient and irritable trying to adjust to their stress which can lead to unnecessary conflicts between couples in their relationship (Smith, 2011). When students are fighting, they tend say things they don't mean in the heat of the moment when fighting with a significant other (Arslan, 2010). Romantic partners may not be understanding when told that their significant other needs time to study for exams, attend class, or complete assignments. This can lead to disagreements within the relationship, and the college student may suddenly find themselves succeeding in class but failing in romance (Smith, 2011). The stress from the relationship can lead to the student neglecting their academics to overcompensate in response to relationship complaints.

Some students may still face romantic stress even without entering into a relationship. The term "friends with benefits" refers to individuals who wish to be physically involved together, but not enter into a committed romantic relationship together. Even this type of relationship can create stress. One partner may find they have feelings that differ from their significant other, which can create confusion, apprehension, anxiety, frustration, sadness, and

anger. These students should attempt to develop ground rules before entering this type of relationship in order to avoid any stress from unreal expectations.

When attempting to cope or manage with the stress in a student's life, students come to depend on a variety of sources for support (Darling, McWey, Howard, & Olmstead 2007). Often, students will have casual sex with someone with the expectation of never seeing that person again, then find themselves face-to-face in a social situation or campus setting. The stress from embarrassment, hidden feelings, and interactions can be tremendous. Students should prepare themselves for these types of unexpected interactions in order to avoid additional stress. If a student wishes to engage in casual sex, they should be honest with themselves before they act. If students can minimize expectations and treat the encounter as intended, complications and added stress can be avoided. But personal feelings often complicate the setting, and can turn a "friend with benefits" relationship into a stressful situation, especially if the student is frequently forced to see the "friend" in social or campus settings.

Inadequately managed stress can lead to feelings of loneliness, nervousness, sleeplessness and excessive worrying are just a few examples of the effects of inadequately managed stress (Ross, Niebling, & Heckert, 1999). When it comes to relationships in college, the partners need to find common ground in order to avoid confusion and academic failures. If each party is dedicated to making their relationship or romance work as well academic achievement the students will find themselves in a better position concerning relationship stress (Ross, Niebling, & Heckert, 1999). While romance and relationships can bring great joy, careful consideration should be taken to avoid the onset of stress related to a student's love life and romantic intentions.

The four years of college are often colored with multiple relationships as students discover some partners lack the compatibility necessary for a long-lasting relationship. Ultimately, a college student will, most likely, experience the dissolution of at least one relationship while in college. Dissolving a close relationship is typically one of life's most distressing events that can happen early in a student's college life (Berscheid & Reis, 1998). Students involved in a relationship while attending courses may have no issues with classes while involved with another person, but once the relationship ends, the student may find that their college life is much more difficult to handle due to the influx of relationship stress.

“Since stress has been associated with decreased ability to focus and memory impairment, students who are under high levels of stress may not be able to study effectively, having trouble retaining the material, students may struggle with testing, and students maybe having trouble retrieving information that is needed” (Duran, Kelly, & Rotaru, 2011; Linn & Zeppa, 1984, p. 21).

Making a relationship work while maintaining academic status is difficult enough, but stress from ending a relationship may have the potential to entirely end their academic career. The number three reason students seek mental health counseling at mental health centers on campus is because of problems in a relationship, with depression and anxiety at the top of the list (Green, Lowry, & Kopta, 2003; Cairns, Massfeller, & Deeth, 2010; Barr, Krylowicz, Reetz, Mistler, & Rando, 2011; Gallagher, 2011). According to a study conducted by Dr. Liu (2016), that any interpersonal stress that a college student experiences in romantic relationships will have a greater negative impact on the students well-being than the stress that experienced in other relationships. Some students may have the skills to handle a breakup and remain focused on their courses, while other students may not be able to continue their education in a successful manner.

Students may not be able to see their former significant other at all without completely falling apart. The anxiety of wondering if they will run into their former partner may create an overwhelming amount of stress in these students. Anxiety, depression, anger, frustration, and social rejection may all be present after ending a relationship. With other college stresses present, relationship stress can be the one thing that causes college students to fail at their academics. Stressful life experiences and the emotional responses to those experiences may impair academic performance by interfering with cognitive processes, such as concentration and focus (Liu, 2016).

Peer Pressure

College life is a new experience for students, and dealing with new faces can lead to stress from students wanting to fit in and make new friends. College students may find themselves faced with stress from dealing with peer pressure. Conflict and tensions with others is reported to be one of the most upsetting daily stressor that students have to deal with while away at college (Lui, 2016). Students have reported that relationships and interpersonal difficulties are a major source of stress, even if though these struggles are not the biggest stress problems that are currently in the student's lives (Abouserie, 1994).

Students often find themselves doing things that are out of character for them, while they are in college. College friendships may differ from earlier friendships in a student's life as the college setting is different than the more structured, rules-based settings that student's made friends with before entering college. With less influence from parents, teachers, and other authority figures, students may find themselves in groups that engage in behaviors that differ from their morals prior to entering college. Parental involvement with their children in college decreases, so the student might be more likely to allow other college students pressure them into

engaging in activities that an individual would not have participated in when living at home, such getting involved in alcohol, drugs or sex (Weaver, 2016).

While peer pressure can be stressful for individuals at any age, college stress from peer pressure may seem encompassing when coupled with the numerous other changes college life brings about, and how students initially view and handle peer pressure can form a baseline of how the students may academically perform at an early stage in their college education (Liu, 2016). Finding a balance between social acceptance and peer/group acceptance may be the determining factor for their academic success while adjusting to college life.

Time Management

College students may face stress from poor time management in regard to their college courses. One very important key to academic success and deterring college students from leaving college when the stress is too much for them, is proper time management (Garzon Umerenkova, Garcia Ros, & Perez-Gonzalez, 2017). Often, students are involved with social activities, family worries, illness, romantic relationships, or financial worries. Students who juggle these activities and issues while enduring a college workload can find that managing their time properly is a task that requires constant attention and adjustments. Finding the proper balance between academic preparedness and personal issues is a task that could cause stress on all students.

