

Content

1	Theoretical part	
1.1	Introduction.....	6
1.2	Definition of stress.....	6
1.3	Physiological aspect of stress.....	7
1.4	Typology of stress.....	7
1.5	Adaptation.....	9
1.6	Frustration.....	10
1.7	Conflict.....	11
1.8	Specification of stress.....	12
1.9	Stressors.....	13
1.10	Factors leading to stress.....	15
1.11	Stress and power.....	16
1.12	Changes in psychical processes under load.....	18
1.13	Symptoms of stress.....	18
1.14	Sensomotoric processes and load.....	19
1.15	Memory and load.....	19
1.16	Personality and load.....	20
1.17	Stress effects on health.....	20
1.18	Coping with stress.....	21
2	Practical part	
2.1	Stress factors among university students.....	24
2.2	Questions and assumptions of research.....	24
2.3	Methodology of research	25
2.4	External students	
2.4.1	Result processing of questionnaire Most frequent stressors.....	26
2.4.2	Result processing of questionnaire YES – NO.....	28
2.4.3	Connections between personal data and level of stress.....	30
2.4.4	Behavior and attitude related to gender.....	31
2.5	Day-time students	
2.5.1	Result processing of questionnaire Most frequent stressors.....	35
2.5.2	Result processing of questionnaire YES – NO.....	37

2.5.3	Connections between personal data and level of stress.....	38
2.5.4	Behavior and attitude related to gender.....	40
2.5.5	Stress phenomena for day-time students.....	43
3	Conclusion	
3.1	Brief evaluation of the answers to the key questions.....	48
3.2	Use of data obtained through this thesis.....	49
3.3	Postscript.....	49
4	Summary.....	49
5	Bibliography.....	51
6	Appendices	
6.1	Questionnaire Most frequent stressors for external students.....	52
6.2	Questionnaire YES – NO for external students.....	53
6.3	Questionnaire Most frequent stressors for day-time students.....	55
6.4	Questionnaire YES – NO for day-time students.....	56
6.5	Stress phenomena for day-time students.....	57

1 Theoretical part

1.1 Introduction

These days, a person is more and more exposed to civilization influences. These influences are not always positive, but very often interfere with the psychic and physical balance of the organism. One of the negative effects is stress. Stress research has significantly developed over the last decades, have gained wide use in practice and attracted attention not only to psychologists but also to the general public.

Today, stress knowledge is used in many areas of human activity, such as medicine, marriage counseling, sports, armed forces, and even the influence of stress on pets is studied. In industry and logistics, stress knowledge is applied in the selection and training of workers and managers for demanding occupations, in developing effective working methods, in dealing with interpersonal relationships in a team, etc.

Higher level of stress is also exposed by university students. Revealing this stress and its causes and the subsequent fight against them is considered to be an important contribution to improve the quality of the training of young people at universities.

If the level of stress was reduced, a better mental and then physical state of the students would be achieved. This could result in a more positive approach to study and thus to improve the quality of graduates' education.

This thesis deals with the definition of stress, the specification of general concepts in the field of higher education and in the practical part with research and analysis of the stress factors that university students encounter.

Italics refers to practical examples of the student's and my life.

1.2 Definition of stress

The original definition given by Selye, which is most used in the world, is: Stress is non-specific, i. e. occurring after a variety of loads stereotypically, the physiological response of the organism to any claim to the organism.

The modified definition given by Lakarus is the following: Stress is a claim to an individual that goes beyond the ability of an individual to cope with the claim. However, it is not any claim, but a claim overloading.

The physiological Ganong definition says: Stress is such an effect on the person that leads to prolonged hormonal response of the adrenal cortex.

Schreiber's definition states stress as any environmental impact (physical, chemical, social, political) that threatens the health of susceptible individuals.

The term stress can also be understood as the stereotypical way of reacting the living organism to various initiatives that interfere with its inner balance. The reaction affects the whole organism or most of its parts. (Daniel, 1984)

1.3 Physiological aspect of stress

From a physiological point of view, stress is such a state of organism, when the stressor effects the balance of the organism and tensions occur. The physiological effect of stress is mobilizing the organism to manage the situation.

It follows:

- Emergency of energy reserves
- Increased hormone production that puts the vascular system on alert
- Blocking the rest phase, restriction of digestion, sexuality, etc. (Daniel, 1984)

1.4 Typology of stress

Generally, stress is considered to be unacceptable and dangerous. However, it may not be just negative. In a reasonable dose, stress has the ability to activate the organism and cause a positive response.

We distinguish three types of stress: (Umlauf, 1991)

- negative
- neutral
- positive

Negative stress is related to fear, aggression, and to the effects of everyday life. It comes from tense feelings, nervous tensions and unpleasant encounters and confrontations.

Mr. George likes animals, but strongly disagrees with them to be kept in the apartment. Mary has been attracted by pets since childhood. When she lived with her

parents, they did not want to allow her any animal. When she got married and George had built a family house, she had, despite his strong disagreement, brought a cat found on the street into the house. Mary does not care about the material and hygienic damage caused by a cat, nor about the key protests of her partner. She gives priority to a cat before her partner and children. This attitude is very upsetting for Mr. George and it causes him chronic stress after living for three years with a cat.

Neutral stress is related to the situation, i.e. if behavior and attitude to initiatives are put in the right perspective and are controlled without much difficulty, it can be positive.

Mary's friend Jane kept it alike, but with time her husband had reconciled with the situation and the cat in the apartment was no longer a problem for him, he even liked her.

Positive stress refers to situations and attitudes that ultimately generate positive feelings. Stress arises, but in a subjectively pleasant form. Some people find positive stress as their relaxing activity.

Nowadays so-called „escape games“ are developing, where people are taken into unpleasant spaces (e. g. cellars, abandoned buildings, unknown places), they are surrounded by negativity (e. g. darkness, smell, noise, strange objects) and under the pressure of time performing many unpleasant tasks (e. g. contact with spiders, snakes, foul things) they have to get out. Adrenaline experiences are also popular. People are deliberately exposed to high level of stress, such as high-speed rides, parachute jumps, roller coasters, etc. and it gives them pleasure.

Stress can also be defined as the reaction of a person in relation to the situation, i. e. as mutual interaction of a person and the situation that puts them up to higher physical or psychical demands. The physiological response of the organism is the same regardless of whether the stress is negative or positive. (Bartůňková, 2010)

Stress can be divided into: (Daniel, 1984)

- physiological, caused by e. g. thirst, permanent darkness
- psychological, caused by e. g. excess, lack or inadequacy of incentives
- caused by a solution of the situation, such as difficult tasks, time pressure

1.5 Adaptation

Changes in the organism are developing in three stages of general adaptation syndrome. Adaptation is the process of adapting subjective world to changing environmental conditions. (Umlauf, 1991)

I am studying on the edge of Cambridge and it's beautiful here! Beautiful nature, beautiful surroundings and living. People are very nice here, from teachers to classmates. Study is sometimes demanding but colorful. I am so glad that I can study abroad, without you I would probably not go.

Michelle, student abroad (Studijní pobyty v zahraničí, Student Agency, 2018)

GAS (General adaptation syndrom), was described for the first time by H. Selye (1966). It is a process of process of changing conditions on the organism and its adaptation. (Bartůňková, 2010)

The first phase of the GAS is an alarm reaction. It creates biochemical changes that are related to emotions. These reactions are the same for all kinds of stressors. During the alarm reaction, sugar is released into the blood as energy for muscle work. From fatty tissues the fat passes into the blood. Adrenal glands create adrenaline. If a person after stress does not fight or is not physically strained, released substances are not used and must be dismantled. Repeated process leads to damage to health and long-term exposure to civilization diseases such as high blood pressure, obesity, arteriosclerosis, heart attack, stroke, etc.

The second phase of GAS is resistance. Coping with stress occurs in two planes. In the first phase of the acceptable dose of stress, a specific reaction to the action of the stressor is activated and is absorbed. After the capacity of the stress-absorber function is exceeded, an alarm reaction occurs and managing on what the standard reaction was not enough for. Once resistance to one stressor is created, resistance to other simultaneously acting stressors is reduced. That leads to inadequately violent reactions to the otherwise weaker initiative.

Already mentioned Mr. George has adapted to a certain extent on stressor „Cat in the apartment“, but for example, when someone in the family got sick and needed more care, very often he responded to these demands by explosions of anger. The same reaction

occurred after seeing the mess in the apartment or in the case of a normal malfunction of a device.

The phase of resistance follows the phase of exhaustion. The balance in the organism is restored and residuals of unused substances are eliminated. The phase of exhaustion may occur immediately after an alarm reaction when the phase of resistance is insufficient. That is being caused by excessive intensity of stressor, disorder of adaptation reactions and by the action of other stressors with action of already more chronic stressors.

1.6 Frustration

Frustration occurs when a person finds himself in a situation of unsolvable problem and can not escape or avoid the situation. The reason for frustration may be the lack of information needed to solve the problem or social limitations. Frustration is the state of the organism, leading to inadequate reactions. (Daniel, 1984) Frequent coping with frustration leads to increased neurotic symptoms.

The causes of frustration we divide into (Daniel, 1984)

- external passive - physical obstacles associated with conditions of action, such as small spaces for business, uncomfortable bed, far commuting to school, etc.
- outside active – other people make it impossible or difficult for them to do so, regulations or organization, e.g. limited speed on the motorway, unwillingness to release the student while working for the purpose of studying, etc.
- internal passive - physical and psychical properties of a person, e. g. wearing glasses, obesity, physical disability, lower intelligence, etc.
- internal active - psychical and physical conditions, blocking activity, e. g. stage fright, urge to urinate, memory block, tremor, etc.

I am on my second degree and had no issues in my initial course with adjustments such as additional time in exams, getting power point presentation slides and the university informing my lectures before hand. However I now study medicine and during a meeting with the school disability advisor. I has told that these adjustments were too much effort. This has lead in some instances for me to be marked down in assignments for minor spelling errors as well as my errors being pointed out in front of groups of people.

Lecturers also cited that they did not want to upload the slides as it reduced their enjoyment of giving the lecture. The medical school is very powerful within my university so disability services nor anyone else is willing to stand up for me on this. The lack of support is making me increasingly anxious and reducing my self-esteem. Confidence is key in doing clinical exams and mine is shot.

Sam, student of the medical school

(<http://www.beingdyslexic.co.uk/forums/index.php?showtopic=11347>)

1.7 Conflict

Conflict and frustration are being often confused. Conflict can be characterized as a situation in which the forces of the opposite direction and approximately the same size have effects on the individual. The most common types of conflicts are: (Umlauf 1991)

- conflict of two positive forces— two positive goals affect the person at the same time, but can not reach them at the same time, e. g. two interesting sports matches running at the same time, choice between many species of one item
- conflict of two negative forces - in this case, an individual has to perform an unpleasant task or expect a punishment in the case of failure, such as studying for a difficult exam, in the case of failure necessity to repeat the study or for distance students, they have to ask their unpleasant director again for vacation in order to study
- conflict of positive and negative power, e. g. the student wants to pass the exam in the pre-term, but he fears the loss of the term in case of failure, or we want to caress the animal, but we are afraid of biting
- double conflict of positive and negative forces, e. g. the student wants to pass two exams at once and wants to show his friends how good he is, but he knows he will not learn everything and in case of failure he fears their mockery

Little Paul liked to play with his friends in the campus. The campus was closed, provided paved paths for safe cycling, meadows for playing, playgrounds and wild scrub with shallow ponds. It would seem paradise for both children and parents. However, at the boiler room were high timber boundaries. Children were attracted by them to games. Friends created a group called „Brave“. One of the conditions of acceptance was to climb without help to the top of the timber and jump down. Little Paul really wanted to become a member of the group. He climbed up but the look from above seemed terrible to him, and he was scared to jump. His friends were heckling him to jump, otherwise they won't be

friends with him. He was almost crying, and when the others were mocking him, he jumped. His jump ended with a broken hand and the breakup of the Brave group.

