

Stressors and Reactions to Stressors among University Students

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Abstract

Purposes: The purposes of this study were to identify stressors and reactions to those stressors among students studying at the Hashemite University (HU) in Jordan and to identify the relationship between stressors and some academic, health-related, and socio-demographic variables.

Methods: A correlational descriptive design was used to answer research questions. Student-life Stress Inventory (SSI) was used to measure the stressors and reactions to stressors. Stratified random sampling was employed to recruit the participants. The final sample consisted of 877 participants (students) who are studying at the HU.

Results: The highest group of stressors experienced by students was those related to self-imposed followed by stressors caused by pressures. Cognitive responses were found to be the highest response to stressors experienced by students followed by emotional responses.

Stressors were higher among students who live in larger families. However, stressors were lower among students who perceive general health as good, and whom fathers' and mothers' level of education are higher.

Conclusion: This study revealed that stressors among university students in Jordanian culture come from self-imposed and pressures. Enhancing self-awareness as well as providing assertiveness skills and time management for the students will help them to adapt more efficiently with stressors, particularly those of university related.