Students who do not properly manage their time may find that academic hardships can quickly become a reality that they must overcome. In order to offset the stress related to academic hardships, proper time management can be a critical practice that should not be overlooked. A study was conducted on the development of college students has shown that with the time and energy students would put towards educational activities can be the best source for their learning and personal development (Astin, 1993; Pace, 1980; Pascarella & Terenzini,

1991). Students who have good time management skills find that they are more involved with their academic work and engaged in their courses and feel less stressed about grades. Research suggests that positive engagement can be directly correlated with students' test scores and reports of students' learning (Gellin, 2003; Kuh, Hu, & Vesper, 2000; Pike, Kuh, & Gonyea, 2003) and when instructors provide high quality engaging instruction then students will have higher levels of interest in their courses and comprehension outcome is better (Kuh, Schuh, Whitt, & Associates, 1991). In the study on college GPA and time management, research from 90 students over four years, determined that correct time management in college students will help them have great academic success (Tesser, 1991). When students manage their time properly, stress associated with academic hardships can be reduced, or even eliminated. Students "who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic tensions" (Macan, Shahani, Comila, Robert, & Phillips, 1990, p. 3).

Academic Hardship Stress Triggers

Homework and other Academic Commitments

As students in college start attending classes, they realize that homework is different in college than it was in high school, and college course, vary concerning homework assignments. According to the National Survey of Student Engagement's 2012 study, the average college student devotes approximately seventeen hours per week on class readiness, including homework and reading. College students may find themselves faced with stress from added responsibility with having a large course workload, properly preparing for exams, what the student has received on exam grades, and the need to do the best that the student can do while in college, along with finding the right number of courses to take in a semester to not feel overwhelmed by

the amount of homework that comes along with having a heavy course load (Abouserie, 1994). Receiving the highest GPA is not the only academic stressor students have. Along with excessive homework, unclear assignments, and uncomfortable classrooms to add to the potential sources of stress that students go through while enrolled in college courses (Kohn & Frazer, 1986) In addition, the academic workload that students face will have a series of high stress periods such as when it is time for midterms and again when the end of the semester is upon the student for finals, there is an underlying pressure to constantly complete an upcoming assignment (Hudd et al., 2000).

Thomas and Borraro (2016) worked together to set up a research study to evaluate the “impact of perceived stress and psychosocial factors on missed class and work in college students” (p. 149). Focusing on absenteeism and missed work due to stress adds an interesting dynamic to the research of student stresses, stress impacts, and coping mechanisms. Thomas and Borraro found that the more stressed out a student is, the more often they miss classes and fail to turn in work. Students who are unhappy with the way their grades are or how their college experience is going are more likely to leave college and are at a higher risk of committing suicide (Tobey, 1997; Drum, Brownson, Burton Denmark, & Smith, 2009)

Students may experience increased responsibilities during their college career. Students just entering college may notice that academic assignments are tougher than they were used to with their high school education, and that there are no superiors constantly reminding them that assignments are due or coming due in the near future. A survey conducted by the University of Phoenix College of Education in 2014 found: of the 1,000 K-12 teachers surveyed, the average high school instructor will assign about 3.5 hours of homework each week for their students. High school students normally have 5 classes with a different teacher for each class, that means

high school students potentially spend as much as 17.5 hours each week on homework. Also, the survey found that middle school teachers assign about 3.2 hours of homework each week to their students with kindergarten through fifth grade teachers assigning only 2.9 hours each week of homework for their students. For College students, the University of Michigan-Flint suggest, that for every one credit hour in which a student is enrolls, they will spend about two to three hours of outside of the classroom preparing and studying for their academics. That means that a student enrolled in four three-credit courses could expect to spend twelve hours in classes per week, plus an additional 24-36 hours studying. More academic instruction is provided in every college class in comparison to high school courses. The information provided in college courses is also very rigorous and more difficult to understand in comparison to that of high school level course work (McClary, 2015). These added responsibilities can create stress upon college students, and coupled with stress from homework, peers, expenses, and housing, students are now facing stress from every angle in their academic lives.

Difficult Assignments

Students without the proper approach and preparedness will create additional stress as they face difficult assignments in their college careers. Stress can arise from the amount of time and work needed to complete these difficult assignments. Isolation, and loneliness can arise when dealing with the change in academic rigor student's face while enrolled in college courses (Bluhjade, 2017). Students may find that their assignment requires more attention than they had initially perceived and finding the dedicated time and resources to properly complete the assignment can be stressful (Bluhjade, 2017). Students may also find that stress can arise from not having the time to complete the difficult assignment, along with the rest of their academic workload. Time management is key when avoiding stress over difficult assignments.

Assignment Comprehension

Another stress related to academic hardship can arise from lack of comprehension of assignments. Stress can arise in students who are not prepared for their courses, and certainly can arise in students who do not fully understand the assigned work that needs completed. When students miss classes or fail to pay attention to lectures, they can find that assignments are difficult to complete. Students often feel that their prior subject knowledge can be a substitute for class learning, which is not always the case in college courses. Students with adequate reading and comprehension approaches are tragically outperforming peers that lack the strategic learning strategies (Simpson and Nist, 2000). With difficulty comprehending assignments, stress can arise

Not having the required grades to pass courses

Passing college courses requires commitment and dedication, along with lots of hard work. When these grades reach a dangerously low benchmark, students are likely to start having stressful thoughts, and their actions and responses can directly impact their final grades. According to a study released by the University of Minnesota Boynton Health Service (2007), 69.9% of college students have indicated not dealing with stress was a large issue for them, and 32.9 % of college students felt like stress harmed their academic performance. The GPA average for students who believed stress had negatively influence their grades was 3.12, compared to that of the students where stress was not an issue was a GPA of 3.23. Often, students are adjusting to new topics of discussion, new professors, new class locations, and different assignment schedules. Confusion can arise if students have five classes in a semester, each with different professors and location, and each class having different due dates for assignments and exams. This could lead to students constantly having work that needs to be completed or having exams frequently throughout the semester. When students fall behind in their coursework, the likelihood

of dropping out of college increases (Thayer, 1973). When a student is facing the threat of failing courses or dropping out of college, stress can be a major contributor to these dramatic events. It has been reported that college students who are receiving a letter grade lower than an C average have been found to drop out of college statically more often than students with a higher grade point average, but the students who had a lower-grade average that has continued their course have done better on (Thayer, 1971). Due to potential failing grades that can become prevalent with students.

Course Schedule Change

Students face schedule changes throughout their college careers. Class schedule changes can be stressful for college students. Students who have issues adapting to new schedules may find that small issues with their college life can have a major impact on their mental health, and the adjustments can lead to perceived stress. Adjusting to a revised schedules can cause stress, and students looking to have consistency in their daily routine may find the changes in scheduling to be overwhelming.