1.8 Specification of stress

The well-known definitions of stress can be summed up to the following points (Daniel, 1984):

- stress is the state of the organism
- contains interaction between the organism and the environment
- managing the situation is strongly motivated
- threat must be present
- threat must be perceptible
- balance of the organism must be disrupted
- non-conflicting answer cannot be found

In more detail, stress can be defined as follows: (Bartůňková, 2010)

- stress is characterized as a state of the whole organism
- stress is caused by varied environmental conditions
- different people respond to the same initiatives in different ways, some get into an intense stressful state, others this initiative does not affect at all, and for other people it even causes their performance improvement

Once in the summer, we had a lecture of English, and suddenly the loud music began to play from the opposite building. The teacher said to close the windows, but despite the closed windows the music was heard. The teacher and some other students have been very upset, but for me it was very pleasant and I even had a better focus.

David, classmate (Studijní pobyty v zahraničí, Student Agency 2018)

- the same person can get into a stressful state when responding to one initiative, but not to another
- in stressful situations there are individual forms of responses to the same stressor
- behavior coming from the stress depends on the situation
- the intensity and extent of the stressful state and the related behavior can not be predicted only after knowledge of the initiatives, but it is necessary to analyze the motivation and the situation
- the importance of stress influences time factors

Already mentioned Mr. George is intensively exposed to stress for a long time not only at home, but also in a job where he works as a manager. The fact that

he does not yet feel the health consequences of stress is probably due to a more demanding sporting activity, in which stress products are degraded.

1.9 Stressors

The stress initiator is called stressor. Stressors have the nature of physical and psychological initiatives, experiencing stress is in the field of psychological changes. Each initiative can serve as a psychological stressor in certain situation. There is no initiative that would be a stressor for all people that are exposed to it, e. g. to someone does not cause stress test failure, not even death of a close person. The important factor is the intensity of the stressor. An initiative that is unbearable for someone, does not cause symptoms of stress to another.

Stress can be induced by these stressors (Umlauf, 1991):

External

- aesthetics of the environment - ugly panel housing estates, dense transport, devastated landscape, dirty stress, etc.
- weather - short days, periods of frost and heat, changes in air pressure, fog
- transport - delay, bad timetable, impurity, overcrowding, etc.
- private life - death or family illness, financial difficulties, greater material loss, moving, jealousy, load at work and at home, different living values, loss of friend. Stress can also cause positive initiatives, such as weddings, holiday preparation, building own house, pregnancy, child upbringing, etc.
- social, economic and political spheres - state instability, unemployment, social insecurity, inflation, tax burden, high cost of living, social status, criminality, etc.

Internal

- physical - loss of health, bad life regime, smoking, alcohol, drugs, low level of body care (exercise, neglected hygiene), permanent physical defect (eyeglasses, obesity, physical and mental disability)
- psychological – worrying about things, indecision (do it or not), feelings of dependence on another person, low self-confidence, low self-esteem, inner lack of discipline (unwillingness to do things without postponement), hypersensitivity and sentimentality, vindictiveness, enviousness, affectivity, pessimistic view of life, distrust to other people, fear of emotional expression, perfectionism, egoism

Emotional

- fear and anxiety, insecurity, panic, depression, hopelessness, irritation

Stressors resulting from the study

- study environment – classroom facilities, dormitories (bad furniture, wall color, mess), bad lighting, noise (when studying, roommates, neighbors), room temperature, too many students in the group, conflicting individual, commuting, taking vacation in the case of distance students
- study responsibilities – tasks too difficult or extensive, serious decisions, lack of information, difficulty in finding study materials, failure to manage time, inability to prioritize, non-assertive behavior, perfectionism, insufficient load at gifted students, ambiguity of tasks (student does not know what is expected from him, what he should achieve, what means he can use), frequent interruption of work
- interpersonal relationships - conflicts with teachers, students, hostel provider, bad stance of the superior on study while working, necessity to cooperate with someone to whom we have antipathy
- inner stressors - low self-confidence, low trust in others, fear of feeling expression, inability to rejoice, negative view of life and study, worrying about things, difficulty in concentrating, indecision.

Depending on the intensity, we divide them into (Daniel, 1984):

- serious psychical load – direct threat to life in emergency situations, road accident, life threat of the close ones, serious illness, injury, death of a close person, unfaithfulness, divorce, serious life decisions, marriage, moving, overcoming various phobias, etc.
- moderate psychical load – situations that restrict the activity or make it more difficult to do so, can occur during the intended activity – illness, instructions and regulations, physical limitations, the issue of free time of partners in marriage, beginning or forced termination of business, debts but also big winnings, traffic restrictions, energy outages, machine failures, etc.
- light psychical load – the situation does not reach the threshold of the stressor, the activity can be done even in the case of a situation with an insignificant performance limitation, e. g. the traffic noise from the quiet street teaching almost does not disturb, not a full silence in the office does not mind when concentrating on a challenging task, quiet conversation does not prevent driver from concentrating on driving, etc.

Depending on the duration we differentiate the stressors on (Daniel, 1984):

- short-term stressors - failure of otherwise good student, disturbance at work, fear of criticism, exams, physical threat, unexpected situation, physical conditions (light intensity, temperature, noise), common illness, pain, stated pace of an action
- long-term stressors - worse student's failure, inappropriate conditions for study or work, state of war, risky occupations, long-term illness, persistent pain, hospitalization, stay in prison, in children's institutions, psychically demanding

occupations, unstable marriage, monotonous long-term activity – standing work in a factory, for long-distance drivers, long-term learning, high indebtedness, loss of employment, signs of aging (especially among women)

1.10 Factors leading to stress

The rise of stress is influenced by number of conditions. When stressing, objective factors affect personal dispositions. The personal dispositions to perceive and cope up with stress is due to innate inconvenient dispositions and cultivated consciously unchangeable habits. (Daniel, 1984)

Sensitivity to stress is that any potential stressful situation becomes truly stressful only if it is perceived so. Perception is therefore decisive in whether and how the stressor (objective incentive) will act (subjective evaluation). People respond to the same potentially stressful situations differently, because the initiatives are caused by personal filters that each person has set up differently. (Umlauf, 1991)

Important filters that decide how to handle stress are:

- temperament
- experience
- possibility of influencing the situation
- availability of information about the situation
- ability to prioritize the solution
- ability to schedule time
- physical resistance of the organism
- psychical resistance of the organism

The organism, which has to overcome the physical and psychical strain in moderate doses, gradually becomes accustomed to this strain and in a stressful situation will be considerably more resistant to it than the organism protected from it.

Stress is more susceptible to a sick person than to a healthy one, a person in a good mental state is less stressful than a person mentally deprived.

Stereotypical activities are less contestable to stress than activities that are fully conscious.

The more a person knows and can do, thereby has greater conditions to maintain subjective certainty and thus to increase resistance to stress.

The organism can be trained in tedious situations, in the case of training, then it builds on previous experience with the load. (Umlauf, 1991)

George's father died very soon, and George was still studying at that time. In many cases, where others relied on family support, he had to take care of himself completely.

The experiences gained with stressful situations he highly values now. He was able to cope with very difficult life problems, starting with military service, the establishment of a family through resistance from mother and wife's parents, through birth and care for twins, job loss, financial and housing distress and unwarranted execution.

Research confirms the theory that certain types of personality are more prone to succumbing to stress-related illnesses. In this point of view, there are two types of personality. Type A, where people are aggressive, competitive, impatient, hostile, suffering feelings of vanity and a strong sense of time distress. Type B is the opposite of type A and there are people able to work without disruption and relax without feeling guilty. Personalities of type A are more sensitive to high blood pressure and higher blood cholesterol levels, which significantly contributes to the frequent severe stress disorder - heart attack. (Umlauf, 1991)

1.11 Stress and power

Selye has already found a connection between stress and body performance. Boosting incentives and moderate degree of load may increase the perception of physiological and psychological processes and the resulting situations will not be perceived as unpleasant. Stress may not just be harmful. Harmless, pleasant stress is called eustress, unpleasant is called distress. (Selye, 1966)

Stress is deepened by motivation. E. g. intense motivation and the associated tension make it difficult for a musician to play a song without mistake, a well prepared student can not answer the question in the test, while less motivated would handle the same difficult situation better. Dependence of stress intensity and size of motivation is nonlinear, initially the intensity of stress increases slowly, with high motivation and its slight increase will cause a significant increase of stress.

For every kind of job - physical and psychical - there is a certain tonus, optimal CNS tension. This tonus is caused by motivation. For an easy job, a high level of motivation is required to achieve great performance, for the sophisticated activity is lower motivation enough. For more demanding jobs, the quality of performance is previously affected by emerging strain rather than easier jobs.

Mr. Vlastimil participated in the Riskuj TV contest. He got to the final. The final question was simple and even belonged to his area of interest. Vlastimil was strongly motivated to win, but after asking the question in somewhat indirect way, he was unable to recall the answer and lost.

The same person once did several days outdoor event in rainy and cold weather. To make a fire in the mening was the question of "life and death." At first, he recklessly used all his matches unsuccessfully. The last one was left without the chance to get another one. The very strong motivation made it possible to concentrate fully on the simple action and made with the last match a fire.

When the stress rises above the optimum rate, performance begins to decrease with the following symptoms: (Daniel, 1984)

- irritability
- restlessness
- disturbance of concentration
- inability to relax
- sleep disorder
- loss of appetite
- difficulty in making decisions
- anxiety
- mood swings
- panic
- depression
- total loss of performance

Permanent intense tension, uninterrupted in time and uncompensated by sufficient rest, leads to chronic fatigue and is one of its causes.

Human performance depends on these factors: (Umlauf, 1991)

- stimulation to work
- talent and prerequisites to handle the requirements
- size of load

The way to optimal performance is the balance between the difficulty of the task and the ability to solve it. The difficulty of the task should be of such a degree as to ensure sufficient stimulation, creating productive stress level and not exceeding a manageable limit. The difficulty of the task must not become unproductive negative stress.

Insufficient stimulation leads to boredom, frustration, and dissatisfaction. Excessive stimulation causes exhaustion, low self-confidence, aggression, health problems. With optimal stimulation, stress becomes productive and supports high performance. The dependence between stress and performance is different for each individual. People differ in their optimal conditions between intensity of stress and performance. Someone is able to perform only under the pressure of a stressor. For example, many students are able to complete the task just before the deadline. On the contrary, there are people who are unable to do anything under the stress.

1.12 Changes in psychical processes under load

Under load, a number of changes occur in psychical processes and can be divided into the following groups: (Daniel, 1984)

- non-specific changes
- specific changes
- expressive reactions

The basic effect of the stress initiative is emotional tension. In the first phase, psychic powers are mobilized. That shows up with a voice increase, speeds of movement, increased readiness for verbal or motoric response. The example is the student's condition when determining the necessity to pass the exam. In the second phase, the emotional strain is receding, and a rational solution to the situation occurs. This case often occurs during the test, during the exam when the student receives a specific question. He usually gets calm, whether he knows the answer or not. In the third phase, the load solution is implemented, which can lead to behavioral breakdown and neurotic disorders if the load is heavy. After successful solution and handling of the stressful situation there is satisfaction that may result in a willingness to resume the load.

Specific changes depend on the type and specific load content. These changes lead to the goal either by pushing or by overcoming the obstacle. The solution can be defensive or escape depending on the specific content of the situation.

Expression reactions are an expression of an inner state. They consist of both verbal and mimic expressions of what is happening in the psyche. They can be in these forms: (Markham, 2003)

- verbal and non-verbal expressions of difficulty
- emotional adaptation to the situation
- joke, having a relation to the situation, lightening the problem

These reactions can be in a controlled form where person is able to adapt to the environment. Uncontrolled reactions are such that one goes beyond normal behavior. Emotional reactions are not always in relation to the situation that caused them, e. g. noisy laughter in a situation that is not laughable at all.

1.13 Symptoms of stress

The ongoing stress is occurs by a number of different symptoms: Such as: (Umlauf, 1991)

- physical symptoms of stress - feeling weak, dizziness, headache, sweating of the palms or overall sweating, frequent urination and bowel movement, heart palpitations, breathlessness, digestive problems, dryness in the neck and mouth,

convulsions, tingling, tremor, biting of nails, scratching around the body, insomnia, visual problems, fatigue, etc.

- psychical symptoms of stress - feeling overloaded, irritability, anger, tension, anxiety, sadness, depression, suicidal thoughts, nervous laughter, mood swings, lack of interest in sex, bad habits, smoking, alcohol, drugs, restlessness, the feeling of persecution by other people, the escape from the situation, etc.
- emotional symptoms of stress - excessive concentration on unimportant things, inability of empathy, hypochondria, exaggerated dreaming, inability to solve the problem, crying, aggression, etc.

