Current Situation and Coping Strategies of College Students' Academic Stress Based on Internet Background

Zhihui Gong*
Sehan University, Mokpo City, South Korea
Jilin Engineering Normal University, Changchun City, Jilin Province, China

*Corresponding author email: 149063246@qq.com

Abstract. In order to investigate the current situation of college students' academic stress under the background of the Internet and find out the coping strategies to relieve the academic stress, 313 college students in Jilin Province were tested by random sampling method, and the obtained data were analyzed and processed by spss24.0. The results showed that college students experienced higher academic stress under the background of the Internet. Specifically, the academic stresses experienced by college students are, in descending order, the stress of academic competition, the stress of academic prospects, the stress of academic burden, the stress of family expectations, the stress of learning results, the stress of learning atmosphere and the stress of learning conditions. In order to relieve the academic stress of college students, coping strategies can be formulated from four aspects: government, school, family and individual.

Keywords: Internet, College students, Academic stress, Coping strategies

1 Introduction
The 21st century is an era of rapid development of Internet technology. Science and technology such as big data technology, cloud computing and artificial intelligence have penetrated into all aspects of people's life. As a young force growing up in the Internet age, college students are experiencing unprecedented impacts and are facing stresses from various aspects, but among which that academic stress is still the most important source of stress they are facing. If the academic stress is too high, it will lead to the appearance of physical and mental health problems to college students, such as anxiety, depression, insomnia, or even the suicide, all these negative emotions will reduce their learning efficiency. Therefore, based on the background of the Internet, it is extremely essential to analyze the current situation of college students' academic stress and put forward coping strategies to deal with it. At present, scholars at home and abroad have not formed a unified view on the definition of concept for academic stress. The World Health Organization (WHO) believes that academic stress is that students regard learning events as a challenge or even a threat, accompanied by adverse psychological reactions such as depression, anxiety and insomnia, etc. Yin Guo-en (1993) considers that the academic stress is the academic burden, that is, all kinds of burdens related to learning activities of students in school, including both the academic burden caused by objective environment and the
academic burden caused by subjective mental factors. Lin Chong-de (2003) defines academic stress as "psychological burden and stress caused by learning, and comes from external environmental factors or individual expectations". Chen Da-guo (2012) thinks that academic stress refers to a kind of nervous and anxious reaction in body and mind caused by students' cognition and evaluation of the objective environment in the learning process. Lu Jing (2013) thinks that academic stress is the psychological burden and tension caused by stimulation events related to learning activities, mainly from external environmental factors and individual expectations. Based on the above points of view, this study believes that academic stress is a kind of nervous and anxious reaction from academic aspects perceived by college students in the process of interaction with the external environment.

2 Information and Method

2.1 General Information
In this study, college students in Jilin province were selected as the research object, 342 questionnaires were distributed, and 313 valid questionnaires were collected. The effective recovery rate was 91.5%. Among them, 140 were male and 173 were female; 162 were majoring in literature and history, 151 were majoring in science and technology; the students-origin-base is 155 in the city and 158 in the countryside; 158 were only one child in the family and 155 were not only one child in the family. Details are shown in Table 1.

| Group                        | Number of Persons | Percentage |
|------------------------------|-------------------|------------|
| Gender                       |                   |            |
| Male                         | 140               | 44.7       |
| Female                       | 173               | 55.3       |
| Major                        |                   |            |
| Science and Technology       | 162               | 51.8       |
| Literature and History       | 151               | 48.2       |
| Students-origin-base         |                   |            |
| City                         | 155               | 49.5       |
| Countryside                  | 158               | 50.5       |
| whether the only             |                   |            |
| Yes                          | 158               | 50.5       |
| No                           | 155               | 49.5       |

2.2 Method

2.2.1 Research Tool. In this study, the college students' academic stress questionnaire compiled by Tian Lan and Deng Qi (2007) was adopted as the tool to proceed the research, for which was composed of 42 questions, and with 5 degrees of score for calculating (1 to 5 represent the degree of college students' academic stress from no feeling to strong feeling). It is divided into seven dimensions: the stress of learning prospect, the stress of learning competition, the stress of learning effect, the stress of learning atmosphere, the stress of academic burden, the stress of learning condition and the stress of family expectation. The Cronbach's α coefficient of the scale in this study is above 0.8.