Classes are updated each semester, with some courses changing times, dates, or not offered at all. College administrators, along with staff and faculty, routinely make changes to course schedules. Expecting a course to be offered at a specific date and time can lead to stressful times for students.

Countless people feel that they have very little resources or assistances to deal changing schedules and the high levels of stress they are experiencing dealing with trying to find a class that will work for them in the now empty time slot (Essel & Owusu, 2017).

Students may see that a course is offered in the Fall semester when enrolling for spring classes and assume that they will be able to take the course in the Fall. But scheduling conflicts can force classes to be moved to a certain date and time. A lack of enrollment in the course can result in course cancellation, leaving students expecting the required course to be available when it is not offered. These confusing schedule changes can lead to stress in students.

Non-College Related Stress Triggers

Life Crisis

Life events, both good and bad, can cause stress on anyone including college students are Often, students are away from their hometown when a relative passes away or a parent becomes terminally ill, the stress from being far from home can be tremendous. Losing a loved one or not being with a seriously ill parent is not uncommon for college students, many students feel like they are isolated from family and friends when trying to balance college and other family issues (Purdue University professor who specializes in grief and loss issues, 2012). Statistics show that 40 percent of college students are grieving a death within the last two years, and the number of students with chronically or terminally ill parents is not tracked (Neubert, 2012). College students may feel that only a close friend or relative would be the one who might understand their feelings after the loss of a loved one, and seeking a familiar comforting face to keep them calm may lead to an increased stress level when unable to connect with the one that has the familiar connection to the student.

Most college students are uncomfortable speaking with their peers about the grief that they are experiencing or the fact that a family member has some type of illness do to the student does not want their problems to define who they are, and, as a result, these students often have to balancing stress and sadness on their own (Servaty-Seib, 2012). However, students who simply

can't leave their campus and return to their hometown may suffer from increased sadness and stress. Students may not realize that peers are going through the same painful event or may have already been exposed to the death of a loved one while enrolled in college. Students may focus only on the absence of that familiar face they seek, which can, in turn, lead to an elevated stress level. Servaty-Seib's research with grieving college students has found that college students are dealing with grief from losing a loved one is also often struggle academically, especially during the semester the student had the passing of a family or friend had occurred in. If a student has the means to find their way back to their familiar place, then they may find relief from this type of stress. Students dealing with sickness and death can face stress, but with proper assistance, they can find that a life crisis, while hard to overcome and adapt to, is something that can be approached rationally in order to avoid stresses.

Sickness

Personal sickness can be a stress indicator for college students as well. Students at college may find that when they are feeling ill, there is nobody there to cater to their every need, and this may bring about homesickness and/or loneliness. Stress can arise during sickness from missed classes, missed assignments, and lack of studying for upcoming exams. Stress can create a feeling of suddenly being behind in learning their subject after missing one or two lectures, when, in reality, the student may or may not have missed anything of importance (Golding, 2016). Most professors will be understanding to ill students, and, likely, would not wish an ill student to attend their lectures for fear of spreading the illness. "PLEASE stay home. Please. I don't want your cold. I don't want other kids in the class to catch your cold" (Friedman, 2017, p. 1). Many schools will excuse students for a medical condition, but students need official documentation of their condition (Golding, 2016). Students may be able to avoid this stress by

asking their peers for an update on any missed classes or speaking directly to their professor or teacher's assistant in the class.

Health Issues

Students may find that their existing or new health issues can create a level of stress that was not anticipated. When students live at home all of their basic needs are met, but those same basic needs- maintaining enough sleep, being able to have a nutritious diet, and receiving adequate amounts of exercising often loses priority in a college students life while they are trying to balance work, school, and socializing (Balancing Work and School, 2018). Health-related stress can negatively impact the students' academic success. College life can be exhausting, and if students are not taking proper care of their mind and body, stress can begin to rapidly manifest itself, can be difficult to overcome. When students experience stress over a prolonged period of time, could lead to a chronic illness (Krantz, Thorn, & Kiecolt-Glaser, 2013). Students may be focused on overcoming the stress from their finances, academics, and social life, all while failing to properly care for their own physical well-being.

Once the college workload has begun to create stress, a student may lack the needed physical activity to keep their body healthy. Not having enough adequate exercise also has shown to hinder a student's accomplishments in school (Cox, 2008). When the stress in a student's life starts hindering with their ability to live a normal and healthy life style for a prolonged period of time, will show signs of becoming dangerous, and the longer that stress is allowed to last in a student's life, the harder it is for the students mind and body to cope with (Krantz et al., 2013). If a student fails to exercise regularly, a student may begin to find that their weight increases, which may lead to the student simply not feeling "normal." Weight gain can be unhealthy and can cause the student stress on its own merits. Students may also be failing to

ensure they are consuming a proper diet consisting of the major food groups. When coupling a bad diet with physical inactivity, students may find health stress in the form of developing hypertension, increased weight, and a lack of energy (Cox, 2008). For students to ensure that their physical health remains positive, they should certainly focus on eating right and exercising on a regular basis.

Emotional Issues

Over time, stress can cause a psychological change in individuals. It can lead to depression and anxiety, which are both important psychological factors that concern college students. Both anxiety and depression can be impactful on the academic and social lives of students. According to a research study in June 2013 from the American Psychological Association, 41.6% of college students listed anxiety as a major concern. It was listed as the top psychological concern for college students. Depression came in second on the list. Over thirty-six percent (36.4%) of college students surveyed stated that depression was a psychological concern (Mistler, Reetz, Krylowicz, & Barr, 2012). As these statistics indicate, there is a need for an increased discussion regarding both psychological factors.

While depression can become a reality when facing stress, it affects college students differently, and it can make each individual experiencing depression react differently. With the impact stress has on students, becoming withdrawn and developing depression is a possibility. According to a study found in the *Journal of College Student Development* in 2008, women report higher levels of stress, depression, and lack of self-worth. Stress can bring about depression in all students, however, women are more prone to face depression related to stress in college (Dixon & Kurpius, 2008). In Canada, 44.4% of postsecondary students surveyed between 2012 and 2014, reported having feelings of depression so severely that it was hard for them to

function, 13.0% reported having contemplated committing suicide within the last 6 months to year (American College Health Association, 2016).