1.14 Sensomotoric processes and load

In connection with the fact that the work activity is influenced by the psychic, especially in stressful situations, the problem of sensomotorics comes to the fore. This is due to a large number of jobs requiring systematic manual work with fine sensomotoric coordination. The disharmony of movement and thought is most often due to fatigue, tension and stress. Worsening coordination of movements also occurs with increased sensoric load. The most common cause of motoric load is mismatch between impulse and response that is inconsistent with experienced stereotypes. (Looker, 2003)

When Mr. George wrote his master's thesis in 1985, computers were still unusual, and he had to write it on a typewriter. No typo was allowed, and because it was written over two copy papers, no mistake could be corrected. The writing of the work was in constant tension, for the one mistake meant starting again. The tension has increased with the approaching end of the page. Every typo, especially in the last line, caused numerous expressive reactions. If the mistakes were repeated, the stress reached such a level that George was unable to write half a page without mistake and had to end the writing for that day.

1.15 Memory and load

The most common cause of the stresses in the memory area is the limit capacity of memory functions, especially on memory input, output or both at the same time. The amount of information perceived at the same time, limited by the capacity of the brain, can not be processed well in the above-limit situation, and some information is distorted or lost. Limit and above-the-limit memory situation is considered a stressful situation and excessive load can cause stress. Moderate memory load has a positive effect on memory performance. The long-term effect of a moderate memory load increases the load limit and hence the resistance to stress. (Daniel, 1984)

1.16 Personality and load

Different types of personality respond to the load differently. The significance of the personality in relation to the load is characterized by the interaction concept of the load (Umlauf, 1991). It is based on the assessment of the load as the relationship of external influences, and the fact that load is under the same objective conditions of the external environment of different people or the same person in different inner states (fatigue, motivation, mood, saturation - hunger, etc.)

It means that when studying the load, attention must be paid to both the situations that cause the load and the personality components that regulate the behavior of the individual. In this context, Selye, 1966, states two basic factors:

- total emotionality - sensitivity, emotional stability
- bipolar extravert factor - introverts

The importance of temperament is shown more in situations where the balance between the organism and the environment is disrupted. Under normal conditions, less responding ones need more time to make decisions, but under stress conditions they decide faster and more accurately than those who react strongly. According to traditional approaches, the strong type was clearly considered to be more resistant against stress. However, the results of recent research show the need for a more differentiated approach to the issue. (Umlauf, 1991).

1.17 Stress effects on health

In particularly stressed individuals, especially when they do not perform effective anti-stress prevention, GAS can go into stressful illness. These include immunosuppression, ischemic heart disease, high blood pressure, gastric and duodenal ulcer disease, asthma, migraine, nerve lability, obesity and anorexia, etc.

A special chapter is the relationship between stress and addictive substances. The question of the relationship between stress and addictive substances has three aspects: (Umlauf, 1991).

- dealing with stress using addictive substances, where the addictive substance appears to have an anti-stress effect
- stress effects of addictive substances themselves
- the stressful consequences of addiction

Self-treatment of stressful situations with addictive substances is a common phenomenon. This is because addictive substances help to endure the inconveniences and deepen the enjoyment of pleasant situations. The most used anti-stress mean is alcohol. It is popular especial thanks to its easy accessibility, favorable price, quick and pleasant effect than other addictive substances.

However, the reaction of the organism to alcohol is not the opposite than the stress reaction. In a number of features is similar to the stress situation. This mixes the reaction to stress and the reaction to alcohol, where the effects can be alternately interrupted or addend. The effect of alcohol can be a temporary calming, which is replaced by inadequate euphoria or deep depression repeatedly. Consuming alcohol in order to reduce stress can achieve partial success, but it is redeemed by a number of negative psychological, physical and social consequences.

- psychological consequences - anger, memory distress, anxiety, depression, feelings of guilt, dependence on others, neglect of body care, persecution mania, suicidal intentions, tendency to use other addictive substances
- physical consequences – bodily drowsiness, smell, neglected appearance, illness
- social consequences – traffic accidents, family problems, social isolation, crime, problems in study and employment, poverty

These are secondary stress factors, arising from alcohol and other drugs. Originally an anti-stress mean is the cause of severe stress.

A long-term stressor is poverty. That mostly occurs in so-called developing countries or countries affected by war. Low satisfaction of basic needs is in itself a load and leads to malnutrition, illness, infant mortality, short life expectancy, alcoholism and drug addiction and consequently crime. Even in the European countries, many people are on the poverty line and debt. Indebtedness and the necessity to just come out with a payoff is very stressful and more intensely, it is a long-term or lifelong action. Poverty can also be spiritual, characterized by a low degree of social inclusion.

Currently, we have to face global pan-planetary stress. These are so-called ecological stresses such as acid rain, ozone depletion, global warming, environmental pollution by radioactive and chemical wastes, light smog, ubiquitous electromagnetic radiation, dense urban traffic, dependence of individuals and entire civilization on technical facilities, threats of terrorism, fear of nuclear war, etc.

1.18 Coping with stress

A person living in the 21st century in modern civilization can not avoid the effects of many stressors. In order for our health not to be damaged and not to have to give up on the achievements of science and technology, we should follow the following rules: (Looker, 2003)

- Regular diet and maintenance of normal or lower body weight without using drastic diet and use of chemical preparations
- Enough sleep – at least 7 hours a day - at night, sleeping before midnight is the most effective way to restore the organism. The bedroom should be as dark and quiet as possible. In case of difficulty with falling asleep, reading the

appropriate literature or listening to quiet music might be helpful. It is inappropriate to fall asleep when the TV is switched on. In bedroom, there should not be active electronic devices, including mobile phones. Light dinner should not be given less than 2 hours before bedtime. The use of sleeping medications should be eliminated except for a short period of prescription medications. Sleeping will facilitate adequate physical and social activity throughout the day. High-intensity physical and psychical activities should not be performed before bedtime. The need for sleep and the daily reserved sleep time is individual, e. g. the type „owl“ should not be forced to go to sleep at 10 p. m. and to get up even in free days at 6 a. m.

- Daily or at least three times a week exercise to light breathing for 30 minutes or an hour's fast walk.
- Exclude or strongly restrict smoking and alcohol, not to start with drugs.
- At least 2 hours a day without a mobile phone and Internet.
- Analyze own lifestyle and, if necessary, reform it – include moments of relaxation during the day, devote to hobbies at least once a week, set daily and weekly schedule, avoid time distress.

An important factor in coping with stress is social contact. Very important is the ability to talk to your friends and discuss the problems with them.

Little Radek was hospitalized with appendicitis at the age of five during the Easter period. Hospitalization happened at the last minute, acutely threatening to perforate the intestine. As a complication, pneumonia was added to it. Because of the severe course of the illness, significant frustration problems could not be experienced in the early days of hospitalization. Radek was in a small hospital, 16 miles from home, his parents did not have a car, and visited him only once a week on Saturday. There was no special children's department in the facility, patients were placed on the floor after surgery without any age difference. In the next room were older women who liked the little Radek, a very positive relationship has developed between women and him. Radek visited them, talked to them, and even made Easter items together. Adaptation frustration syndrome has not been established, the relationship described has greatly contributed to the success and acceleration of treatment. When Radek was released from hospital, he did not even want to go home at all. He was glad to return for the overpasses and controls and always had to visit his "aunties".

Stress relieves proper and regular out-of-work activity. A person physically working should in his/her spare time follow up mainly psychical activity, and the person psychically working should, after completing his/her work develop mainly activities of mostly physical kind. The above mentioned principle also applies to students of all types of

schools. Unfortunately, this is not the case for today's youth, whose after school spends hours with computer games, mobile phones and social networking.

Mr. George could be a role model in this aspect. He goes to work every day and in any kind of weather to the city 23 km far away by bike. As a manager, he often works under time pressure, he needs to prioritize tasks when dealing with several ones in the same time, communicates with different types of people, mostly in a foreign language. He is forced to make important decisions on which business is dependent. Even small mistake can have far-reaching consequences in the company. His work ends not at the ceirtain hour, but when everything is done for that day. Stress is his constant guide. The way back home is on the bike again. In his spare time he is occupied with DIY, always improves things on his home or in the garden. He rarely uses a phone or a laptop at home, seldom watches TV, and if so, then very shortly. It leads to almost an ascetic life. At the age of 55, he does not suffer from major movement difficulties or illnesses, overweight or sleep disorders. He successfully faces many stressors with his way of life. However, on the other hand, it is difficult for him to find friends with a similar focus. He can not imagine that he would sit in the car like his coworkers in the morning, get angry at traffic jams, perform difficult tasks at work, then again sit into his car and after reaching home sit down to a laptop, phone or television.

Nowadays, the foregrounds of interest are both ancient, as well the state-of-the-art techniques for the management of stress, especially for psychical stress. They are:

- Asian relaxation techniques
- yoga
- autogenous training
- transcendental meditation
- a return to faith in God
- coaching
- group therapy
- virtual reality

2 Practical part

2.1 Stress factors among university students

I study university myself, many of my acquaintances also studying and even my brothers and my parents did. So I have enough experience with studying. I can confirm that the student's life brings a lot of joy and freedom, often with independence. That is especially for students residing outside their permanent residence - in dormitories or rented apartments. Many students neglect lectures and seminars and devote themselves to their entertainment instead. After successful completion of semester exams, they may have up to two months holidays in winter, in summer even up to four. From a financial point of view, students are usually well-secured, parents provide them commuting, accommodation and basic needs, many receive regular pocket money. Students make extensive use of part-time jobs during the study period as well. During the free months, they often travel around the world not only as tourists but also as short-term workers when they know the real life in the visited country. Being an university student seems to be the best period of life.

However, the study also brings worries, many problems are of a long-term nature, the load is repeated, and in sensitive individuals, freedom is redeemed by life in stress with all the above-mentioned consequences. Students must look for inadequate study materials, prepare for seminar papers, write seminar papers, struggle with the inaccessibility of teachers when they need them the most, resolve their problems with other students, teachers and accommodation providers. In early adulthood, they also deal with partner relationships and with parents. This is most evident in the exam period and especially in those who have spent an unbounded student life for most of the academic year.

The practical part of this thesis is a small research probe into the world of stress factors that students can encounter.

2.2 Questions and assumptions of research

Are university students really affected by stress? Which stressors affect them most often? Which stressors work most intensely? Which are of negligible importance? Are there differences in the load of fulltime students and long-distance students? Are there differences between men and women when stress occurs? Does it matter whether a student is local or commuting? Are today's students dependent on information technology?

On the basis of experience, it can be assumed that many students are under strong stress, especially during exams and getting credits. We can expect frequent stitches for a number of study assignments, commuting to school, lack of time for fun. Long-distance students are likely to be loaded in many ways differently than day-time students.

Differences between men and women will not be essential. I expect a considerable dependence on information technology.

2.3 Methodology of research

Five different questionnaires were used to identify the phenomenon of stress on university students, see appendices 6.1 to 6.5. Two main groups of students, namely daytime students and students studying while working, were approached. In order to capture any differences between the agents acting on the named groups of students, the questionnaires were similar to some specific questions for each group.

The data obtained from the Most frequent stressors for external students questionnaire, appendix 6.1, was processed as follows: The respondent was to mark out 5 of the stressors, which is the most stressful on his psyche. Totals of points and relative frequencies for each individual stressor are listed in the table and graph. The number of respondents is 30, the maximum theoretically possible total of points for one stressor is 30. This value is taken as the basis for calculating the percentage of the stressor in the entire set of respondents. Very significant stressors are those that reach relative frequencies higher than 50 %, those significant which occur within the range of 50-25 %. Less significant stressors have a relative frequency of 5-25 %, insignificant below 5 %.

