

Impact of Stress among College Students in Prayagraj District, Uttar Pradesh

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ABSTRACT

The present study was planned to assess and find out the impact of stress among college students across gender and socio economic groups among adolescent boys and girls in the age group of 17 to 21 year. Exploratory research design was adopted for the present study and survey method was used to collect the data from college students. A sample of 300 respondents from which 150 urban students and 150 rural students, wherein 75 boys (25 each from lower, middle and upper socio economic groups) and 75 girls (25 each from lower, middle and upper socio economic groups) were selected through stratified random sampling technique. The socio economic status (SES) of the sample was ascertained using Kuppuswamy (1962) revised version of 2014 and student stress scale (Agrawal 2012) were used to identify the stress among college students. The result revealed that all the respondents were facing stress in which girls had higher stress as compared to boys. The study also revealed a significant difference among gender as well as socio economic group, in which respondents from upper socio economic group were suffering from higher level of stress as compared to their counterparts from middle and lower socio economic groups in both gender.

1. Introduction

The developmental period of an individual is during the student time and hence it is known to be the crucial time of life. College is a stressful period for many young adults as they go through the process of adapting to new social and educational environments. College may be even more stressful for students who have the added efforts of learning different educational knowledge in addition to academic preparation. Some students, the frustrations and challenges of campus life appear to lead to severe emotional problems. Undergoing change at a rapid movement during the college life often leave the students stressed, they may trap to depression, anxiety, headache and irritability. Stress is a subject which is tough to avoid. **Hughes (2005)** remarked that stress contributes to anxiety, which in turn interferes with students' academic performance. Students, during their college life are generally stressed over grades, relationships, rising cost of studying, life on campus, uncertainty about job prospects and parental pressures, which they find difficult to cope with.

Students act to college in a variety of ways. For few students, college is stressful because it is an immediate change from high school, separation from home. For others, modern study material and campus is a source of stress. Although some stress is mandatory for personal growth to occur, the amount of stress can overwhelm a student and affect the ability to manage. Some researcher differentiated two types of stress: acute and chronic. Acute stressors can convert into chronic stressors, if they prevail for a longer time. Stress is critical to be able to recognize the signs and

symptoms of too much stress such as physical symptoms: Recurring colds and minor illness, Increased frequency of headaches, Frequent muscle aches and/or tightness, Fatigue and emotional symptoms: Anger, Being more irritable, Increased levels of frustration or disorganized than usual, Increased difficulty in getting things done, Feelings of hopelessness in coping with life, Greater sense of persistent time pressure (**The University of Illinois at Chicago, 2006**). Hence the present study entitles "Level of stress among college students in Prayagraj district, Uttar Pradesh" was planned with the objective.

2. Objective

To assess and find out the level of stress among college students across gender and socio economic groups.

3. Materials and Methods

The study was conducted in Prayagraj district due to east accessibility and economic viability. -College students in the age group of 17 to 21 years were selected from various colleges of Prayagraj district for the present study. A sample of 300 respondents from which 150 urban students and 150 rural students in which 75 college going boys (25 each from lower, middle and upper socio economic groups) and 75 college going girls (25 each from lower, middle and upper socio economic groups) were selected through stratified random sampling technique. . The socio economic status (SES) of the sample was ascertained using **Kuppuswamy (1962)** revised version of 2014 and student stress scale (**Agrawal 2012**) were used for survey. Data was coded,

tabulated and analyzed using various statistical tests such as Mean, Standard Deviation, t-test, p-value and ANOVA.

4. Result and Discussion

Table 1 Comparison of boys and girls belonging to different socio economic groups based on their level of stress

Socio economic Status	Boys		Girls		t-cal	p-value
	Mean	SD	Mean	SD		
Upper SES (n=50)	328.22	26.46	346.10	28.27	3.81**	0.000
Middle SES (n=50)	314.10	28.43	332.20	21.12	3.61**	0.000
Lower SES (n=50)	302.54	27.60	310.8	16.50	1.81*	0.072