A common cause of depression among college students is not having the social support that was once had while living at home. When students move away for the first time, it is hard not having the same comforts of home. Students' parents are no longer there to cook, clean, wash laundry, or give love and care when they are sick (Morris, McGrath, Goldman, & Rottenberg, 2014). If parents are depressed before the students' departure, this can play an important part in whether or not the students develop depression while away at college. Students who have a parent battling with depression are at higher risk of developing depressive symptoms when the student is emerging into adulthood, particularly in female individuals (Morris, McGrath, Goldman, & Rottenberg, 2014).

Students with stress that battle depression face the possibility of a deeper state of depression, which could then lead to more. Students may decide that dealing with their depression is more important than addressing the stress that causes the deeper depression. They may think that overcoming depression alone will reduce the stress caused by financial or academics.

Students who face stress and depression might believe that college life is the reason for their depression. These students may view their academic career as the root of their problem, and decide that dropping out of college will resolve the issue. Without guidance on dealing with depression and stress, students may begin to think that there is no help from within the college or private programs. The result could be that they may become anxious in regards to coping with the problem, and can face an even greater amount of stress from all of the worrying. Some students get in such a state of depression that pursuing counseling is the best option of recovery.

The depression students face in college from stress can also be related to anxiety. Students facing stress may experience anxiety concerning their academic status and seek to explore internal opportunities to alleviate the anxiety internally. For example, students may become anxious regarding classroom attendance. They then discover that when they skip the class, the anxiety is relieved. Looking to reduce or eliminate the anxiety, students may indefinitely stop attending classes, leading to academic hardships and failure. Stress from academic hardships is a reality, and can have a negative impact on the mental and physical health of college students.

In a study 100 medical school students, it was found that 26% had Psychological distress, and 31% had anxiety and depression (Kumaraswamy, 1990). While this study addressed only medical students, all college students are subject to facing psychological distress. Anxiety and depression can soon follow if students.

Anxiety can set in, leaving students with fear concerning their triggers. If course comprehension is the stress and anxiety trigger, the anxiety may prevent the students from improving in the course. The main focus ends up on the anxiety regarding the failure to fully comprehend the course material rather than resolving the comprehension issue through the proper academic channels. The high numbers of students facing anxiety and depression, indicate that students may feel that there is no option for help in coping with their problems, leading to further depression and anxiety.

Injury from a car accident

Students could possibly face stressors from an automobile accident while in college. The accident could be due to poor choices or simply random events. Twenty-nine percent of college students have reported riding at least once if not more with in the last month in a vehicle driven

by someone who had been drinking; 10.5 percent of those students had driven a car at least once in the last month with an individual that is intoxicated (Nanci, 2010). Students who do not own, operate, or utilize a motor vehicle will never have to worry about this stress. However, about 70 percent of college students own or is able to drive someone else's vehicle when the students' needs to travel to and from places, according to College Parents of America (2014). And students who drive to and from school every day face the possibility of having a car accident, and injuries from the accident could potentially create stress that can be difficult to overcome.

While an automobile accident injury can happen to anyone at any time, the stress on a student from an auto accident could be devastating to their academic success. Students involved in the auto accident will have stress from being injured, feeling sore, and, in some cases where the vehicle is no longer drivable, lack of transportation. Traumatic brain injury is the leading outcome involving college students when involved in a car accident (Sansone & Lauber, 2013). While being injured is difficult and stressful for anyone, college students are subject to additional stresses through insurance company contacts, medical bills, pain and suffering, potential vehicle loss, and potential lawsuits.

Having injuries from an automobile accident can be stressful for students. How the stress impacts individual students may be determined by the severity of the injury. Students who have minor bruising and soreness are less likely to allow their injury to impact their academics, unlike a student that finds their selves confined to a wheelchair after their accident (Sansone & Lauber, 2013). Stress can arise in students because they may have to either miss classes or suffer with their injuries while maintaining their day to day academic schedules. Dealing with insurance companies can be stressful, but dealing with an injury can create uncertainties that students may find stressful. When students feel that their injuries are too severe to continue their education,

they may find stress from the worry of dropping from all of their courses if they are unable to attend (Sansone & Lauber, 2013). Worrying that an injury could derail their college career is enough to make any student endure extra stress (Sansone & Lauber, 2013). When combining an automobile accident injury with existing stresses, students may feel that this type of stress is uncontrollable and unescapable, leading to feelings of anxiety, depression, and even suicidal thoughts in cases of extreme injury or pain.

Non-Health Related Impacts of Stress on College Students

Social Activities

Social activities can have both a negative and positive impacts on students. However, social activities can be a cause of stress for students and cause them to neglect their coursework. Students have a desire to fit in. Ultimately, they may feel that the potential lack of a social life is unpleasant and must be avoided. College life can be full of fun times for students. Students who feel they are missing out on social interactions may become withdrawn, depressed, angry, and fearful and can possibly develop social anxiety. Negative life events widely exist in interpersonal communication as an important psychological stress source, and they impact on young people's social adaptation (Rabkin & Struening, 1976; Sarason, Johnson, & Siegel, 1978). When students concentrate solely on their social life and neglect coursework, grades can begin to slip, only to exacerbate their stress levels.

Withdrawn

Students with stress may become withdrawn. It can occur due to any type of stress; health, academics, social, and others. Facing peers can bring about anxiety, and often this may lead to withdrawal and result in avoidance. In a study of peer contact, conducted at the University of Ningbo (2013), it was found that students who have an inadequate social network,

and who also have been out of contact with good friends from high school, and having feeling of uneasiness around other individuals that the student does not know ranked, in that order, was the top 3 negative interpersonal life events that college students faced while in college. Becoming withdrawn from social activities can lead to heightened stress when forced to interact with peers. Social stress can be difficult to overcome once students become withdrawn from peer interactions. Feelings of loneliness and nervousness, along with lack of sleep and excessive worrying can be the results of not dealing with stress in an appropriate way may be the (Wright, 1967). Often, social stress can lead to depression, furthering the desire for students to become or remain withdrawn.

Distant from family and or friends

Distancing and avoidance is one of many coping tools used by college students when wanting to forget about their current problems that the student is dealing with (Phinney & Haas, 2003). Stress can cause a college student to become withdrawn from peers but becoming distant from family and friends can be a reality with students attempting to cope with stress while in college. Students may feel that friends would not be supportive or understanding of the stress endured. Students may see friends from home posting photos on social media sites that only show positivity, when reality for stressed college students may be anything but positive. Even though the student has moved out to attend college life at home continues to go on, and when family members back at home are feeling the pressures of stress, the student that is away for college often feels caught in between wanting to help family at home but also not being able to leave school to help (Andrews University, Counseling and Testing Center, 2018). Coping with stress is not easy for college students and finding that friends are showing signs of happiness can be a distraction, leading to students becoming distant from friends.