The data obtained from the YES - NO for external students questionnaire, appendix 7.1, was processed as follows: The respondent answered all questions either YES or NO, indecisive answers were not allowed. Questionnaire questions are deliberately chosen to compare the conclusions of this questionnaire and the previous questionnaire to verify the objectivity of the answers. Totals of points and relative frequencies for each individual stressor are listed in the table and graph. The number of respondents is 30, the maximum theoretically possible number of positive answers per question is 30. This value is taken as the basis for calculating the percentage of the stressor in the entire set of respondents. Very significant phenomena are considered to be those that reach relative frequencies higher than 50 %, significant ones whose incidence is within the range of 30-50 %. Less significant stressors have a relative frequency of 10-30 %, insignificant below 10 %.

Data obtained from the Most frequent stressors for day-time students questionnaire, appendix 6.3, was processed as follows: The respondent was asked to mark out 10 of the stressors which is the most stressful on his psyche. Totals of points and relative frequencies for each individual stressor are listed in the table and graph. The number of respondents is 40, the maximum theoretically possible total of points of one stressor is 40. This value is taken as the basis for calculating the percentage of the stressor in the entire set of respondents. Very significant factors are considered to be those that reach relative frequencies higher than 50 %, as significant ones whose incidence is within the range of 50-25 %. Less significant stressors have a relative frequency of 25-5 %, insignificant below 5 %.

The data obtained from the YES - NO for day - time students questionnaire, appendix 6.4, was processed as follows: The respondent answered all questions either YES or NO, indecisive answers were not allowed. Questionnaire questions are deliberately chosen to compare the conclusions of this questionnaire and the previous questionnaire to verify the objectivity of the answers. Total of points and relative frequencies for each individual stressor are listed in the table and graph. The number of respondents is 40, the maximum theoretically possible number of positive answers per question is 40. This value is taken as the basis for calculating the percentage of the stressor in the entire set of respondents. Very significant situations are those that reach relative frequencies higher than 50 %, those that are significant within the range of 30-50 %. Less significant stressors have a relative frequency of 10-30 %, insignificant below 10 %.

Day-time students were given a questionnaire called Stress phenomena for students of daily studies, appendix 6.5, which aim was to find feelings, attitudes in dealing with various stressful situations. It contains a number of questions arising from common life situations. The data obtained from the questionnaire was processed as follows: The respondent answered all questions either YES or NO, indecisive answers were not allowed. Totals of points and relative frequencies for each individual stressor are shown in the table and graph. The number of respondents is 40, the maximum theoretically possible number of positive answers per question is 40. This value is taken as the basis for calculating the percentage of the stressor in the entire set of respondents. Very significant factors are those that reach relative frequencies higher than 50 % as significant ones whose incidence is within the range of 30-50 %. Less significant stressors have a relative frequency of 10-30 %, insignificant below 10 %.

2.4 External students

2.4.1 Result processing of questionnaire Most frequent stressors

The results presented in table 1 and in graph 1 show that the most stressful effect on the long-distance students is the frequent feeling of tiredness and passing exams with frequency of occurrence 97, respectively 87 %. Significant stressors can be the inability to be ONLINE, dissatisfaction with current job, physical pain and illness, worrying, lack of free time, significant changes in life, unsatisfactory partnerships, necessity to commute to school, lack of time to fulfill the term assignments, fear of the future, inappropriate habits.

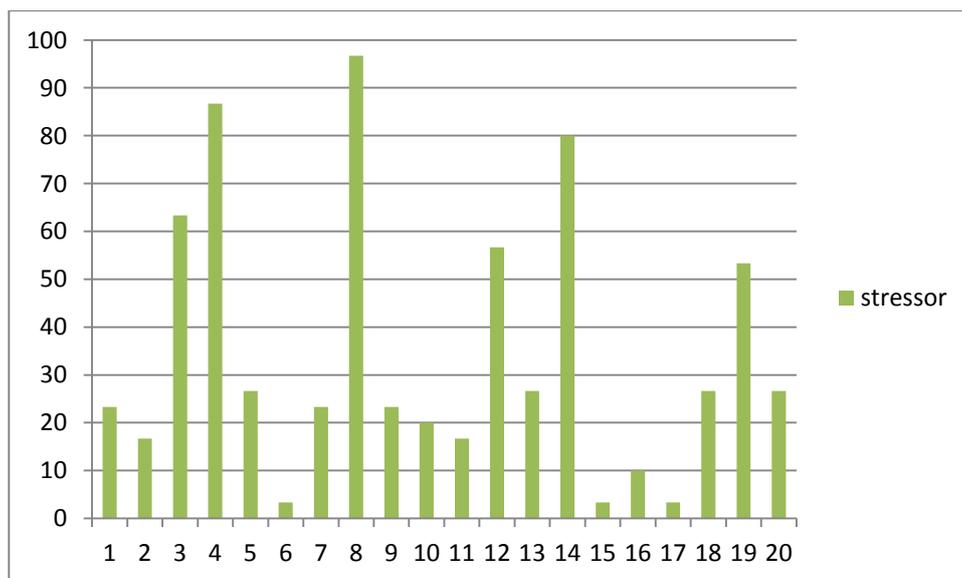
A less stressful is a large number of non-study tasks, financial situations, bad housing conditions, death of close person, self-dissatisfaction, inability to get rid of bad habits, finding study materials.

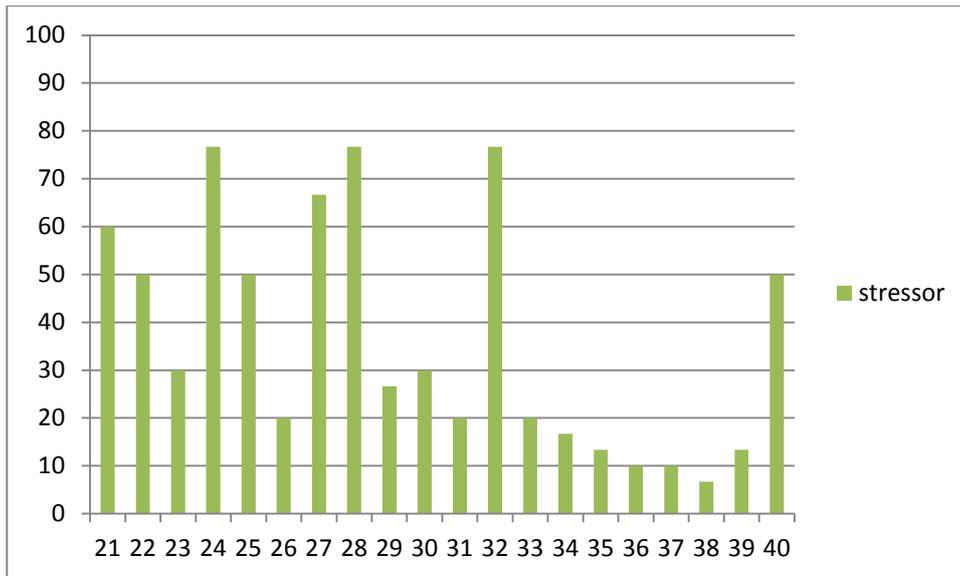
As stressful, there are almost not stated disagreements with teachers, eating difficulties, lack of time for hobbies. Surprisingly, students studying while working almost do not complain about too many study assignments.

Table 1, Frequency of stressors stated by external students

Stressor (see ap. 1)	Points	Frequency %	Stressor (see ap. 1)	Points	Frequency %
1	7	23	21	18	60
2	5	17	22	15	50
3	19	63	23	9	30
4	26	87	24	23	77
5	8	27	25	15	50
6	1	3	26	6	20
7	7	23	27	20	67
8	29	97	28	23	77
9	7	23	29	8	27
10	6	20	30	9	30
11	5	17	31	6	20
12	17	57	32	23	77
13	8	27	33	6	20
14	24	80	34	5	17
15	1	3	35	4	13
16	3	10	36	3	10
17	1	3	37	3	10
18	8	27	38	2	7
19	16	53	39	4	13
20	8	27	40	15	50

Graph 1, Frequency of stressors reported by external students





2.4.2 Result processing of questionnaire YES – NO

The most significant stress factors for external students resulting from the YES – NO questionnaire are: fear of failure before exams, lack of free time, tiredness and irritability in the exam period, tiredness at the end of the working week, absence of an Internet connection.

Significant stressors include: Early morning wake, tiredness after lectures, commuting to school, demanding study assignments, lack of time to fulfill the term assignments.

If we compare the percentage of positive YES - NO answers with the values obtained from the Most frequent stressors questionnaire, we see a good match in the stated stressors. A significant difference is in the stressor I suffer from physical pains and illnesses, which is stated in the YES - NO questionnaire only by 13 % of the respondents, while in the Most frequent stressors 77 %. The reason for the difference is obvious: Pain and illness for many people are stressful just by having fear from them, even if they do not suffer from them.

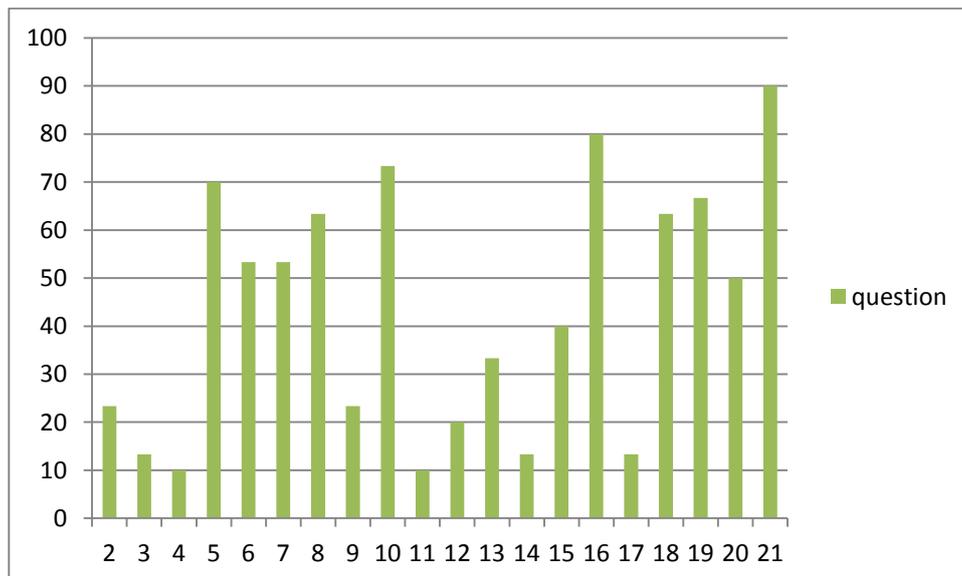
From the matches of the answers to the two questionnaires, it is possible to assume that the respondents have answered the questionnaire responsibly and the results of the processing are objective. However, the objectivity of the results can not be generalized, it can only be used as an orientation, because the set of respondents is not quantitatively representative.

The questionnaire has also identified several positive factors that can be facilitated by the study: an external student believes that despite the time spent studying, he / she will do everything in his / her personal and working life, satisfaction with the teaching schedule and form of teaching prevails, relationships among students are good, most students have a friend they can rely on, students want to use their study at work.

