

# A Descriptive Study on Stress and its Impact Among Students

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### Abstract

*In the contemporary educational landscape, stress among students has emerged as a significant concern affecting their overall well-being and academic performance. This descriptive study aims to comprehensively examine the nature of stress experienced by students and its impact on various facets of their lives. Employing a mixed-methods approach, data will be collected from a diverse sample of students through surveys, interviews, and focus group discussions. Quantitative analysis will provide insights into the prevalence and intensity of stressors, while qualitative methods will explore the subjective experiences and coping mechanisms adopted by students. The study will delve into the sources of stress, including academic pressure, social relationships, financial constraints, and personal factors. Additionally, it will investigate the repercussions of stress on students' mental health, physical health, academic achievement, and overall quality of life. Findings from this research will contribute to a deeper understanding of the complex interplay between stress and student well-being, thereby informing the development of targeted interventions and support services within educational institutions to mitigate the reverse effects of stress and foster a conducive learning environment.*

### Introduction

Stress is the psychological and physical response encountered when an individual perceives a challenge or demand. It is particularly prevalent among students, who often grapple with academic pressures and the demands of personal life in a highly competitive environment. Students are encouraged to develop skills to manage stress effectively and overcome its impact.

Stress triggers a series of adaptive responses at both systemic and cellular levels within the body. It directly influences brain function and can lead to a malfunction if stress is not adequately managed. Failure to adapt can also bring about a variety of physiological and psychological problems including depression, anxiety, pain, and burnout.

Physiologically, stress can contribute to diseases affecting reproduction, cardiovascular health, metabolism, and gastrointestinal systems. These conditions are influenced by genetic and developmental factors that vary among individuals, although symptoms can sometimes be similar.

From a physical perspective, as described by Wheeler (2007), stress is analogous to the physics concept of force exerted on an object. In life, it equates to the 'force' or pressures placed upon us by challenges such as financial strain, health issues, and interpersonal

conflicts. While these pressures can originate externally, often they are a product of internal worries, fears, regret, discouragement, and lack of self-esteem. It is essential to recognize both the external and internal sources of stress to address them effectively.

Therefore, stress is basically force applied to a person and may result in a strain which is as a result of an unmanaged stress that is when a person is not able to handle a challenge or problem encountered strain result. To some people, the effect is minimal which means they are able to endure pressure while in others the effect is enormous and have an adverse effect.

The educational system also plays an enabling role subsequently leading to increased stress levels experienced by students. Some of the sources include overcrowded lecture halls, semester grading system, inadequate resources and facilities, vastness of syllabus, long hours and expectations of rote learning. Parents and institutions relentlessly instill the fear of failure which affects their self-esteem and confidence. Increased expectations as one of the factors responsible for increased stress levels.

## **Objectives**

### **Primary Objectives**

- To identify the level of stress and the factors causing stress among the students.
- To analyse the impact of stress on academic stress.

### **Secondary Objectives**

- To find the most effective techniques to reduce stress.
- To find out the impact of stress on health.
- To find out the impact of stress on family.

## **Methodology**

### **Sources of Data**

#### **Primary Data**

Primary source of data collection was done through questionnaire and the data collected from the students at different levels of age to know how mentally they are capable to handle their stress. Questionnaire.

A questionnaire comprises of a series of questions that is used for the purpose of gathering information from the respondents. The time and convenience of the respondents must be kept in mind. The respondents were asked a series of questions and their answers were recorded. The questionnaire was framed using closed ended questions comprising of multiple choices. It was divided into two parts.

- Part 1 - General Information
- Part 2 - Academics and family life

#### **Secondary Data**

The Secondary data is collected from brochures, catalogues and other published records or articles of stress management.

## **Literature Review**

Reddy et al. (2018) discovered that stress levels can vary among students based on their field of study. Tackling stress is crucial at personal, social, and institutional levels. Techniques like receiving feedback, practicing yoga, acquiring life skills, mindfulness, meditation, and undergoing psychotherapy are effective methods for managing stress. Pinpointing the primary causes of stress

is essential for addressing it. Professionals can then craft customized strategies to help individuals cope with stress. Ensuring the holistic well-being of students benefits not only the individuals but also the educational institutions they belong to.

Sharma et al. (2016) in their study stated the use of various methods to curb stress. Doing one physical exercise on basis can address the concern of stress. One can also adopt to various time management tools and get involved with leisure activities which can benefit students. Also, it was suggested that colleges should have a conducive ambiance to curtail the stress. Change in the style of delivery from teachers end and providing mentors can bring fresh air to the teaching style.

Dr.Smritikana Ghosh (2016) conducted a study on academic stress among government and private high school students her study findings included that the students in private high school have higher stress than students studying in government high schools. Female also has more stress than male student.

Sarita and Sonia (2015),conducted research on academic stress among student’s role and responsibilities of parents. The study findings revealed that there is academic pressure from both parents and students themselves. When they fail to achieve the demands or failure in satisfying their needs it turns into stress and depression. Hence parents and caregivers need to understand the aspect and try to help the student to overcome the stress.

Kaur (2014) acknowledged that mental health of teenagers get affected due to academic stress. Girls with academic stress was found to have poor mental health as compared to the boys. This was accounted on the study that parents at times put pressure and strain on students that leads to deteriorated mental health.

Khan and Kausar (2013) concluded that definitely impacts the academic performance in a negative way though no significant difference was found as per the gender. The difference was evident between junior and senior students. Stress ,for sure ,effect the ability to study efficiently and managing the time. Studying regularly is important, this helps reduce the academic pressure and help them fulfil their goals.