Sometimes, stressors become increasingly burdensome and begin to interfere with the students' sense of wellbeing and their ability to interact with their environment. In addition, some students arrive with a history of psychosocial challenges that further tax their resources and their ability to cope successfully. When this happens, students may become more withdrawn, their academic work suffers, their relationships deteriorate, their spiritual lives faint, and their health declines (Andrews University, Counseling and Testing Center, 2018).

Students may feel that family would not understand the stress being faced, and to cope with the stress, students may become distant from family in efforts to mask the stress. Students coping with stress may find that family support is not the key to assist with coping. Family support may feel like critical judgment. Passing judgment on stressed students, although unintentional, can have a negative impact on the coping abilities, and even lead to more stress. Although a strong support group including family and friends may be recommended for stress coping, if this support hinders the overcoming ability, students may often put distance between family and friends to continue coping with stress.

Anger

Anger can arise in students who face stresses. Facing depression and becoming withdrawn can bring about additional negative feelings in college students. College students are prone to develop emotional problems when looking at behavior patterns and mental characteristics that have been acquired by as a pathologic reaction towards stress (Arslan, 2010). One of those feelings could be anger. Anger can arise from stress in college students dealing with the frustrations of college life. Students dealing with stress from social activities,

academics, and peer pressure can become frustrated and lash out in anger. Feelings that students have that are unable to control or avoid with denial or suppression, can have a higher risk of danger equally to the individual and their environmental setting (Soykan, 2003). Anger often causes students to prefer to be alone. College activities, social or academic, can lead to overwhelming anger. Finding the proper methods to deal with anger can be the key to students' stress reduction (Soykan, 2003).

Fear

Fear is a common aspect of human emotion (Essel, Owusu, 2017). Fear can be devastating to deal with, and college life can be an event that may bring about fear in stressed students. If feelings of fear are attributed to stress, students need to find the reason behind their fear to overcome it. Often, feelings of fear can be unfounded. Fear of less than adequate academic results go along with the presence of depressive symptoms in college students, especially in female students (Pelkonen et al., 2003, 2008; Reinherz et al., 1999). Students may perceive certain situations, events, or even people as something to be fear driven though they have nothing to fear. Even stress of the unknown or unfamiliar can lead to fear.

Change in Attitude and/or Behavior

College students dealing with stress may find that changes in attitude and/or behavior begin to develop. Stress can bring about change in attitude for any individual, and college students are not exempt from these changes (Taylor, 1999). Students who were polite and respectful may find that stress can lead to abrupt and bitter thoughts and expressions. Stress can bring about a negative outlook on life, and academics are not exempt. Coping with stress can involve both psychological and behavioral changes, which in turn may increase risk of chronic illness (Taylor, 1999). When stress leads to a change in attitude, students may not realize how

their attitude has changed from self-examination, and those around the stressed student may feel that the change in attitude is unexplainable and find these students to be repulsive and withdraw from further social interaction with them. Once social rejection begins, the change in attitude may become even more severe due to a jaded outlook on social life and lead to further stress.

Stress may also lead to changes in behavior in college students. With a change in attitude, college student life reflections are altered, and a change in behavior may accompany the change in attitude (Taylor, 1999). Students may find that punctuality is no longer important. Reacting to a less-favorable situation may be instantly negative, where formerly it was approached with rationale and critical thought. When stress changes behavior, an unpredictable response may become common in students, and this could lead to rejection from social peers (Taylor, 1999). Students tend to gravitate towards like-minded peers, and once stress causes behavior changes, students can find that social circles are changed as well. This can lead to even more stress placed on students, as concerns arise regarding the new circle of peers that find the changed behavior to be acceptable. Change in behavior may be positive, and it could be negative. But a change in behavior from indicates that thoughts, attitude, and behavior. This may change students for better or for worse, but it changes students just the same.

Lashing out

Stress may cause college students to lash out. Attitude and behavior changes are associated with stress, as well as anger and fear (Phinney & Haas, 2003). These factors can contribute to students lashing out at on others in order to cope with the stress. Lashing out can be instinctive, and although it may seem as if it relieves stress, it can have quite the opposite effect. This behavior is certainly a behavior change and may not be a healthy mental behavior change.

Absenteeism

College students dealing with stress may begin to feel the effects of stress on their academics. Students who are having academic hardships related to stress may find that continuous absenteeism is the cause of their academic hardships, and stress may be the culprit behind the absenteeism. Students may face stress from many different factors and may begin to miss a class or assignment from time to time with the idea that they are dealing with an issue more important than class. “Above and beyond sociodemographic variables and illnesses/medical conditions, significant predictors of missed class were negative health behaviors (smoking, alcohol use, lack of exercise), high perceived stress, and poor and very poor perceived health status” (Thomas & Borrayo, 2016, p. 251). Students may find that classes are routinely missed, and see that grades become, and are lower due to affected the absences. This can lead to more stresses, when students experience difficulty in completing assigned work or getting good grades on exams and quizzes. Attendance in class have been proven to have a positive influence on students’ performance in individual classes and in the students’ overall GPA (Teixeira, 2016). Once absenteeism takes control, students can find that academic recovering can be challenging,. College students have been known to use an array of adverse strategies when trying to cope with stress (i.e., social interaction, problem-focused, emotion-focused, and avoidant) especially when dealing with high levels of stress (Bland et al., 2012), the literature with the general population suggests that individuals who are highly stressed are more likely to use avoidant coping and miss class work (e.g., Mullegama, 2007).

Potential failure to complete

Stress can lead to students potentially failing to successfully complete college semesters. Keeping up with classes and maintaining grades can be difficult. When stress takes hold of college students, these issues become a distraction from coursework, and students begin to think

a lot about ways to solve them, which then leads to them being distracted or having divided attention from academic work issues that are stressful, students start finding ways to deal with the stress that they are having, which interns causes distracting factors for the students and their course work and their grades become neglected (Essel & Owusu, 2017). When students feel like stress keeps them from academic success, they may develop anxiety in regard to academic expectations and fail to complete a degree. This becomes a reality that must be contemplated, thus causing even more stress in students. With the importance of academic success in mind, students need to find ways to cope with this stress to avoid academic incompetency and failure. Finding the proper balance between non-academic and academic responsibilities is key to avoiding a failure to complete.