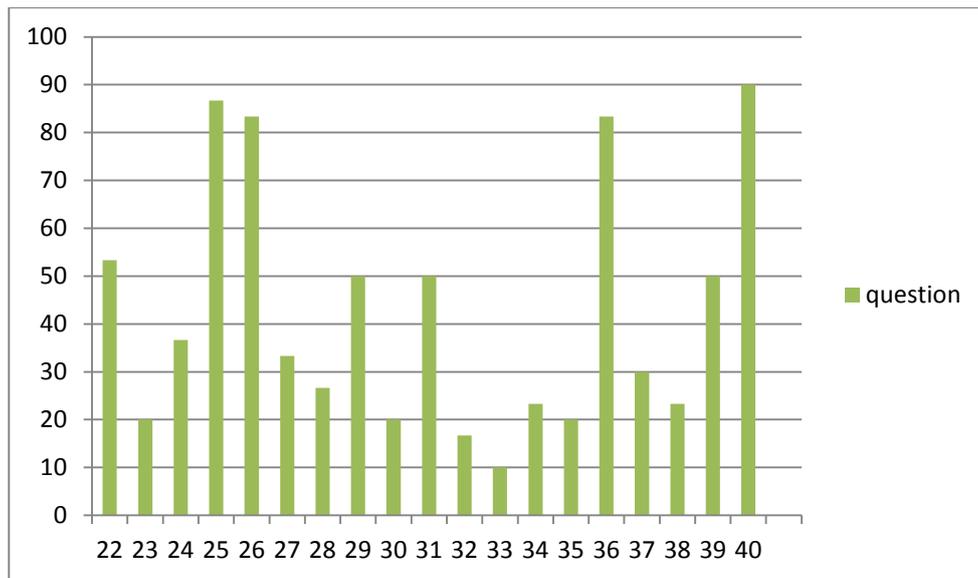
Table 2, YES - NO questionnaire results for external students

Question (Ap. 2)	Positive answ.	Freq. %	Question (Ap. 2)	Positive answ.	Freq. %
2	7	23	22	16	53
3	4	13	23	6	20
4	3	10	24	11	37
5	21	70	25	26	87
6	16	53	26	25	83
7	16	53	27	10	33
8	19	63	28	8	27
9	7	23	29	15	50
10	22	73	30	6	20
11	3	10	31	15	50
12	6	20	32	5	17
13	10	33	33	3	10
14	4	13	34	7	23
15	12	40	35	6	20
16	24	80	36	25	83
17	4	13	37	9	30
18	19	63	38	7	23
19	20	67	39	15	50
20	15	50	40	27	90
21	27	90			

Graph 2, YES - NO questionnaire results for external students



Graph 2, YES - NO questionnaire results for external students



2.4.3 Connections between personal data and level of stress

From the YES - NO questionnaire, you can try to find out whether there is a connection between groups of people with common characters and stress factors. The following common features have been chosen: age, grades and type of commuting, frequent fatigue, stress from the exam period, necessity to commute, lack of time to fulfill term assignments, smoking. The respondents were divided into two groups according to the common feature, and the number of matching responses with the given stressor was determined. These positive answers were expressed as a percentage to compare the incidence in both groups.

Age dependence - fatigue, tension from the exam period, necessity to commute

By comparing the percentage of stress factors in age groups of 26 and over 26, we can conclude that elderly students are much more uncomfortable commuting than the younger age group, the elderly are less likely to endure the exam period and are more easily tired. This confirms the fact that the study is more demanding for the elder age group. Numeric values see Table 3.

Table 3

Age group	Up to 26 years		Over 26 years	
Number of respondents	14		16	
Stressor	Number of positive answers		Number of positive answers	
	absolutely	%	absolutely	%
frequent fatigue	9	64	15	94
fear of exams	9	64	12	75
unpleasant commuting	4	29	12	75

Dependence of grades - fatigue, stress from the exam period, lack of time to accomplish the tasks

By comparing the percentage of stress factors in the grades groups 1,0 to 1,74 and 1,75 and worse, we can conclude that better students feel more fatigued and have much more fear of exams. Better students suffer significantly from more time to accomplish tasks. It follows that for a better grades, a regular student usually has a higher level of stress and load. Numeric values see Table 4.

Table 4

Average grades	1,0 to 1,74		1,75 and worse	
Number of respondents	16		14	
Stressor	Number of positive answers		Number of positive answers	
	absolutely	%	absolutely	%
frequent fatigue	15	94	9	64
fear of exams	13	81	8	57
lack of time	10	63	5	36

The connection between the commuting distance and the lack of time to fulfill the term assignments and the unpleasantness of commuting.

The connection of selected stressors with commuting distance is evident in both groups, but the opposite of what could be expected at first glance. Greater lack of time and unpleasantness of commuting indicate commuters from smaller distances. An explanation for this phenomenon might be that distant students are forced to organize their time better and use a longer path to school preparation. Numeric values see Table 5.

Table 5.

Commuting distance	to 50 km		over 50 km	
Number of respondents	19		11	
Stressor	Number of positive answers		Number of positive answers	
	absolutely	%	absolutely	%
unpleasant commuting	12	63	4	36
lack of time	11	58	4	36

2.4.4 Behavior and attitude related to gender

In this part of the survey, the respondents were divided into men and women, and for each group the positive answers in the YES - NO questionnaire were evaluated separately. By comparing the results of both groups, it is possible to find out which stressors are more significant for men, which for women and which do not show differences between men and women. Detailed results are shown in Tables 6 and 7 and in

Graph 3. The number of men respondents is 10, the number of women 20. Conclusions can not be taken in general, especially the number of men is quite low, but for some stressors, the difference is so significant that it exceeds the distortion by a small set of values.

Differences in the most significant stressors:

- Frequent fatigue: Men state 40 %, women 60 %. Women are therefore being more tired.
- Exam period: Men are loaded by 90 %, women by 65 %. Women take the exam period more easily than men.
- Lack of free time: men 80 %, women only 55 %
- The impossibility of online connection bothers both groups with very high frequency.

The most significant difference is in the dissatisfaction with partner relationships, where men are dissatisfied with 60 %, while women only 5 %. Commuting does not like the same number of men and women, the difficulty of fulfilling the term tasks is again significantly more for men than women, by 30 %. For fear of the future, there is not much difference between the gender. Illness affects one fifth of women, men do not state this stressor at all. By comparing values in smoking, the well-known fact that men smoke more than women is confirmed, but the difference is not very significant. Lack of sleep is stated more by women, men are more concerned about the family situation. There is a link with the high percentage of unsatisfactory partner relations. Women are more likely to achieve planned activity, problems with the fulfillment of the term assignments have both groups the same, the schedule of the consultations does not suit more women. With morning getting up more difficulties men, as well as with the financial situation. Women are less likely to tolerate classmates and have less time for their hobbies. Women are more inclined to dissatisfaction with their own self, they feel that studying is demanding, they are more likely to experience anxiety and always want to pursue professionally the activity they are with the studies preparing for. Men show greater sport activity, women are more socially active.

Graph 3

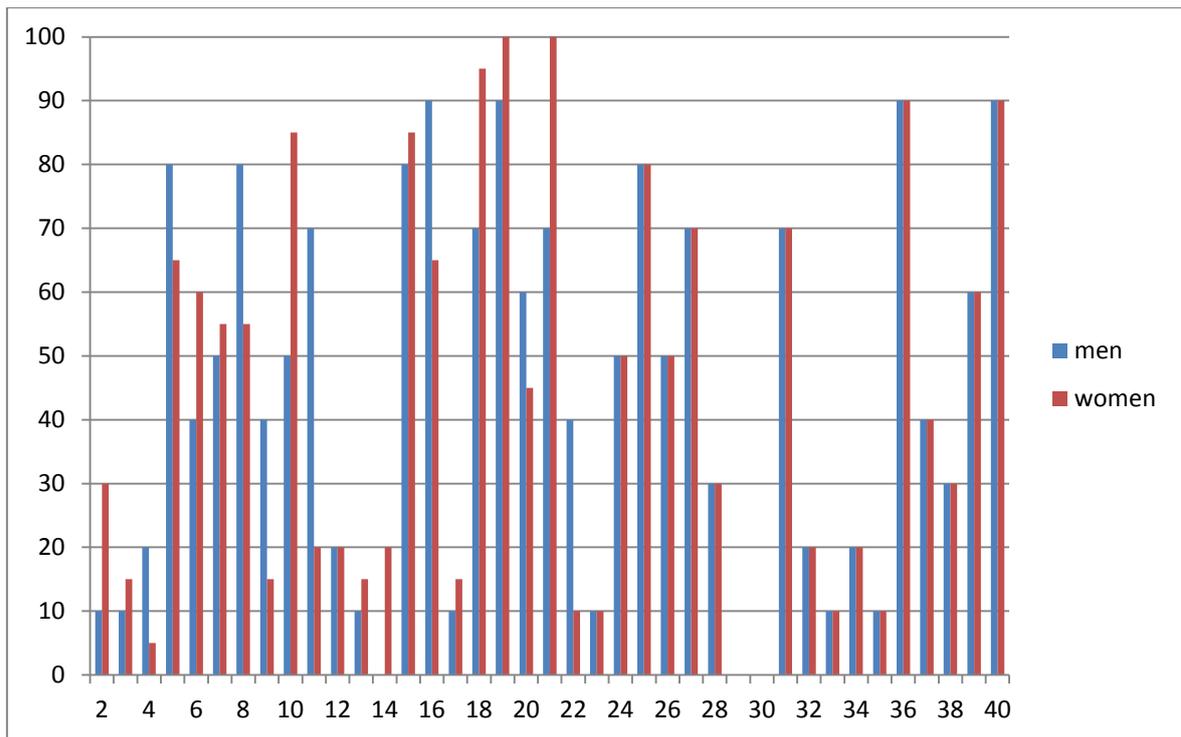


Table 6 – Positive answers of men on questionnaire YES - NO

Question (Ap. 2)	Positive answ.	Freq. %	Question (Ap. 2)	Positive answ.	Freq. %
2	1	10	22	4	40
3	1	10	23	1	10
4	2	20	24	5	50
5	8	80	25	8	80
6	4	40	26	5	50
7	5	50	27	7	70
8	8	80	28	3	30
9	4	40	29	0	0
10	5	50	30	0	0
11	7	70	31	7	70
12	2	20	32	2	20
13	1	10	33	1	10
14	0	0	34	2	20
15	8	80	35	1	10
16	9	90	36	9	90
17	1	10	37	4	40
18	7	70	38	3	30
19	9	90	39	6	60
20	6	60	40	9	90
21	7	70			

Table 7 – Positive answers of women on questionnaire YES - NO

Question (Ap. 2)	Positive answ.	Freq. %	Question (Ap. 2)	Positive answ.	Freq. %
2	6	30	22	1	5
3	3	15	23	1	5
4	1	5	24	5	25
5	13	65	25	8	40
6	12	60	26	5	25
7	11	55	27	7	35
8	11	55	28	3	15
9	3	15	29	0	0
10	17	85	30	0	0
11	4	20	31	7	35
12	4	20	32	2	10
13	3	15	33	1	5
14	4	20	34	2	10
15	17	85	35	1	5
16	13	65	36	9	45
17	3	15	37	4	20
18	19	95	38	3	15
19	20	100	39	6	30
20	9	45	40	9	45
21	20	100			

2.5 Day-time students

2.5.1 Result processing of questionnaire Most frequent stressors

From the results stated in Table 8, which is clearly shown in Graph 4, it is obvious that the most important for day-time students is exam period, and that in 75 %. An important role in the load among students is played by the financial situation, which is for 55 % of students insufficient 50 % of day-time students are being worried. Absolutely the highest frequency has the Stressor Inability to be ONLINE – 95 %. However, it does not participate so much in the overall stress load among students, as ONLINE connection is available almost always and everywhere thanks to mobile applications. However, 95 % of students would possible connection failure put them in a bad mood.

Significant stressors include the necessity of commuting, surprisingly lack of sleep (almost a quarter of respondents), lack of time for fun and rest, inappropriate food, significant changes in life, finding study materials, unsatisfactory friend relations, unsatisfactory partner relations, family situation and family disagreements, dissatisfaction with yourself, worrying, anxiety and tension, low self-confidence associated with underestimating yourself.

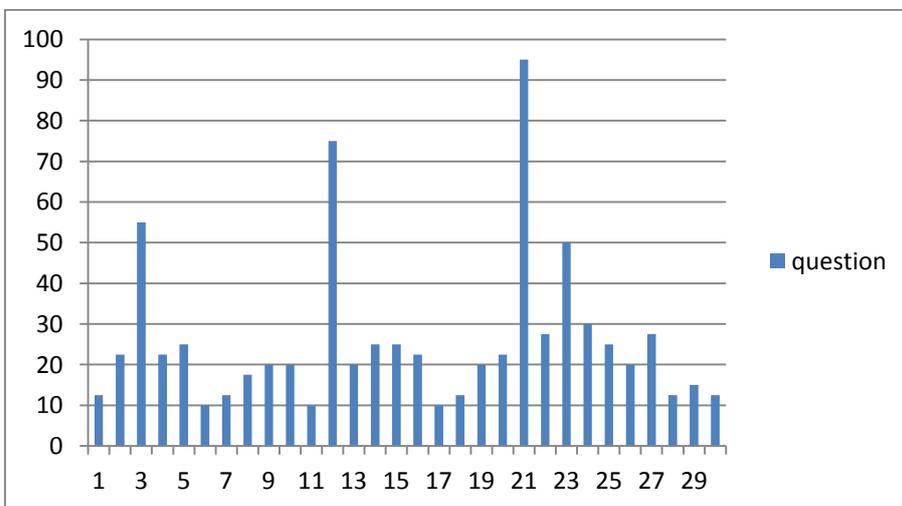
Less influence on students' psyche has poor housing conditions, a lot of tasks outside school, irregular day regime, too many study assignments and their difficulty, lack of time for fulfilling term tasks, inadequate way of teaching at the faculty, disagreements with teachers, physical pains and illnesses, sadness and hopelessness, inability to get rid of inappropriate personal habits, existential uncertainty and fear of the future.