2.2.2 Data Collection and Analysis. The questionnaire on academic stress of college students is distributed through the network and on the spot, and the valid questionnaire is determined according to the criteria of "completeness of filling out" and "authenticity of answer". If there are situations appeared like more than one question has no answer, obvious response tendency to the answer, and significantly shorter response time to the online questionnaire, then the questionnaire will be eliminated directly. The study used SPSS24.0 for data processing and statistical analysis.
3 The Current Situation of College Students' Academic Stress

Table 2. The Current Situation of College Students' Academic Stress

|                                      | N   | Min | Max | M   | SD  |
|--------------------------------------|-----|-----|-----|-----|-----|
| Stress of Learning Prospects         | 313 | 8   | 39  | 25.73 | 5.948 |
| Stress of Learning Competition       | 313 | 10  | 49  | 29.17 | 6.350 |
| Stress of Learning Results           | 313 | 4   | 20  | 12.17 | 3.062 |
| Stress of Learning Atmosphere        | 313 | 4   | 19  | 11.00 | 2.673 |
| Stress of Academic Burden            | 313 | 5   | 25  | 15.60 | 3.574 |
| Stress of Learning Conditions        | 313 | 4   | 20  | 10.65 | 3.028 |
| Stress of Family Expectations        | 313 | 5   | 24  | 15.56 | 3.463 |
| Total score of Academic Stress       | 313 | 40  | 185 | 119.89 | 22.565 |

According to Table 2, the results showed that the overall situation of college students' academic stress is at an upper-middle level, which indicating that college students generally feel greater academic stress. The results showed that the academic stresses of college students are, in descending order, the stress of academic competition, the stress of academic prospects, the stress of academic burden, the stress of family expectations, the stress of learning results, the stress of learning atmosphere and the stress of learning conditions\(^{[4-6]}\).

4 Discussions

According to the previous research results, we found that the overall situation of college students' academic stress is not very optimistic. Most people feel that their academic stress is relatively high, which is consistent with the actual situation in the current Internet era. With rapid economic development and rapid development of science and technology in current digital era, competition is getting more and more fierce. As one of the intermediate forces in social development, college students are facing unprecedented challenges. Academic stress is still one of the most important sources of stress for college students, so it is extremely essential to take certain coping strategies to relieve the academic stress of college students.

From the results of the previous data analysis, the academic stresses of students are, in descending order, the stress of academic competition, the stress of academic prospects, the stress of academic burden, the stress of family expectations, the stress of learning results, the stress of learning atmosphere and the stress of learning conditions. The top three are the stress of academic competition, the stress of academic prospects and the stress of academic burden, which is also in line with the actual situation. In terms of academic competition, individual academic results can not only test the learning effect, but also relate to the evaluation of various scholarships and awards, which make college students feel greater academic stress. In terms of academic prospects, due to the rapid changes in society and the rapid upgrading of various science and technology, some knowledge and professional skills learned by college students may not be able to keep pace with the development of the times when they graduate. As a result, it will cause them to worry about their academic prospects, afraid that they will not be able to find professional jobs after graduation and cannot reflect their professional abilities. In terms of academic burden, due to the severity of the current employment situation and the rapid development of digital technology, schools will add some new learning contents when arranging curriculums, which have much higher requirements for students in courses learning. If students want to remain the competitiveness, they must redouble their efforts, learn more knowledge and master more skills, which will make college students experience greater academic stress\(^{[7]}\).
5 Coping Strategies for Relieving Academic Stress of College Students

Through analyzing the situation of college students' academic stress, we can see that the current college students have greater academic stress and deeper negative experience. At the same time, the rapid development of the Internet has had a profound impact on study, work and life of college students. On the one hand, college students are enjoying the information, entertainment and convenience brought by the Internet. On the one hand, when encountering stress and frustration events, they will choose to take inappropriate countermeasures via the Internet, such as indulging in online games, etc. Therefore, under the background of the Internet, it is extremely essential to help college students take appropriate measures to deal with academic stress.