Health-Related Impacts of Stress on College Students

Poor Nutrition Intake

Diet changes can lead to either both weight loss and weight gain. Stress can be overwhelming for college students and maintaining a balanced and nutritious diet may be their last concern. If students begin to stop eating on regular schedules, an unexpected weight loss may become evident. Students may face stress due to concerns of becoming overweight and begin to eat less intentionally. This behavior may cause physical stress while also causing an intentional weight loss that may not a healthy change. A decrease in appetite can lead to an unexpected weight loss as well as an overall decrease in physical and mental health. Overeating can be just as detrimental for stressed college students. Eating due to stress is 1 (one) factor that can be contributed to the development of the current issues of obesity and resulting health concerns (Torres & Nowson, 2007). Dietary changes related to stress can be overcome with a

watchful eye and intentional eating habits. Students need to ensure that they maintain a healthy, nutritious diet while stressed to avoid unexpected weight changes.

Self-Medicating and Substance Abuse

Self-medicating to deal with stress can lead to substance abuse. Often, college students self-medicate with prescription drugs, alcohol, or recreational drugs. Finding a coping method for stress can be difficult, and often, students will try any coping method that is available. When self-medicating, students may feel that the stress has been relieved when, in reality, it has only been masked by the self-medicating. The misuse of prescription drugs among college students has increased from 8.3 percent in 1996 to 14.6 percent in 2006 (Johnston, O'Malley, Bachman, & Schulenberg, 2007) If college students begin to self-medicate as a coping mechanism, dependency of substances can become a reality. The Georgia Poison Center reported 8,200 cases of overdoses from college-aged students (18 to 25) in 2013, however, the overdoses ranged from deadly overdoses all the way to accidental exposures of illegal drugs.

Twenty-eight percent of college-aged (18-25) students have reported having misused some sort of prescription psychotherapeutic drug at least one time within their lifetime (Substance Abuse and Mental Health Services Administration, 2013). Substance abuse is on the rise amongst college students. In 2013, 36 percent of college students stated that they had used marijuana, this is an increase of 6% since 2006 (Dennis, 2018). Adderall® is reported as the most frequently misused prescription drug of any other type of prescription drug among the college population in 2012, reported by 9.0 percent of college students. Stimulants are also considered to be amphetamines. Since stimulants are on the rise, it makes sense that use of amphetamines is on a rise as well. Amphetamines are drugs that are typically used for individuals that have Attention Deficit Disorder (ADD). When an individual has ADD and is

prescribed a medication by a doctor, it will be some type of stimulant/amphetamine. College students who do not need an amphetamine to help take care of an ADD condition, will use the medication as an upper. Amphetamine use amongst college students had an increase from 5.7 percent, in 2008 to 11.1 percent in 2012 in addition, amphetamines were the only illicit drugs with that had higher use rates among the college student population than among their non-college peers in 2012 (11.1 percent vs. 6.7 percent) (Johnston et al., 2013). Addicts believe excessive drug use can be addicting, unlike college student who believe that they will be able to quit using at any moment they so choose (Ferneau & Mueller, 1971). The threat of substance abuse issues can arise and could potentially be of greater damage to a college student than the stress being addressed with substance use.

Substance abuse is another form of stress coping, common among college students. Students looking for coping tools may run out of options for self-medicating. When options are running thin, substance abuse may become the preferred method of coping. Alcohol may be the one substance abused when looking for stress coping tools. Alcohol conception was higher for students who had reported having a more stressful day than student who saw their stress as normal (Park, Armeli, & Tennen, 2004). College students will drink to become less aware of the stress that they are dealing with, along with being less concerned with the stress they are dealing with, on the day's that they perceived that the day's event was negative (Armeli, Todd, & Mohr, 2005). Alcohol inebriation may reduce the feelings of stress, and when students find relief, they may seek to continue this relief by further drinking. Students may find that the stress has been reduced while intoxicated but returns when sober. This may lead to students becoming regular drinkers in order to maintain the stress-free feelings as often as possible. Problem drinking and alcoholism can follow when individuals use alcohol as their coping mechanism to stress.

Twenty-five percent of student's have faced academic consequences due to their outrageous alcohol consumption, this also includes skipping classes, receiving test scores that are lower and receiving lower grades in general (Dennis, 2018).

Suicide

Depression and anxiety related to stress has also been included with another critical topic that college students face. While stress is directly linked to depression in college students, it is also linked to suicide (Clum & Febbraro, 1994). Suicide is a major issue among college students. The American College Health Association's National College Health Assessment (2012) reported that in 2011 more than 6 percent of students admitted to having realistic thoughts of suicide with another 1.1 percent of the students whom have reported attempting suicide. Of the students surveyed, more than 60 percent reported feeling very sad, 45 percent reported feeling hopeless, and 50 percent felt overwhelming anxiety. With such a high number of suicidal college students, the relationship between suicide and anxiety must not be ignored (Clum & Febbraro, 1994). Suicidal college students may feel that there is nothing that can relieve their depression and/or anxiety, and that the only way to improve their situation is to commit suicide. Often, students may not realize that counseling is available to combat anxiety, depression, and suicidal tendencies. Even though suicidal students may not always face depression or anxiety, finding help from a professional is important in order for students to find relief (Clum & Febbraro, 1994).

The leading cause of death in the United states amongst college students aged 18-26 is suicide. Campuses with an estimated amount of 10,000 or more students will have a student suicide every 2-3 year (Illinois Department of Public Health, Suicide Prevention, 2018). With such a high number of suicidal college students, the relationship between suicide and anxiety

must not be ignored. Students may feel that the expectation to academically succeed are unrealistic and find that stress caused by this expectation can lead to suicidal thoughts and actions. The severity of the stress level is an indicator of the likelihood of suicidal tendencies (Clum & Febbraro, 1994). When students are suicidal, their mental health may be weakened.

For example, Stress is managed differently by individuals, and college students face a fair amount of stress from multiple angles. A small group of students at a midwestern university were drinking off campus during the mid-day to celebrate the completion of mid-terms. After consuming alcohol for three to four hours, they returned to their residence hall to get more money in order to fund a return trip to the neighborhood bars. One student, her behavior and emotions severely affected by drinking and receiving bad news on a final, went into her room and slit her wrists while her friends waited. The other students all experienced varied degrees of trauma at seeing this and as a result were adversely affected in terms of their ability to function academically for the remainder of that year (Presley, Meilman, & Cashin, 1996).