Very little has been stated difficulties in managing professional study field practice (interesting finding), fear of medical interventions, inability to relax.

Table 8, Frequency of stressors stated by day-time students

Question (Ap. 6.3)	Positive answ.	Freq. %
1	5	13
2	9	23
3	22	55
4	9	23
5	10	25
6	4	10
7	5	13
8	7	18
9	8	20
10	8	20
11	4	10
12	30	75
13	8	20
14	10	25
15	10	25
16	9	23
17	4	10
18	5	13
19	8	20
20	9	23
21	38	95
22	11	28
23	20	50
24	12	30
25	10	25
26	8	20
27	11	28
28	5	13
29	6	15
30	5	13

Graph 4, Frequency of stressors stated by day-time students



2.5.2 Result processing of questionnaire YES – NO

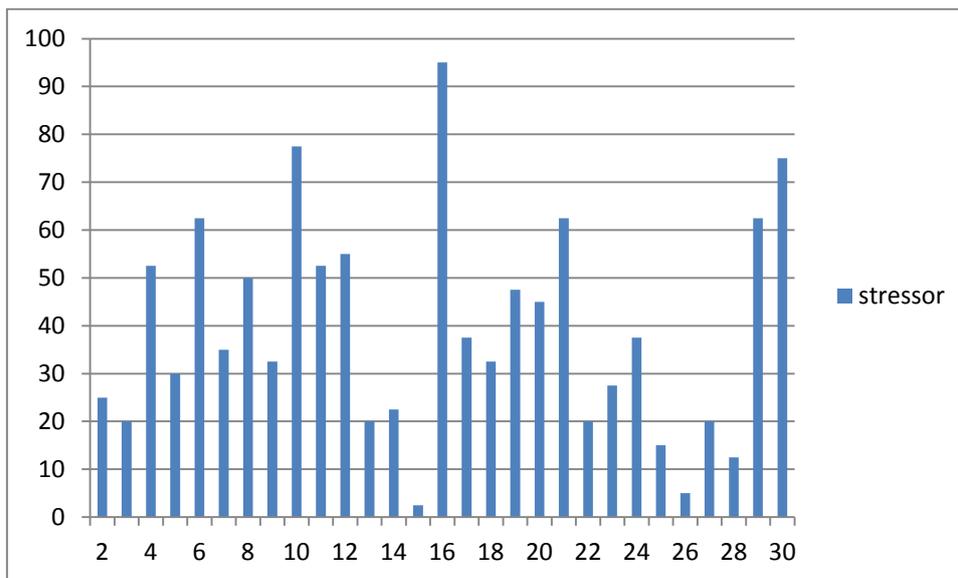
Comparing the percentage of positive answers of YES – NO questionnaire (app. 6.4) with the values of the occurrence of stress factors, we can observe the similarity in most of these phenomena.

The most significant stress phenomena resulting from the results of the YES –NO questionnaire see. Table 9 and Graph 4: exam period, lack of time in general, finding study materials, a large number of study assignments, poor financial situation, self-dissatisfaction, unsatisfactory family situation, tiredness after lectures. Not surprisingly, fear of inability to be ONLINE is almost among all students. On the contrary, to think is the fact that only a minority of students want to be what they are studying for. A good signal is the high level of satisfaction with the study group and with friend relations even outside the study.

Table 9, Frequency of stressors stated by day-time students

Stressor (see Ap. 6.4)	Points	Frequency %
2	10	25
3	8	20
4	21	53
5	12	30
6	25	63
7	14	35
8	20	50
9	13	33
10	31	78
11	21	53
12	22	55
13	8	20
14	9	23
15	1	3
16	38	95
17	15	38
18	13	33
19	19	48
20	18	45
21	25	63
22	8	20
23	11	28
24	15	38
25	6	15
26	2	5
27	8	20
28	5	13
29	25	63
30	30	75

Graph 4, Frequency of stressors stated by day-time students



2.5.3 Connections between personal data and level of stress

Among external students, relations between personal data and stress factors have been identified. This chapter will look at whether there are similar relations with day-time students as well. As appropriate personal data has been selected:

- grades - a group of excellent and average students
- commuting to school - locals, dormitory or private, daily commuting
- average sleep time

Age data is not well usable for day-time students, as the age variation range in the sample is only 4 years, which is insignificant compared to the span of students while working.

The following stressors have been chosen as sufficient: frequent fatigue, exam period, lack of time to complete the term assignments and unpleasantness of commuting.

Relations between the degree of grades and the fatigue, the exam period and the lack of time to complete the tasks

The results of the research in this area are presented in Table 10. The table clearly shows that all the compared phenomena depend on the grades of the students. This is particularly noticeable at the time of the exam period, where the average students are less loaded by the exams than the excellent ones. The average student also feels less time to fulfill the term tasks and also shows less tiredness. Excellent students tend to be ambitious, over-motivated, many lack the necessary talent, and achieve good results at the cost of a high load. Most average students are enjoying student years with the goal of completing the school somehow regardless of the grades.

Table 10

Average grades	1,0 to 1,74		1,75 and worse	
Number of respondents	12		28	
Stressor	Number of positive answers		Number of positive answers	
	absolutely	%	absolutely	%
frequent fatigue	9	75	12	43
fear of exams	12	100	19	68
lack of time	10	83	15	54

Relations between commuting, lack of time to complete tasks and unpleasantness of commuting

The results of the research in this area are shown in Table 11. It can be seen that the lack of time factor has a uniform occurrence in all observed groups, the same is for locals and residents in the dormitory or the private (in terms of waste of the time they are equivalent categories). Increased is among daily commuters, which confirms the fact that the daily commuting is time consuming. The unpleasantness of commuting this group reports more than twice as often, this type of commuting is indeed stressful, especially at longer distances. Living in a dormitory (private) commutes very often from very distant places, however, this is balanced by a much lower frequency of journeys - one to two times in two weeks - and so these students experience commuting less unpleasantly.

Table 11

Type of commuting	Locals		Daily commuter		Living in dormitory / private	
Number of respondents	10		15		15	
Stressor	Positive answers		Positive answers		Positive answers	
	absolutely	%	absolutely	%	absolutely	%
unpleasant commuting	10	67	3	27
lack of time	6	60	10	67	9	60

Relations between sleep length and fatigue, irritability in the exam period and lack of time

The results of this issue are stated in Table 12. This table shows that those who sleep 8 or more hours a day have less tiredness after studying than those sleeping less than 7 hours. Sleepers over 9 hours a day are experiencing the exam period at greater peace. Irritability is inversely proportional to the length of sleep. The lack of time is surprisingly felt by those who sleep the shortest time. The cause of this phenomenon can not be ascertained from the obtained data, it is one of the very interesting topics for possible follow-up research. The second place, as expected to be a great sleepers.

Table 12

sleep lenght	7 hours or less		7-8 hours a day		9 and more hours a day	
Number of respondents	10		25		15	
Stressor	Positive answers		Positive answers		Positive answers	
	absolutely	%	absolutely	%	absolutely	%
frequent fatigue	8	80	7	28	6	40
irritation	6	60	11	44	4	27
lack of time	7	70	10	40	8	53

2.5.4 Behavior and attitude related to gender

As in the case of external students, the day-time students have been divided into a group of men and women, and in both groups the positive answers in the YES - NO questionnaire have been evaluated separately (App. 6.4). By comparing the results of both groups (Table 13 and Table 14), we will find out which stressors are more important for men and which for women or who have the same meaning for all.

The number of men answering questions is 15, the number of women 25. The results are again only indicative, although somewhat more accurate for a larger set of daily students.

Differences in the most significant stressors (here most occurring)

The exam period is more stressful for women, and women also have greater problems with finding study materials. Men have greater difficulties with family life. In other significant stressors, such as lack of time, a great amount of study assignments, financial situation, self-dissatisfaction, inappropriate food and inadequate way of teaching at the faculty, there are no significant variations in their frequency for men and women. The possibility of losing ONLINE connection is stressful for almost all respondents without gender difference. From an overall point of view, female students appear to be somewhat more stress-loaded than men-students.

Differences in other significant stressors

In other significant stressors are greater variations in the need for more rest, which is more common among women. A big difference is in the afternoon sleep data. This need states the majority of men, whereas for women the occurrence is unique. The men are loaded twice as much by the difficulty of study assignments, but in the exam period they are considerably calmer. Women are more satisfied in partner relations, but not much. A significantly higher percentage of women want to stay after graduation in the field they study for - over 80 %. The fact that men would like to work elsewhere in 40 % is quite surprising and serious fact. None or minimal variation shows the lack of time to complete the term assignments, the unpleasantness of commuting, dissatisfaction with friend relations, and worrying. In the overall load of the above-mentioned stressors there is no significant difference between men and women.

Clear results can be found in Tables 13 and 14 and in Graph 5.

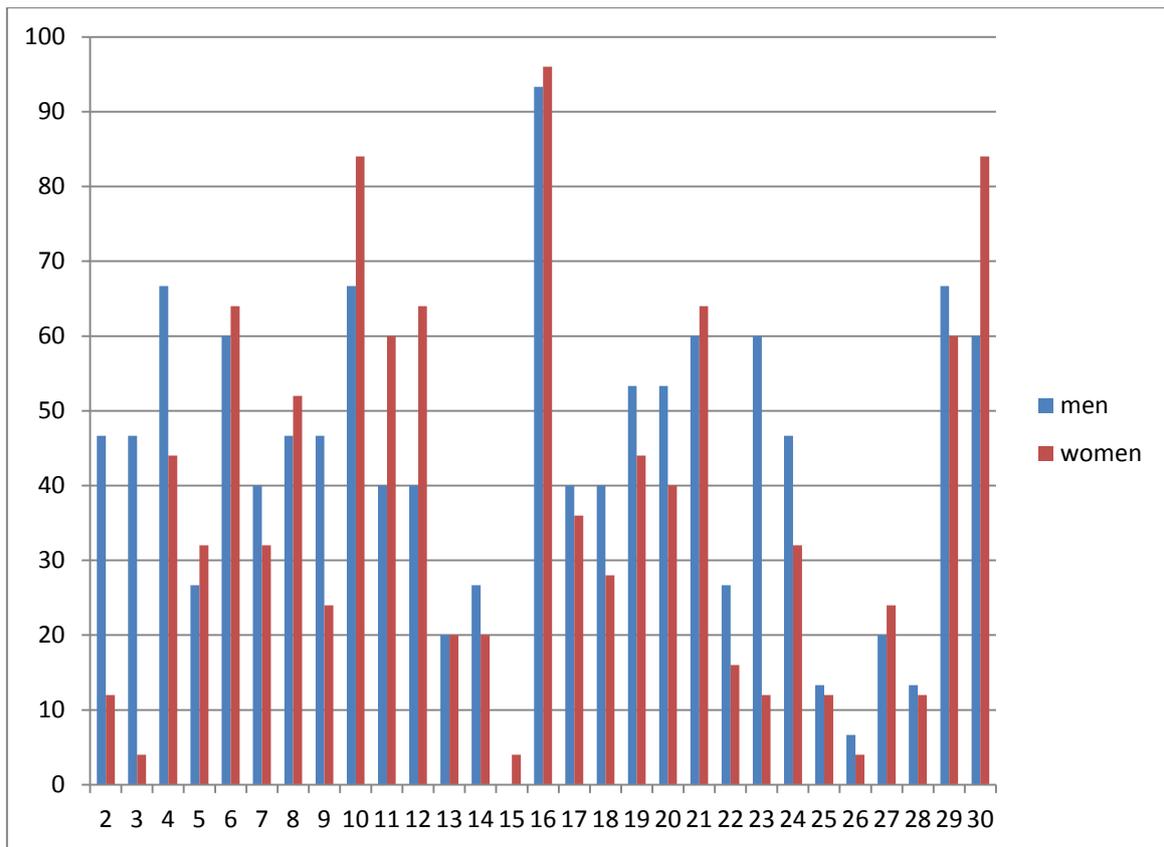
Table 13, positive answers of the day-time students (men) in the YES -NO questionnaire.

