

# Stress Among University Students

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## Abstract

This study is an effort to explore Stress among university students. The sample consisted of 50 BED (Bachelor of Education) students and 50 MBA (Master of Business Administration) students from Aligarh Muslim University Centre Murshidabad West Bengal, total 100 students. Normative survey method was used for the study. The study used convenient sampling method. The entitled title is "Stress among University students". Stress is a universal phenomenon that affects each and every one of us. It plays a crucial role in our lives, as without it, we would lack the motivation and drive to achieve anything. However, when stress becomes overwhelming, it can have detrimental effects on our well-being. The key lies in finding the right balance of stress that pushes us out of our comfort zone and propels us forward. This delicate equilibrium is disrupted when the emotional and physical toll of negative experiences surpasses our body's capacity to cope with them. Excessive pressure and demands placed upon us can trigger adverse reactions, both mentally and physically. Our body's response to change necessitates adjustments on a physical, mental, and emotional level. In addition, other factors may also affect our stress levels. In the end, stress results from a person's perception that the demands made on them are greater than their personal and social resources.

**Keywords:** Apathetic, Adjustment, Emotional And Stress.

## 1. Introduction

Stress is the body's response to any kind of stress. It can be triggered by both positive experiences and negative experiences. When someone feels stressed by something happening in their life, their body reacts by releasing chemicals into their bloodstream. These chemicals give the person more energy and strength. This extra energy and strength can be detrimental if the stress is due to an emotional trigger and there is no way to get rid of it. The activation of the nervous system and specific hormones is how the human body responds to stressors. The hypothalamus communicates with the adrenal glands, prompting them to increase the production of adrenaline and cortisol, which are then released into the bloodstream. These hormones affect the body in a number of ways, including raising blood pressure, metabolism, heart rate, and breathing rate. Furthermore, blood arteries enlarge to provide main muscle groups with increased blood flow, readying them for action. While the liver releases stored glucose to provide the body with additional energy, pupils dilate to improve eyesight. Sweat is also produced to control body temperature. Together, these physiological alterations allow an individual to react quickly and efficiently to the demands of the circumstance.

### Types of stress

There are two perspectives to consider when it comes to stress, apart from determining whether it is "good stress" or "bad stress". From a physicist's perspective, stress is a force applied to an object that can

cause deformation or strain. On the other hand, from a psychological perception, stress can be classified as either "good" stress or "bad" stress. Good stress, also known as eustress, can actually be enjoyable, exciting, and invigorating, especially in the short term. For instance, when we face a sudden danger and successfully resolve the situation, we may feel pumped and exhilarated. Similarly, moments like racing to meet an exciting deadline, getting ready for our wedding, or skiing down a slope can generate a sense of eustress. This type of stress keeps our energy levels high and can be beneficial. It can enhance our performance, making us faster and more efficient in completing tasks. Additionally, eustress can strengthen our muscles, improve heart function, increase stamina, and sharpen our thinking abilities. Some experts even suggest that eustress can boost our immune system, helping our bodies resist infections. On the other hand, bad stress, known as distress, can have detrimental effects on our well-being. When we experience distress, we often undergo significant changes and may even feel broken inside. Distress is characterized by various symptoms that indicate this internal turmoil.

### **Causes of stress**

Spouse's death, Divorce, Marriage separation, Jail term. Death of a close relative or friend, Injury or illness, Marriage, fired from job, Marriage reconciliation and Retirement.

### **Causes of stress among university students**

Although it can be intimidating, university is a brand-new and exhilarating time. Many of the novel experiences, learning opportunities, and potential for personal development that come with a university setting can result in excessive stress levels, which make it more difficult for students to make friends and succeed academically. It's critical to identify the causes of stress in order to keep it from getting out of control or crippling.

- Financial,
- Relationships
- Physical causes of stress
- Grades, mental stress
- Emotional stress
- Physical stress

### **Symptoms of stress**

Headache, depression, fatigue, nausea, irritability, moody, stop thinking, loss of concentration, forgetfulness, nerves, emotional, sleeplessness, indigestion, sweaty palms, pain in the neck, worry about the future, low self esteem, feeling scared, phobias, frequent colds, flu and infections and skin problems like eczema, psoriasis and itching etc. are the symptoms of stress.