Stressed students who are suicidal may find that assistance with problem solving skills can be beneficial (Clum & Febbraro, 1994). Social support can also be a major contributor to fighting suicide in college students. Suicidal thoughts may be offset with support from peers, counselors, professors, and family. To combat suicidal tendencies, colleges have made preventative measures available to students. Colleges across the United States have programs in place that are provided free of charge to students who may have suicidal tendencies.

Healthy habits used to eliminate stress

Self-Help

While students may feel weak that their stress influences certain aspects of their life and that all college students are equally stressed the need to cope is still present (Folkman et al.,

1986). Coping with stress involves behavioral and cognitive efforts utilized to maintain the internal and external determinants of stress (Folkman et al., 1986). College students must look for methods to assist with stress relief, and self-help methods are often preferred. Students must seek help with stress because suppressing it will not cause it to pass on its own accord (Folkman et al., 1986). College Students may have unhealthy behaviors for dealing with stress, but students have healthy habits that may be adopted to overcome stress, with the goal of stress elimination as a top priority.

Student Support Services

Student stress can also be avoided and/or addressed by campus intervention programs. Colleges often have student service programs that offer guidance and counseling services for students in need. Awareness of the student support service programs may assist with stress avoidance by reaching students who may be unaware that the services are available. College counseling can be useful when attempting to overcome stress. Through college counseling and academic student services, students can find that reducing or eliminating stress is possible with help from their academic institution. These services are completely confidential.

Academic Support Services

Colleges often offer academic services that provide assistance while they also aid in reducing and eliminating stress. When students face academic stress and reach out to college student services, it prove to be a vital impact on the academic stress endured.

Sometimes the demands of college life can become overwhelming and unmanageable. Students may feel alone, isolated, helpless, and even hopeless. These feeling can easily disrupt academic performance and interfere with their ability to be successful in their classes (Shawnee Community College).

When students are failing classes, peers or instructors may suggest that seeking academic support from within the college may be critical in the effort to improve the overall knowledge and understanding of the course material needed to be successful in the classroom.

Academic stress can be addressed through academic services, such as tutor offerings and note taking assistance. Guidance on note taking may prove to be critical for new college students who need help with all of their courses, or that struggle in their academics immediately upon enrollment. New college students may not have the understanding of how influential note taking can be during college lectures. Often, students in college may find that lacking valuable lesson notes can lead to a weakened understanding of course materials, and they may see their grades fall due to not fully comprehending their assignments. Stress can arise from these academic struggles and finding assistance through college student service programs may prove to be as important to these students as attending lectures in person. Utilizing assistance from student service programs that offer peer or instructional tutoring may allow students who have struggles academic to improve their grades and have some stress relief from academic worries.

College students stressing over their academics may find that stress relief through student service programs is the healthiest option to overcome the stress. Students who are not facing academic hardships may also benefit from student service programs. Obtaining help through tutoring services can be used to avoid the onset of academic stress by assisting students who are not struggling in their coursework to maintain a high GPA.

Students who are paid to tutor others, or even volunteer as a peer tutor can also benefit from these student services as the administrator of the support. By continuously reviewing college class materials, students may become extremely versed in the coursework, and can find that any further work on these subjects may come easier than the initial learning process simply

because the subject has been repeatedly covered and discussed. Although this type of benefit from tutoring services may be unintentional, the tutors may find that helping peers with their coursework made their own assignments seem easier to complete and find academic stress to be non-existent in their future classes.

Regardless of the academic situation students are currently facing, tutoring can be beneficial to relieve college stress. Combating academic stress with student services is crucial to maintaining a high success rate in classwork and preventing stress from mounting. With the proper skills and knowledge, students can face their courses with confidence by knowing that coursework preparations are completed, and the student services that have been utilized are critical to academic success.

University Counseling

College students facing stress have the option to turn to college counseling for help with stress management and/or elimination. Students may feel that asking their college for help with stress through counseling is not an option, but colleges offer these counseling services through their student support service systems. Counseling services may vary at different colleges, but there may be counseling services available for many issues that students face. Students who need more support to achieve success in college often need counseling to show a positive response to their perceived stress (Thomas & Borrayo, 2016). More students are looking to find a coping mechanism that help them avoid academic failure. Counseling can be the key.

Both academic and non-academic related stress can be addressed by utilizing the University Counseling support services offered. Often, students might feel ashamed that they need assistance to cope with their stress, and once a counselor is involved, they may find that seeking help from the University Counseling support team is more beneficial than the coping

mechanism used prior to counseling. Students may see that counseling can be beneficial with stress related to their academics, social life, personal life, college transition, and even from sickness or death of a relative or friend.

If a student is constantly overwhelmed, they may want to look out for other common symptoms of mental health disorders. This includes changes in energy, sleep, or appetite, loss of interest or pleasure in activities, difficulty concentrating, and feeling sad, empty, hopeless, worthless, or guilty. If a student is experiencing these additional symptoms, they may want to take a mental health screen, talk to their doctor, or reach out to their campus' mental health services. Getting support for their mental health will empower them to feel better and to accomplish and enjoy their college experience (balancing Work and School, 2018).

When students reach out for help from counselors, results can vary from student to student. However, students who want to overcome stress might find that counseling is the best option for relief (Thomas & Borravo, 2016). Often, students who try the self-coping methods of drugs and/or alcohol may find that counseling is needed to not only reduce the stress, but also to address the new substance abuse that arose from the initial effort to combat stress.

When students look within the college campus for student services and counseling to eliminate stress, they may no longer look at unhealthy habits when coping with stress, and the students overall mental and physical health can improve, with stress subsiding. When coping with stress, getting a helping hand from college counseling could prove to be the most beneficial step. More students are looking to find a coping mechanism that will prevent them from

academic failure, and counseling can be the key to avoiding this stress or stressor (Thomas & Borravo, 2016).