5.1 In the Aspect of Government

5.1.1 Strengthen government policy support. Employment is a major issue related to the stability and unity of the country. Local governments at all levels of the country are increasing their efforts to improve the employment of college students and regard it as the key work of colleges and universities. Governments at all levels should introduce corresponding safeguard measures to help college students obtain employment, and provide corresponding safeguard and employment service guidance for unemployed students after they leaving school. The government should strictly manage the employment market, formulate flexible employment policies, strengthen employment guidance for college students, actively increase employment positions, and develop some positions suitable for the characteristics of college students. As well as encourage college students to start their own undertakings by providing some preferential policies and subsidy policies.

5.1.2 Reform the system of employers. There is a saying that "it is advocated the flexible ways of screening talents instrumental to the society". First of all, employers should establish a multi-faceted talent selection system, rather than just emphasis on academic qualifications. The employer should refine the demand for each position to ensure that the most appropriate talents can be found, in the meantime, college students can really find suitable posts for themselves; so that college students will not feel pessimistic about their academic prospects and will actively to face more competition. In addition, employers should select talents fairly and impartially and put an end to the phenomenon of unfairness and injustice resolutely. It is necessary for all college students to have the opportunity to stand on the same starting line to compete and get the equal employment opportunities, so as to avoid college students losing their motivation to study, disappointed in the future and experiencing strong stress.

5.1.3 Encourage high-tech companies to develop educational games to cope with stress. As we have entered the digital age, college students have become accustomed to using electronic devices, such as computers, tablets, smartphone, etc. Therefore, in order to relieve the academic stress of college students, the government could provide some relief policies and subsidy policies for high-tech companies, and encourage high-tech companies to develop educational games that can help college students actively cope with frustrations and stresses, which would make college students accept them more easily.

5.2 In the Aspect of School

5.2.1 Establish the mental health defense mechanism of college students and improve the psychological quality of college students. It is suggested to carry out a general survey of mental health status in the form of questionnaires when students were admitted to college, so as to grasp the psychological situation of college students in a timely manner. To set up an Internet psychological mutual aid platform and increase the psychological emergency hotline for college students; To carry
out regular lectures on frustration education and practical activities to relieve stress to strengthen college students' self-regulation ability.

5.2.2 Adjust the curriculum to adapt to the changes of the times. Under the environment of the Internet era, the requirements of ability, quality and knowledge for college students has taken great changes. In order to deal with this situation, the school should adjust the curriculum in time. On the one hand, it is suggested to add some new technical courses, such as the processing and application of big data and the application of artificial intelligence technology. On the one hand, some online courses on mental health should be added to help students adapt to the changes of the environment as soon as possible, increase their coping ability and maintain competitiveness.

5.2.3 Reform teaching methods and improve teaching art. Due to long-term classroom teaching experience, the teaching method of university teachers is rigid, and the traditional teaching method of "teachers giving lectures and students taking notes" is still adopted in the university teaching. In the long run, students will feel bored, which will lead to a decline in learning results. With the advent of the era of rapid development for Internet information technology, university teachers must change their teaching concepts, follow the trend of the times, reform teaching methods and improve teaching arts. University teachers should learn some new computer information technology, including network courses, computer simulation technology, VR and artificial intelligence technologies, etc. It is suggested to adopt the three-dimensional teaching method of integrating online and offline courses to facilitate students to acquire new knowledge at anytime and anywhere.

5.2.4 Improve the quality of teachers. Firstly, improve the personality accomplishment of teachers and set a good example for students. If teachers have good personality, positive attitude, proper behavior and neat and generous manners, students will take the teacher as an example, accept the teacher's instructions from the bottom of heart, and are willing to listen carefully during the class. The learning atmosphere in the classroom will be relaxed, harmonious and pleasant, and the learning effect of students will be remarkable. On the contrary, if the teacher's personality is not good, the students are easy to dislike or despise the teacher, dislike the class and are not active in learning accordingly. Therefore, the teacher's personality accomplishment has great inspiration to the students and has great influence on the students. It is necessary to improve the teacher's personality accomplishment.

Secondly, strengthen the communication between teachers and students, and establish a good teacher-student relationship. Under the environment of new Internet era, the emergence of various communication tools has led to fewer and fewer opportunities for face-to-face communication, it is a big problem to establish a good teacher-student relationship. Therefore, teachers should adopt a variety of effective methods to communicate with students, strengthen emotional communication, discover the abnormal psychological performance of students in time, and grasp the psychological dynamics of students at any time.