Question (Ap. 6.4)	Positive answers	Frequency %
2	7	47
3	7	47
4	10	67
5	4	27
6	9	60
7	6	40
8	7	47
9	7	47
10	10	67
11	6	40
12	6	40
13	3	20
14	4	27
15	0	0
16	14	93
17	6	40
18	6	40
19	8	53
20	8	53
21	9	60
22	4	27
23	9	60
24	7	47
25	2	13
26	1	7
27	3	20
28	2	13
29	10	67
30	9	60

Table 14, positive answers of the day-time students (women) in the YES -NO questionnaire.

Question (Ap. 6.4)	Positive answers	Frequency %
2	3	12
3	1	4
4	11	44
5	8	32
6	16	64
7	8	32
8	13	52
9	6	24
10	21	84
11	15	60
12	16	64
13	5	20
14	5	20
15	1	4
16	24	96
17	9	36
18	7	28
19	11	44
20	10	40
21	16	64
22	4	16
23	3	12
24	8	32
25	3	12
26	1	4
27	6	24
28	3	12
29	15	60
30	21	84

Graph 5



2.5.5 Stress phenomena for day-time students

Day-time students have been also given a Stress phenomenon questionnaire (app. 7.5), which aimed to identify feelings, attitudes with different influences that can cause tension, and stress among sensitive people. The questionnaire contains questions arising from common life situations.

By analysis of answers was found that the most common are indigestion, inner tension, tendency to pretend and pose, high sensitivity in experiencing situations, falling in affections, unnecessary worries about loved ones, persistent unreasonable thoughts. Often occurs the phenomena that in long-term exposure can cause stress, such as hiding thoughts, late arrivals to work, school or appointments, hostility to other people. Less than half, but still quite a large number of students, state too much difficulty of life, a low degree of comfort while staying at home, occasional unpleasant physical feelings without an obvious cause, stressful lifestyle changes, tendency to cry, worrying about unimportant things. Nearly half of respondents like dramatic "adrenaline" situations, and the same frequency has introverted characters showing loneliness.

Less frequently occur strong factors such as anxiety without obvious cause, fear of closed space (claustrophobia), dizziness and dullness, fear of incurable diseases, restlessness, very early morning awakening, meticulous behavior, long periods of sadness,

excessive efforts to solve the normal situation, excessive unnecessary spending of money, fear of heights, sweating and pounding of the heart, bad dreams.

Very little occur the fear of the crowd, inability to empathize, easy tiredness, too much confidence and self-esteem, reluctance to eat, fear of traveling by means of transport, fainting, exaggerated conscience.

The phenomenon of the present - communication technology and social networks - a potential source of tension and stress, as their possible unavailability would cause psychical problems to almost all respondents.

Based on the results of the questionnaire, it can be concluded that the students state to a significant extent states, phenomena and actions that show their stress.

The positive thing is that respondents believe that their studies do not affect their ability to reliably and quickly think, they try to keep their promises even at the cost of certain difficulties, dodržují adhere to hygienic rules, are positively exceptional in some areas, do not talk too much about sleep disorders.

Detailed results are shown in Table 15, clearly in Graph 6.

From the questionnaire, we can obtain data to analyze the differences in the experiences of stated situations between women and men. This would be done in the eventual follow-up work.

Table 15, Stress phenomena for day-time students

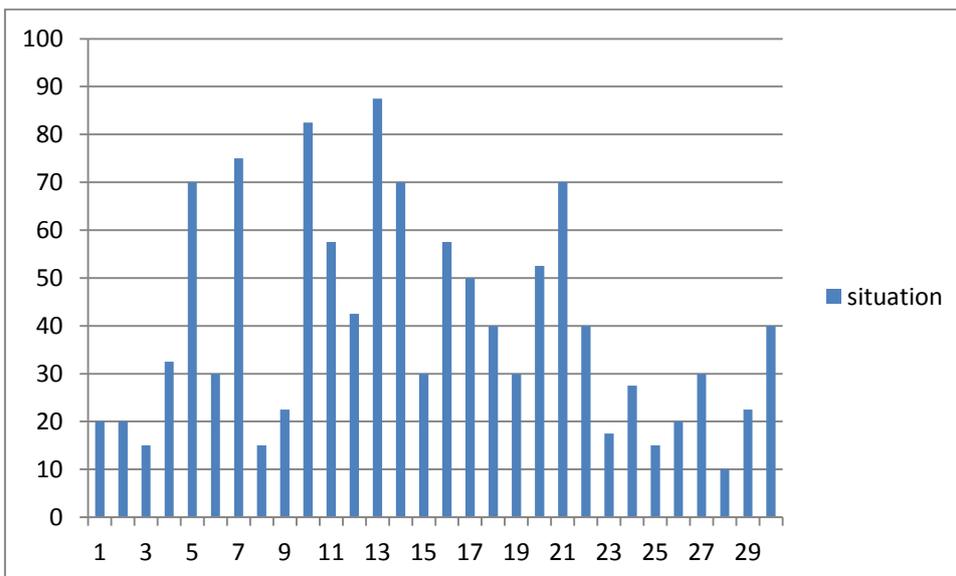
Question (Ap. 6.5)	Positive answers	Frequency %
1	8	20
2	8	20
3	6	15
4	13	33
5	28	70
6	12	30
7	30	75
8	6	15
9	9	23
10	33	83
11	23	58
12	17	43
13	35	88
14	28	70
15	12	30
16	23	58
17	20	50
18	16	40
19	12	30
20	21	53
21	28	70
22	16	40
23	7	18
24	11	28
25	6	15
26	8	20
27	12	30
28	4	10
29	9	23
30	16	40
31	13	33
32	6	15
33	11	28
34	18	45
35	33	83
36	22	55
37	25	63
38	9	23
39	32	80
40	13	33

Continuing of the questionnaire on the next page

Continuation from the previous page.

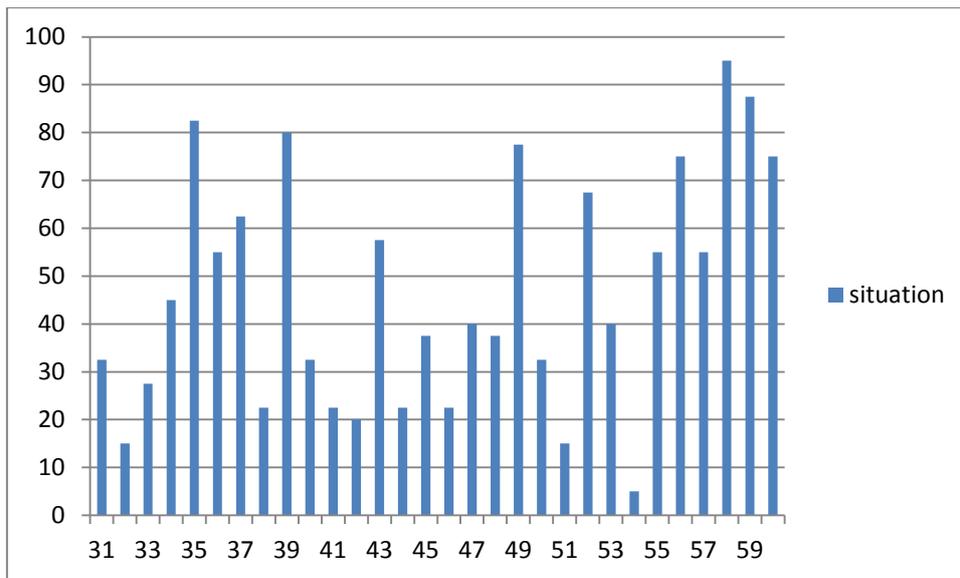
Question (Ap. 6.5)	Positive answers	Frequency %
40	13	33
41	9	23
42	8	20
43	23	58
44	9	23
45	15	38
46	9	23
47	16	40
48	15	38
49	31	78
50	13	33
51	6	15
52	27	68
53	16	40
54	2	5
55	22	55
56	30	75
57	22	55
58	38	95
59	35	88
60	30	75

Graph 6, Stress phenomena for day-time students



Continuing of the questionnaire on the next page

Continuation from the previous page.



3 Conclusion

3.1 Brief evaluation of the answers to the key questions

The assumption that the same type of stressor can affect different groups of university students differently from the results of analyzes of obtained data seems to be correct. We can make the following conclusions:

As far as sleep is concerned, students generally require more sleep. Higher requirements in this direction have day-time students. Similarly, it is also for the afternoon sleep. It is significantly less occurred, but it is again more frequent among day-time students. Tiredness after lectures is slightly increased among external students. The difference might be due to the teaching style of external students. Lectures take place in multi-class blocks without longer breaks. Lectures are also usually on Friday afternoons and on Saturdays, after the workweek. Commuting is significantly more stressful for external students than for day-time ones. External students often commute from long distances, and especially multi-day lectures cause problems with leaving from work and seeking accommodation. These difficulties for daytime students are not possible as they have possibility of living in a dormitory. Family situation cause more worries to a day-time students. We can find a reason in greater stability of families of external students – older age, children, long-term life partner, while families of day-time students tend to be disturbed by the natural process of decay due to children's maturity, morbidity and death of parents. This is also related to the low dissatisfaction of external students with partner relations, which is twice as high among day-time students. Planning and time management is considerably better for students while working, they show twice better value, as well as the difficulty in finding study materials.

Another phenomenon directly related to the study is too many study assignments. For external students, this rating is very low, but almost half of day-time students complain about it. This is closely related to the attitude towards way of teaching at the faculty. Students while working are generally satisfied with the lessons, among day-time students satisfaction is considerably lower. In contrast to this finding, the occurrence of irritability during the exam period is much higher among external students than among day-time ones.

The financial situation and the way of living are better rated by external students, again probably due to the stabilization of the family, especially in the economic sphere. The same applies to eating habits. Collective feeling is generally good, somewhat worse relations exist among day-time students. This group also gives somewhat more frequent feelings of fear, anxiety and existential uncertainty.

The last more significant differences are in the consideration of the future profession. Practically all external students want to work in the field to which the chosen school prepares them. A major impact on this is the employer's requirement to increase his /her qualification by studying at the university. However, among day-time students there is not negligible number of those who do not intend to practice the studied field.

Clearly and consistently for all the groups of students considered here, there is a need for communication technologies and dependence on them. Without a mobile phone, computers with the access to the Internet and social networking, almost no one can be.

Expected differences between students-men and students-women have also been found and confirmed.

3.2 Use of data obtained through this thesis

Understanding the findings of this thesis does not require close professional knowledge of psychology or complex mathematical apparatus. Any person for whom stress is important can use it. These findings could be especially interesting for those involved in the educational process (teachers, educators, university dining managers, librarians, trainers, doctors, parents, etc.). Negative consequences of study are defined in the thesis and the appointed ones can help to eliminate or at least limit them.

It is necessary to emphasize that the results of the thesis are only indicative and can not be taken legally or generally used. The set of respondents is not quantitatively fully representative. The qualitative side is at a good level, as there are student respondents of various universities, citizens not only of the Czech Republic, but also foreigners. Questionnaires are professional, created and consulted with a psychologist.

3.3 Postscript

Questionnaires contain a considerable amount of data that has been analyzed in only a few aspects in this thesis. This work still has great potential for deepening, both by quantitative improvement and also by developing relations of groups determined according to other aspects. If I continue my master's degree, I would like to follow this bachelor's thesis with a thesis diploma and bring it to a higher level.

4 Summary

The theoretical part deals with general problems of stress. Most often, stress is defined as the non-specific physiological response of the organism to any claim to the of stress. Stress changes in the organism is developing in three stages of general adaptation syndrome. These stages are: alarm reaction, resistance, exhaustion. The situation of an unsolvable problem is called frustration. Frustration can have both physical and psychical causes. Frustration is related to the conflict that is caused by the simultaneous action of the forces of the opposite direction on the human psyche and even on the animal. The stressor initiator is the term stress. Stressors can have physical and psychical incentives. Every incentive can become a stressor. The rise of stress is influenced by the sensitivity to the stressor, the state and characteristics of the organism, knowledges and experiences of the

individual. Stress is related to motivation and performance of the organism. Changes in psychological processes under load take place in three phases: the mobilization of psychic power, the rational solution of the situation, satisfaction or fatigue. Repeated negative stress can lead to health problems. In order to avoid this, stress must be effectively balanced with proper diet and mental hygiene.