Private Counseling

Private counseling from licensed medical professionals may be used to eliminate stress in college students. Studies have determined that counseling is the primary method to relieve stress, and behavior management tends to be the preferred treatment of counselors for reducing the stress in college students (Reilly, 2018). Between 2009 and 2015, the amount of college students who visited a counseling center increased by 30 percent on average, while student enrollment only went up by less than 6%, the Center for Collegiate Mental Health found in a 2015 report. Students may determine that the stress factor is controlling all aspects of their life, and in order to eliminate the stress, outside assistance may be required.

Thomas and Borravo (2016) approached the subject of missed coursework, while also showing the value of student assistance counseling programs in overcoming academic hardship. Reducing stress through counseling programs is a focus that should receive more attention when considering ways to cope with student stress. Through counseling and social development, students can reduce or eliminate perceived stress, and the reduced stress can lead to increased academic results and increased attendance.

Students who seek help from a private counselor may meet with college counselors that recommend private counseling in order to completely overcome stress. Often, stress may not be fully eliminated, but reducing stress to acceptable levels will be healthier than not addressing college stress in any capacity (Center for Collegiate Mental Health 2015 Annual Report, p.7). Counselors may suggest breathing exercises, changes to thought processes, medication, and

changes to diet and exercise habits in order to reduce the stress, with the goal of stress elimination as the ultimate result.

Breathing exercises may be needed to help stressed students consider the reaction to stress triggers, as opposed to reaction without critical thinking. If breathing exercises are utilized, changing the thought process concerning stress perception may be the next step for students. Counselors may determine that students facing stress triggered from academics' inhale then exhale deeply 10 times before reacting to the stress trigger, then think of a positive reaction to the stress instead of focusing on negative reactions (Moninger, 2013). "Evidence suggests that meditation-based stress-management practices reduce stress and enhance forgiveness among college undergraduates. Such programs merit further study as potential health-promotion tools for college populations" (Oman, Shapiro, Thoresen, Plante, & Flinders, 2010, p. 269). Once the students are thinking about reacting positively and not blindly reacting negatively, stress triggers may become less likely to induce a reaction from the student at all, leading to the reduction of stress concerning the individual stress trigger.

Counselors may find that students are stressed due to personal matters, and that breathing exercises and thought process changes are not enough to combat stress in some students, and that medication will need to be prescribed to correlate with the behavior changes. Often, medication may be needed for mental health disorders or anomalies, and students who are facing a high amount of stress may have an underlying cause that attributes to the stress (Reilly, 2018).

Regardless of the causes of stress, private counseling can be of assistance to students who struggle with overcoming and eliminating stress from their lives. Finding the private counseling approach that provides the desired results is important to students overcoming, and possibly reducing stress. Overcoming stress that college students face is a daunting task, and private

counseling can be the key to successful stress management (Reilly, 2018). Seeking private counseling may be the missing link needed for students to successfully completing their academic career.

Transition Oriented Courses

Universities are examining the implementation of experimental programs that may ease the student transition into college. Transition oriented courses are being developed that may assist students successfully entering college.

One such program is the Bengal Bridge program discussed by Frischmann and Moor (2017). Idaho State University developed Bengal Bridge to assist freshmen with the transition of entering college. The Bengal Bridge program allows incoming students to acclimate themselves with college life by taking two general course credits and up to 6 other credits based off courses designed by the college to focus on transitioning to college, all in just 7 short weeks before the first full semester of degree driven courses. This allowed the university to develop student retention through acclimation. Programs like Bengal Bridge can assist with students transition and reduce the onset of student stress. Preparedness for college life can offset the initial shock that incoming first year college students face. Studies show campus acclimation can benefit the student's transition to college, resulting in reduced stress and academic achievement (Frischmann & Moor, & 2017).

Diet and Exercise

Private counselors may also suggest that students make a behavior change in the form of diet and exercise in order to reduce stress. Students who eat an unhealthy diet may cause physical harm to their bodies. Changes to dietary habits and regular physical activity can combat stress in students. Using exercise as a coping mechanism for stress can be both physically and

psychologically beneficial for the student. Dr. Michele Johnson Moore and Dr. Chudley Werch (2008) conducted a research study to primarily view what the correlation was between self-reported vigorous exercise and substance use among college students. Exercising regularly and eating a balanced, nutritious diet can be critical in reducing stress in college students, and counselors who make these recommendations may foresee a positive impact on stress reduction when these behavior changes are executed. The study also found that engaging in physical activities would possibly deter an individual from participating in an unhealthy life style with alcohol, tobacco, or any other drug use.

Social engagement

Social engagement can be another positive form of stress reduction or elimination in college students. Knowing that stress can cause social withdrawal in college students, social re-acclimation can be important in overcoming stress. Student trauma, financial stress, academic achievement, perceived stress, and stress coping mechanisms directly relate to student stress, and coping with student stress through social development and counseling can allow positive results to develop.

Fear, depression, and anxiety often dictate the level of social interactions in which stressed and withdrawn students engage. Limited social interactions are often the norm. Isolated students may need to look to social engagements to overcome stress. Although becoming withdrawn may seem to initially alleviate stress, students may become more stressed if they feel lonely (Fitz-Gerald, 2017). Social interactions can be key in overcoming stress when becoming withdrawn is the stress contributor.

Social interactions may allow isolated students to gain more self-confidence, leading to a positive mentality. When students dealing with stress use social interactions as a method of

coping, stress may begin to subside, allowing the students to enjoy activities that previously seemed to be stressful (Fitz-Gerald, 2017). Withdrawn students may not find any stress relief without engaging in social interactions that were perceived as impossible or unrealistic previously. Expanding social interactions to areas that were previously unexplored can be key to alleviating the stress. Using social engagement as a coping method for stress can allow the students to positive results and improved mental health.

Students who combine social engagement with diet and exercise changes, counseling, and student support programs may be in the best position to overcome the common stressors that college students endure. Overcoming stress can be vital to finding academic success and desirable mental and physical health in college students.

Conclusion

College students face stress from many variables, and the impact from this stress can be detrimental to students. By examining some causes of stress, students can attempt to prepare for college life with stress avoidance as a realistic goal. Upon conducting research in this field, understanding why students become stressed is an important step in combating and eliminating stress that college students face. Healthy habits and activities, along with preventative educational tools, can reduce the stress endured while enrolled in college. Finding the balance between academic success and social engagements is critical, and time-management is crucial for students to master in order to avoid unnecessary stressors. Overcoming college stress can be possible with the proper approach. Through college institution support channels, social interactions, diet and health habit adjustments, and private counseling, students can find hope for overcoming and eliminating the impact of stress on their lives.

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