5.2.5 Strengthen employment guidance for college students and formulate reasonable career plans. Schools should carry out targeted employment guidance and career planning for students to help them understand the relationship between their major and their future career, and through some specific measures to enable students to successfully complete the role change from "student" to "social being", so that college students can adapt to the workplace environment as soon as possible.

5.3 In the Aspect of Family

5.3.1 Create a harmonious family atmosphere. A harmonious family atmosphere is conducive to the healthy growth of college students. Many studies have shown that happy family atmosphere, democratic parents, parents who often communicate with their children and parents who care about their children are easy to cultivate children with good character.
5.3.2 **Parents should have reasonable expectations of their children.** Parents' high expectations of their children are easy to make children feel inferior, self-blamed and produce psychological stress. If the stress is too strong, serious psychological problems will occur. Therefore, parents should set reasonable expectations according to the characteristics of their children. The first one is to recognize the development trend of the society and understand the needs of the society for human beings. The second one is to look at children's psychological activities from a developmental perspective, grasp the law of their psychological development, and set reasonable expectations for their children. The third one is to respect their children's wishes. Parents should respect their children's choice of major and occupation. They should not interfere or even do everything in their power. It will reduce their children's enthusiasm for learning and work. Moreover, their learning efficiency will be reduced accordingly.

5.3.3 **Parents should strengthen communication with their children.** Parents should learn to use the Internet scientific information means to carry out emotional communication with their children, strengthen communication, care about the emotional changes of their children, find abnormal performance in time, and take appropriate preventive measures promptly.

5.4 **In the Aspect of Individual**

5.4.1 **Stimulate college students' learning motivation.** Learning motivation is the direct cause of learning behavior. In order to make college students willing to learn, improve their academic achievements and reduce their academic stress, reasonable measures can be taken to stimulate their learning motivation. For example, some competitions could be held regularly to encourage college students to compete reasonably and stimulate their motivation. In addition, to adopt encourage and appreciative way to cultivate college students' self-confidence. What's more, to help college students reasonably attribute and correctly treat their academic successes and failures, so that they will not be at a loss when facing their academic failures[8-10].

5.4.2 **To improve self-regulation ability and the ability to actively cope with stress.** With the development of Internet technology, various means of digital informatization have emerged. College students can use various digital information means, such as virtual reality, artificial intelligence, etc. to improve their self-regulation ability and the ability to actively face frustrations and stresses.

**References**

[1]. TIAN Lan, Xiang Ling. A Summary of Research on College Students’ Academic Stress[J]. Jiangsu Higher Education, 2010, (4):64-67.

[2]. YIN Guo-en. Psychological Analysis of Learning Burden [J]. Journal of Tianjin Normal University, 1993, 31-37.

[3]. LIN Chong-de, YANG Zhi-liang, HUANG Xi-ting. The Comprehensive Dictionary of Psychology [M]. Shanghai: Shanghai Educational Publishing House, 2003: 1490.

[4]. CHEN Da-guo. A Study on Coping Styles, Academic Self-efficacy and Academic Stress of Urban High School Students [D]. Qufu Normal University, 2012.

[5]. LU Jing. A Study on the Relationship between Academic Stress and Aggression of High Grade Primary School Students [D]. Tianjin Normal University, 2013.

[6]. TIAN Lan, DENG Qi. Development of Learning Stress Inventory for College Students[J]. Chinese Journal Behavioral Medical Science, 2007, (8): 753—755.

[7]. Carveth, J.A., Gesse, T., & Moss, N. (1996). Survival strategies for nurse-midwifery students. Journal of Nurse-Midwifery, 41(1): 50-548.

[8]. Hui, E. K. P. (2000). Personal concerns and their causes: Perceptions of Hong Kong Chinese adolescent studies, Journal of Adolescence, 23, 189-203.
[9]. Compas, B.E. (2001). Coping with Stress During Childhood and Adolescence: Problems, Progress, and Potential in Theory and Research, Psychological Bulletin, Vol.127, No.1, 87-12

[10]. Jon S. Fishman. (2012). Psychological Resilience, Perceived Stress, and Stress, and Stress Reaction, Unpublished Doctoral dissertation, Walden University.