The practical part of the thesis includes the research of stressful situations among university students. Based on the data obtained from the stress related questionnaire, a total of 70 students are involved. Due to the number of questions in each questionnaire, quite large set of data was created. Based on this file, the thesis deals with the occurrence of stress factors affecting university students, comparing the effects of stressors on different groups of students and the stressfulness intensity of students.

The most stressful effect on the students is the exam period, frequent feeling of tiredness and lack of time. Relations between student age, fatigue, fear of exams, and unpleasantness of commuting has been found, between grades and fear of exams, between commuting distance, lack of time, and unpleasantness of commuting. Differences in the effects of stressors on students-men and students-women also have been found.

On the day-time students, the same as for external students is the most stressful the exam period. Then financial situation, worrying, lack of time and a large number of study assignments. In the case of day-time students, there is the association of stressors with grades, commuting and gender.

The most common of the stress-related phenomena are digestive problems, headaches and internal tension. Here we can also see the differences between men and women.

Comparing external and day-time students proves the assumption that the same stressor can affect different groups of people differently.

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Brožura – Studijní pobyty v zahraničí, Student Agency, 2018

6 Appendices

6.1 Questionnaire Most frequent stressors for external students

Select from the list 5 items that are the most common cause of stress and number them by importance. To mark the most stressful, use the number 1, the second number 2, then the 3, 4 and the last important number 5.

	result
1 Lack of sleep	
2 Irregular day regime	
3 Lack of free time	
4 Frequent tiredness	
5 A great amount of work tasks at work or homework	
6 A great amount of study assignments	
7 Inadequate consultation dates	
8 Exams and preparation for it	
9 Finding study materials	
10 Bad relationship with classmates	
11 Unsatisfactory friend relations	
12 Unsatisfactory partner relations	
13 Absence of partner	
14 Inability to be ONLINE	
15 Disagreements with the teacher	
16 Inadequate way of teaching at the faculty	
17 Inappropriate food	
18 Financial situation	
19 Necessity of commuting	
20 Bad housing conditions	
21 Lack of time to fulfill the term tasks	
22 Family Crisis	
23 Death of a close person	
24 Dissatisfaction with current job	
25 Fear of the future	
26 Low self-confidence	
27 Significant recent change - moving, breakup with partner, .	
28 Physical pain, illness	
29 Dissatisfaction with yourself	
30 Inability to get rid of inappropriate personal habits	
31 Existential uncertainty	
32 Getting worried	
33 Fear, anxiety, tension	
34 Sadness and hopelessness	
35 Inability to relax	
36 Managing professional study field practice	
37 Lack of movement	
38 Inability to engage in personal hobbies	
39 Fear of exclusion from study	
40 Smoking more than five cigarettes a day, daily alcohol consumption	

6.2 Questionnaire YES – NO for external students

Please fill out the questionnaire heading. Then select YES or NO in the list for each situation. If you are not fully aligned with the answer, choose the more likely option. Do not think about situations too long.

Gender* male female **not suitable cross out*

Grade _____

Age _____

The last average grade _____

Permanent residence countryside small town big city

Father's Education* primary secondary secondary with GCSE university

Mother's Education* primary secondary secondary with GCSE university

I'm commuting* over 50 km to 50 km I'm a local

1	I sleep on a daily basis hours on average		
2	While studying at university I feel a lack of sleep	YES	NO
3	I often have conflicts with teachers	YES	NO
4	I often sleep as I come from work or after school	YES	NO
5	Before the exam, I'm very afraid of failure	YES	NO
6	After lecture, I feel tired	YES	NO
7	I do mind commuting to school	YES	NO
8	I think I have a little free time	YES	NO
9	The family situation worries me	YES	NO
10	I think I'll get everything I need during the day	YES	NO
11	I've already considered suicide	YES	NO
12	Finding study materials takes much time	YES	NO
13	Many study assignments load me	YES	NO
14	I often suffer from illness or physical pain	YES	NO
15	I usually take the exams earlier before the end of the term	YES	NO
16	In the exam period, I'm irritated and tired	YES	NO
17	It happens to me that I oversleep	YES	NO
18	The schedule of consultations mostly suits me	YES	NO
19	I am satisfied with the way of teaching at the faculty	YES	NO
20	If I could, I would get up later	YES	NO
21	I usually understand with my classmates	YES	NO
22	Partnership relations satisfy me	YES	NO

Continuing of the questionnaire on the next page

Continuation from the previous page

23	I have enough time for my hobbies	YES	NO
24	The financial situation often burdens me	YES	NO
25	Housing conditions suit me	YES	NO
26	At the end of the working week, I'm tired	YES	NO
27	The way I eat is good for me	YES	NO
28	I'm happy with myself	YES	NO
29	Study assignments are often challenging	YES	NO
30	I am often afraid, anxious or stressed	YES	NO
31	I feel the lack of time to fulfill the term tasks	YES	NO
32	I consume alcoholic drinks daily	YES	NO
33	I gain the power from religious belief	YES	NO
34	I'm afraid of my future existence	YES	NO
35	I practice yoga, autogenous training or other relaxation	YES	NO
36	I want to be what I'm studying	YES	NO
37	I have regular sport activity	YES	NO
38	I smoke more than 5 cigarettes a day	YES	NO
39	I have a friend I can rely on	YES	NO
40	Absence of ON-LINE connection is difficult for me	YES	NO

6.3 Questionnaire Most frequent stressors for day-time students

Select from the list 10 items that are the most common cause of stress and number them by importance. To mark the most stressful, use the number 1 the second number 2, then the 3, 4 and the last important number 10.

result

1	Bad housing conditions (even at the dorm)	
2	Necessity of commuting	
3	Financial situation	
4	Lack of sleep	
5	Lack of time for fun and relaxation	
6	Amount of tasks outside school	
7	Irregular day regime	
8	Inappropriate food	
9	Significant recent change in life	
10	Too many study assignments	
11	Too much difficulty in study tasks	
12	Exam period	
13	Finding study materials	
14	Lack of time to fulfill the term tasks	
15	Inadequate way of teaching at the faculty	
16	Managing professional study field practice	
17	Disagreements with teachers	
18	Unsatisfactory friend relations	
19	Unsatisfactory partner relations	
20	Family situation and family disagreements	
21	Inability to be ONLINE	
22	Discontent with yourself	
23	Getting worried	
24	Fear, anxiety, tension	
25	Physical pain, illness	
26	Medical procedures	
27	Sadness and hopelessness	
28	Inability to get rid of inappropriate personal habits	
29	Existential uncertainty	
30	Fear of future	

6.4 Questionnaire YES – NO for day-time students

Permanent residence	countryside	small town	big city
Father's Education*	primary	secondary	secondary with GCSE university
Mother's Education*	primary	secondary	secondary with GCSE university
I'm commuting*	over 50 km	to 50 km	I'm a local
1	I sleep on a daily basis hours on average		
2	If I could, I would sleep more		YES NO
3	I often sleep, even in the afternoon		YES NO
4	After lectures, I tend to get tired		YES NO
5	I would like to relax more		YES NO
6	I feel a lack of time		YES NO
7	I can organize time so everything I want to do, I will make		YES NO
8	A great amount of study assignments loads me		YES NO
9	Study assignments are too demanding		YES NO
10	The exam period is stressful to me		YES NO
11	I am irritated during the exam period		YES NO
12	Finding study materials takes much time		YES NO
13	I feel the lack of time for the term assignments		YES NO
14	I do not like the way of teaching at the faculty		YES NO
15	I often have conflicts with teachers		YES NO
16	Absence of ON-LINE connection is difficult for me		YES NO
17	I do not like housing conditions		YES NO
18	Commuting is unpleasant for me		YES NO
19	The financial situation is affecting me		YES NO
20	I have bad eating habits		YES NO
21	Friendly relationships satisfy me		YES NO
22	I am not satisfied with the partnership relations		YES NO
23	Family situation and disagreements make me worried		YES NO
24	I am dissatisfied with myself		YES NO
25	I am often afraid, anxious and tensed		YES NO
26	I have already considered suicide		YES NO
27	I suffer from illnesses and physical pain		YES NO
28	I am afraid of future		YES NO
29	I am satisfied with the study group		YES NO
30	I want to be what I am studying		YES NO

6.5 Stress phenomena for day-time students

Mark the answer that best describes your feelings, states, and actions

1	Are you feeling anxious even without obvious cause?	YES	NO
2	Are you afraid of small closed spaces?	YES	NO
3	It is said to you that you are too conscientious?	YES	NO
4	Do you feel a headache or dyspnea, even if you are healthy?	YES	NO
5	Can you think so quickly and reliably as before?	YES	NO
6	Do you easily get doubt in your opinions?	YES	NO
7	Do you keep the promise even if it brings you inconvenience?	YES	NO
8	Have you ever been faint even without the disease?	YES	NO
9	Do you ever think of getting an incurable disease?	YES	NO
10	Do you agree with the proverb "purity half of health" ?	YES	NO
11	Do you ever feel sick to your stomach?	YES	NO
12	Do you feel that life is too difficult?	YES	NO
13	Can you sometimes "flicker" in front of others?	YES	NO
14	Do you become angry and do not control your actions?	YES	NO
15	Do you feel a sense of insecurity and restlessness with no obvious cause?	YES	NO
16	Do you feel more relaxed if you are at home?	YES	NO
17	Do you ever have unreasonable thoughts?	YES	NO
18	Do you experience tingling or stitching around the body, limbs?	YES	NO
19	Do you regret some of your past behavior?	YES	NO
20	Do you think you are too emotional?	YES	NO
21	Do you think of ideas that no one else can know?	YES	NO
22	Are you experiencing panic attacks?	YES	NO
23	Do you feel insecure in the means of transport?	YES	NO
24	Are you most happy when working?	YES	NO
25	Do you have an absence of appetite lately?	YES	NO
26	Do you wake up unintentionally early?	YES	NO
27	Are you happy to be in the center of attention?	YES	NO
28	Are all your habits good?	YES	NO
29	Do you feel excessively worried?	YES	NO
30	Are you happy to be alone?	YES	NO

Continuation of the questionnaire on the next page

Continuation from the previous page.

31	Are you a stickler?	YES	NO
32	Do you feel tired even after a little exertion?	YES	NO
33	Do you have a longer period of sadness?	YES	NO
34	Do you use current circumstances for your benefit?	YES	NO
35	Do you ever say some gossip?	YES	NO
36	Are you feeling tensed?	YES	NO
37	Are you feeling unnecessary worried when someone in the family does not arrive in time?	YES	NO
38	Do you have to over-control what you are doing?	YES	NO
39	Do you asleep lightly?	YES	NO
40	Do you have to make much effort to solve the problems?	YES	NO
41	Do you often spend much money for unimportant things?	YES	NO
42	Do you always comply with traffic regulations?	YES	NO
43	Have you ever felt absolutely exhausted?	YES	NO
44	Are you afraid of heights?	YES	NO
45	Do you mind disturbing your normal lifestyle?	YES	NO
46	Do you often suffer from excessive sweating or pounding of the heart?	YES	NO
47	Do you have the need to cry?	YES	NO
48	Do you like exciting, risky situations?	YES	NO
49	Does happen to you that you come somewhere late?	YES	NO
50	Do you have bad dreams?	YES	NO
51	Do you feel worried if you are in the crowd?	YES	NO
52	Is your sexual interest reduced during exam period?	YES	NO
53	Do you feel unnecessary worried about irrelevant problems?	YES	NO
54	Do you sympathize with other people?	YES	NO
55	Do you ever have a tendency to pose or pretend?	YES	NO
56	Do you have to talk to people you do not like?	YES	NO
57	Do you sometimes talk about things you know little about?	YES	NO
58	Are you nervous if you do not have a phone?	YES	NO
59	If you can not go online, you do not feel well.	YES	NO
60	Do you have a lot of virtual friends?	YES	NO