n= Total, SD= Standard Deviation, SES= Socio Economic Status

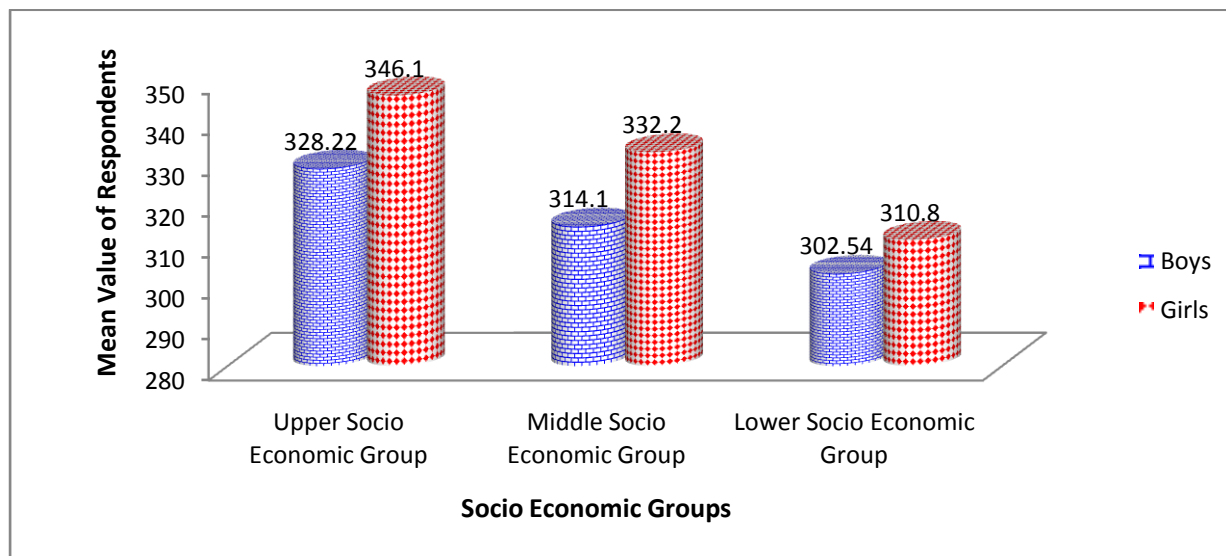


Figure 1 Comparison of boys and girls belonging to different socio economic groups based on their level of stress

Table 1 and figure 1 shows the comparative analysis of boys and girls belonging to different socio economic groups on the basis of their attitude towards stress. In case of respondents from the upper socio economic group, it was evident from the table that there lies a strongly significant gender variance in stress among the boys and girls were (t= 3.81, p= 0.000). The mean values further indicated that girls in this group had slightly more negative attitude towards stress as compared to their male counterparts. A highly significant gender variance regarding stress was also evident among both boys and girls belonging to the middle socio economic group (t= 3.61, p= 0.000). The mean values further indicated that boys in lower socio economic group and middle socio economic group had more negative attitude towards stress as compared to their female counterparts. From the

table it is evident that there lies a significant difference among boys and girls belonging to lower socio economic group with regard to their attitude towards stress as the t-value were found to be 1.81 and p-value 0.072. Mathew (2017) revealed same study that each student is suffering from different kinds of stress and they do not have proper level of coping strategies. The main stress for the students are time concerns, economic issues and some of the academic factors for stress in students. The study examined that stress problems had highly affected with the person have stress and poor coping strategies Use of effective coping strategies helps the college students to deal with their stress. Goodman (1993) also stated that stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed.

Table 2 ANOVA for stress among the respondents

Sources of variance	Degree of freedom	Sum of square	Mean of square	f-cal	f-tab (5%)
Due to Socio economic status	2	51158.45	25579.22	7.42*	2.84
Due to gender	1	18455.36	18455.36	5.35*	3.69
Due to error	295	1016949.51	3447.28		
Total	299	1126123.4			

The above table 2 showed the analysis of variance of stress among the respondents. It was seen from the table that socio-economic status and gender have a significant impact on stress among the college going students as the calculated

value of F is 7.42 and 5.32 respectively which is more than the tabulated value of F i.e. 2.84 and 3.69 respectively at 5 percent of significance. Academic, social, family and health problems all play an important role in the development of

stress. All factors were the most important stressors; hence the need for specific and targeted measures to decrease substantially the burden of stress on the students. The main source of stress financial, family, social, education, ego-threat, bereavement, separation, personal setback and health of others. Stress may usually cause behavioural, physical and psychological problems. **Prabhu (2015)** revealed a significant result that the urban student's stress was higher than rural student. **Sonali (2016)** concluded that socio-economic status has a significant impact on the academic stress as low socio-economic status and its correlates, such as lower education, poverty, and poor health, ultimately affect our society as a

whole. **Jha et al. (2016)** also identified that significant differences in the level of stress was found across gender.

5. Conclusion

The result revealed that all the respondents were facing stress in which girls have a higher stress as compared to boys. The study also revealed a significant impact among gender as well as socio economic group, in which respondents from upper socio economic group were more suffering from stress as compared to their counterparts from middle and lower socio economic groups in both gender.

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