Busari (2012) found that stress was leading to depression among secondary school students and is linked with affect on academic achievement. Introduction to preventive measures , teaching life skills and other therapeutic techniques should be taken into serious consideration.

Kurt D. Michael et al (2006) , study regarding depression among college students. The study findings revealed male college students presented with increased the levels of stress. It also concluded that Male college students 7ehavior alcohol and substances to reduce the symptoms of depression but simultaneously , they refused to take medical help.

**Data Interpretation and Analysis**

**How Many Hours a Day do you have Classes ?**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid more than 5 Hours	86	33.1	33.1	33.1
5 Hours	87	33.5	33.5	66.5
4 Hours	50	19.2	19.2	85.8
3 Hours	21	8.1	8.1	93.8
Less than 3 Hours	16	6.2	6.2	100
Total	260	100	100	

**Interpretation:** 33.5% of respondents are having 5 hours of classes.

### Do you Spend Time with Your Family ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	203	78.1	78.1	78.1
No	57	21.9	21.9	100
Total	260	100	100	

**Interpretation:** 78.1% of respondents are spending time with their family.

### How Much Time do you Spend with Your Family?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 Hour	54	20.8	21.8	21.8
1 Hour	51	19.6	20.6	42.3
2 Hours	51	19.6	20.6	62.9
More than 2 Hours	92	35.4	37.1	100
Total	248	95.4	37.1	

**Interpretation:** 37.1%.of students spending more than two hours with their family.

### Things you do to Control your Academic Stress

Ways to Control Stress	Percentage
Take a nap	5%
Spend time with loved ones, Physical Exercise	1.9%
Listen to Music, Spend time with loved ones, Physical Exercise, Take a nap, Positive Thinking, Others	1.9%
Listen to Music, Spend time with loved ones, Physical Exercise, Take a nap, Positive Thinking	2.7%
Physical Exercise	3.8%
Listen to Music, Spend time with loved ones, Positive Thinking	1.9%
Listen to Music, Positive Thinking, Others	2.3%
Listen to Music, Physical Exercise, Take a nap, Positive Thinking	1.9%
Listen to Music, Spend time with loved ones, Physical Exercise, Take a nap	2.3%
Listen to Music, Physical Exercise	2.3%
Spend time with loved ones	7.7%
Positive Thinking	1.9%
Listen to Music	16.2%
Listen to Music, Spend time with loved ones, Physical Exercise	3.1%
Listen to Music, Physical Exercise, Positive Thinking	1.9%
Listen to Music, Positive Thinking	1.9%
Listen to Music, Spend time with loved ones, Take a nap, Positive Thinking	5.4%
Listen to Music, Spend time with loved ones, Physical Exercise, Positive Thinking	1.5%
Listen to Music, Spend time with loved ones, Take a nap	5%
Listen to Music, Take a nap	3.1%
Others	5.8%
Listen to Music, Spend time with loved ones	2.7%

**Interpretation:** Maximum number of respondents listen to music at 16.2% to control the stress.

**Do you Talk about Your Stress to your Parents?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	31.5	31.5	31.5
No	128	49.2	49.2	80.8
Maybe	50	19.2	19.2	100
Total	260	100	100	

**Interpretation:** 49.2% of respondents are not talking about their stress to their parents.

**Do you have Extra Classes beyond College Hours ?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	57	21.9	21.9	21.9
No	119	45.8	45.8	67.7
Sometimes	84	32.3	32.3	100
Total	260	100	100	

**Interpretation:** 45.8% of respondents are not having extra coaching classes.

**Do you Feel Stressed While Travelling to School or College ?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	59	22.7	22.7	22.7
No	124	47.7	47.7	70.4
Maybe	77	29.6	29.6	100
Total	260	100	100	

**Interpretation:** 47.7% of respondents are not feeling stressed while travelling to school or college

**Findings**

- Maximum number of students spending more than two hours with their family at 37.1%. So the students are interested to spend time with their family.
- Maximum number of students listen to music to reduce the stress at 16.2%. So maximum number has interested in listening music. It clearly states that music plays a vital role in the life of students.
- Majority of students felt that they often engage in yoga than other physical activities.
- Majority of students felt that they experience the symptom, loss of appetite.

Based on results collected through the use of the inventory of student’s recent life experiences, we conclude that,

- There is a significant difference between gender of student and their source of stress.
- There is a significant difference between the classification of the students and their sources of stress.

**Recommendation**

- Set personal and professional objective.
- Keep them organized and planned.
- Time management.
- Up-to-date the course work.
- Get involved with various activities.

- Maintain communication with family.
- Form healthy relationships.
- Share views and problems with someone.
- Adolescents should develop competencies (academic, life, personal skills).

## Conclusion

Effective stress management is beneficial for one's health and can make a significant difference in how stress affects individuals, especially students. A primary source of stress for students often comes from a lack of adequate support and rigid evaluation systems that may not encourage creativity or exploration. Self-preparation and resilience are key; individuals should focus on proving their worth through action rather than worrying about others' perceptions. Embracing imperfections is important, as is engaging in diverse relaxation techniques. Maintaining a positive attitude and finding joy in one's actions, whether by pursuing passions or finding aspects to love in necessary tasks, is crucial for well-being. Time management is another important tool to combat stress, allowing for a balanced schedule that includes regular physical exercise. This can enhance concentration, increase academic productivity, and act as a stress deterrent. The adverse effects of educational stress are wide-ranging, impacting learning capacity, academic performance, education and employment outcomes, sleep patterns, physical health, mental health, and substance use. Therefore, improving students' stress management skills is a significant area for intervention, aiming to enhance their overall well-being and success.

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