## **2. Review of the Literature**

Adedamola, Oyebade Akin, Adeleke Abisoye Abiola et.al (2022) conduct study on Stress among university students in Osun state, Nigeria. The study conducted A cross-sectional survey method to examine the stress levels among 111 University students in Osun State. The survey utilized Google Form, an online data collection tool, to gather information. The Perceived Stress Scale (PSS), a ten-item questionnaire, was employed to assess the extent to which students perceived life situations as stressful. The study found that that the majority of students said they were under moderate stress. In the analysis of stressors, the mean ratings for social and academic stress were greater than those for physical and psychological stress. As a result, the study draws the conclusion that student stress can result in poor decision-making, absenteeism, self-medication, and addiction to alcohol and tobacco products.

Prolonged exposure to stressful situations can also cause memory loss, serious health problems, strained relationships with friends and family, and a drop in academic performance. Georgia Barbayannis Mahindra Bandari et al (2022) conducted a study in United States Academic Stress and Mental Well-Being in College Students: Correlations, Affected Groups, and COVID-19. The study observed that grade levels and gender had the strongest correlation. More precisely, there was a higher burden of coursework and a lower psychological well-being for non-binary and second-year students. Furthermore, the COVID-19 pandemic-related stress disproportionately affected women, non-binary students, and upper-level students. Jayasankara Reddy.K, MS. Karishmarajanmenon and Anjanathattil.B (2018) studied Academic Stress and its Sources among University Students. The study's findings indicate that academic stress continues to be a significant problem that has a negative impact on the mental health and overall well-being of students. Additionally, there were observed differences in how stress is experienced among different academic streams. Therefore, it is crucial to address this issue comprehensively, taking into account personal, social, and institutional aspects. Various methods such as biofeedback, yoga, life skills instruction, mindfulness meditation, and psychotherapy have been found to be effective in reducing students' stress levels. Professionals in the field can tailor interferences for students by uniting the most successful strategies, once they have a thorough understanding of the various sources of stress. Ultimately, improving students' overall well-being will not only benefit the individuals themselves but also enhance the overall productivity of the institution. Michaela C. Pascoe, Sarah E. Hetrick & Alexandra G. Parker (2020) conducted study The impact of stress on students in secondary school and higher education. The study conclude that the academic stress is a key issue for secondary students and tertiary students. A major goal for change is to strengthen students' stress management skills and competencies. Continuous stress related to education has been linked to poor learning outcomes, poor academic performance, poor education and employment outcomes, poor sleep quantity and quality, poor physical health, poor mental health, poor substance use outcomes, and more. Yikealo D. Tareke W. Karvinen I. (2018) examined The Level of Stress among College Students: A Case in the College of Education, Eritrea Institute of Technology. The study finds that the majority of college of education students experience moderate levels of stress, and that the students' levels of stress were found to be higher in the academic and environmental domains. The social, psychological, and physiological aspects of stress were not very high, according to the pupils. According to the study, there is no statistically significant difference between gender and stress level. It was discovered that individuals, both male and female, were under moderate stress.

### 3. Objectives of the study

- To find out the stress levels among university students due to variation in their Gender (Boys, Girls)
- To find out the stress levels among university students due to variation in their course of study (BED, MBA)

### 4. Hypothesis of the study

- There would be no significant difference in the stress levels of University students due to variation in their Gender (Boys, Girls).
- There would be no significant difference in the stress levels of University students due to variation in their course of study (BED (Bachelor of Education), MBA (Master of Business Administration)).

## 5. Methodology

The study used the normative survey method to study and describe the Stress among University Students.

### Sampling

The sample of the present study is students of BED (Bachelor of Education) and students of MBA (Master of Business Administration) in Aligarh Muslim University Centre Murshidabad West Bengal. For the purpose of the present study the investigator selected 40 students from BED (Bachelor of Education) and 60 students from MBA (Master of Business Administration) by using simple random sampling technique. Thus the total sample of the present study is 100 university students.

### Tool

To study the present problem, the investigator adopted Student Stress Scale (SSS) developed by Dr. Zaki Akhtar (2011) Jamshedpur. Student Stress Scale consisted of 51 numbers of statements related to the major kind of stress prevalent in the adolescence student's life in the contemporary world, and covers all kinds of situations dealt by the students.

### Reliability

Two types of reliability were estimated. The reliability of the coefficient alpha was estimated for the first internal consistency. This speaks to the degree to which the scale's items are connected to one another. The evaluation of the same is shown in the high internal consistency. Coefficient alphas or internal consistency from a sample of six hundred students who answered the survey. At the 0.01 level of significance, this coefficient alpha, which was determined to be 0.78, is significant. Retest reliability, the second test, measures consistency across time. Over a four-week period, the scale's test-retest reliability was 0.71.

### Validity

The test developed in India by Agarwal and Naidu to gauge students' life stress levels was used to determine validity. The validity of Student Stress Scale was 0.72.

## SCORING

The Student Stress Scale consists of fifty-one (51) items, each with five (5) options: Always, Often, Sometimes, Rarely, and Never. The test's mathematical outcome is derived from the scoring of these 5 (five) choices. Since the 5-point rating system has been adhered to, scores ranging from 1 to 5 are provided, with Never being the starting point. so that a high total indicates the indicator's strength, or its high recurrence, and vice versa. A few unfavorable objects have scores ranging from Never to Always, with a 5-1 rating. On the Student Stress Scale, 255 is the greatest score and 51 is the minimum. Thus, 51–255 is the range of the Student Stress Scale and very good rating.

### Data collection

The student stress scale was administered on students of Aligarh Muslim University, Centre Murshidabad West Bengal. Before administering the inventory, the subjects were briefed about the purpose of the study and the need of their involvement infusing valid information. To study in a scientific way. They were assured that the information given by them would be kept confidential. If they had any doubts they were encouraged to ask for clarification. Lastly the pupils were asked to read the instructions silently by themselves and asked to proceed.

Student Stress Scale is a close ended one with five-point scale rating from Always, Often, Sometimes, Rarely and Never. After completing of the questionnaire the investigator collected the booklets from the subjects and scored as per the score procedure.

**Statistical techniques used**

The analysis of data on stress scores of intermediate students was carried out of computing the descriptive statistics such as Percentage, Mean, and Standard Deviation were calculated. The significant tests “t” test was used in this study.

**6. Result and discussing**

**Hypothesis: 1**

There would be no significant difference in the stress levels of university students due to variation in their Gender (Boys, Girls).

S.No	Variable	Number of sample	Mean	S.D	t -value
1	Boys	54	160.45	14.7	1.38 @
2	Girls	46	156.8	11.65	

Note: @ Level of significance: Not significant at 0.05 level

From the above table No.1 it is obvious that the expressed responses of the university students both Boys and Girls were distributed and “t” value was calculated. The obtained “t” value is 1.38 which is less than the table value 1.98 and not significant at 0.05 level. Therefore, it can be said that the Gender does not have any significant influence and stress levels. Hence it can have said that the formulated hypothesis. “There would be no significant difference in the stress levels of university students due to variation in their Gender (Boys, Girls).” Is rejected. It can be concluded that compared to Girls (M-156.8) Boys exhibited high stress (M-160.45) may be it is due parental high aspirations with respect to the male child.

**Hypothesis: 2**

There would be no significant difference in the stress levels of university students due to variation in their course of study (BED (Bachelor of Education), MBA (Master of Business Administration)).

S.No	Variable	Number of sample	Mean	S.D	t -value
1	BED	40	162.5	16.95	2.66**
2	MBA	60	154.2	9.6	

Note: \*\* Level of significance: significant at 0.05 level

From the above table No.2, it is obvious that the expressed responses of the university students both BED and MBA were distributed and “t” value was calculated. The obtained “t” value is 2.66 which is greater than the table value 1.98 and significant at 0.05 level. Therefore, it can be said that the Subject Groups significantly influence and stress levels of university students. Hence it can have said that the formulated hypothesis. “There would be no significant difference in the stress levels of university students due to variation in their course of study (BED (Bachelor of Education), MBA (Master of Business Administration))” is accepted.

It can be assumed that the students of BED (Bachelor of Education) students exhibited high stress (M-162.5) then the students of MBA (Master of Business Administration) students (M-154.2) may be it is due to professional factors.

## 7. Findings

- Most of the Girl students revealed low stress compared to Boys
- Students of MBA (Master of Business Administration) exhibited low stress compared to BED (Bachelor of Education) students

## 8. Conclusions

Now a days Stress is a common phenomenon of every day life. It plays a crucial role in all walks of human life i.e. it effects the social activities, health and academics also. Academic stress is a kind of state stress which related to the academic environment i.e. academic institutions includes the subjects and teachers. Therefore, teachers are the key persons in helping the students to come out of the High stress levels which are hampering the progress of the study. It is not only duty of teachers, parents too have to take institution to make the by a joyful ones and also encourage their children to use alternative stress relaxation techniques like to listening music, playing indoor as well as outdoor games etc. The Educational institutions should also provide a stress free environment. Therefore, the students may excel on their subjects freely without facing any stress disorder problems.

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