

# TO STUDY STRESS AND COPING BEHAVIOUR IN UG STUDENTS OF VAISHALI

**Abha Rani Sinha\* & Deepshikha Singh\***

\*Professor, Head Dept. of Psychology Vaishali Mahila College, Hajipur (Vaishali)  
B.R.A. Bihar University, Muzaffarpur (Bihar)

\*\*Research Scholar Dept. of Psychology B.R.A Bihar University, Muzaffarpur (Bihar)

Received: May 24, 2018

Accepted: June 28, 2018

## ABSTRACT

*The present study was conducted on 120 (60 male and 60 female) sample of UG students from different (rural and urban) areas of vaishali district in Bihar. The purpose of this study was to determine the relationship between stress level and academic achievement among students and coping strategies they adopt during stressful situation. Student's Stress Scale developed by Dr. Manju Agrawal and self-prepared Personal Data Sheet were applied on selected sample. The obtained data were compiled and statistically analyzed. The results revealed that: (I) Female students are more stressed than male students. (II) Urban students are more stressed than rural students.*

## Keywords:

## INTRODUCTION:

As per Oxford dictionary, stress is defined as “a state of affair involving demand of physical or mental energy”, it is a condition or circumstance, which can disturb the normal, physical and mental health of an individual.

Stress is a very big problem of modern society. Which is found in every person of this world. Several researches occurring in this modern era have reached to the conclusion that about 75% human diseases are due to stress. The role of stress has been established even in some diseases like cancer and heart diseases. Whatever is the origin of stress, its effects are always symptomatic which affects a person both physically and psychologically and it results in a disturbed adjustment style of a person.

Over the past few years, the burden of work and expectations on the students has increased significantly. The ill-effects of this have begun to show in the form of increased depression, stress, anxiety and suicides among students.

There have been many studies which have reported strong relationship between stress and college students. Some individuals are more sensitive to some stressors than others; So, the person's characteristics and behavior patterns must be looked at to determine their importance and their vulnerability to stress. The experience of stress is a human is universal, but there are also marked individual differences in how stress is experienced. Stress has been known “to be the fuel the body uses to meet the challenges of our fast-paced modern life; for others, it is the aversive by-product of such a life” (Altmaier, 1983). Stress has been associated with major life events, daily life hassles, and changes in life. Stress is created by excessive environmental and internal demands that need constant effort and adjustment.

Many college students undergo considerable stress due to the demands associated with change: leaving home, becoming independent, decision makers and competing against new standards (Altmaier, 1983). Some college students can see the transitions as a positive experience that can be exciting, but some students seem to be threatened by this change. College is a place where many students experience a time of increased demands, expectations and stress. Stress can affect a student's grades, health and personal adjustment. How students perceive the immediate environment, their personal lives, and tasks confronting themselves to define in a unique manner, people and events as potentially danger our or relatively innocuous.

Many students face stress as they are try to mix up busy lives, school, and work; while they are trying also to have time with family and friend. For some student, stress becomes almost a way of living. However, it is really dangerous to let stress become student's way of living in college, because some stress levels can lead to a terrible effect that changes completely student's life and it may result to failure. When the brain is familiar with stress, a physical reaction is triggered and it easily damages the memory, which may lead to further mental reactions or misconduct.

Stress levels among college students are higher than those of people at any other stage of life, a poll has found. In addition, the poll found that college students have a higher predisposition toward experiencing depression sometime during their four years at college (David, 2009).

Coping strategies are known to influence an individual's experience of stress. For most students, managing stress during college can be extremely challenging. However, learning how to manage stress may help students cope with every day social and academic pressure and this have a better college experience. Effective time management strategies increase academic performance (Campbell and Svenson, 1992) and are frequently suggested by academic assistance personnel as aids to enhance achievement for college students. Although programs emphasize starting large tasks, well before due dates, breaking down large tasks into small ones, and doing small tasks on a regular schedule, students regularly ignore these techniques and find themselves in great distress before exams (Brown, 1991).

The variety of the learned component stress management techniques can find expression in the social learning theories which include behavior modification, bio feedback, cognitive restructuring and even relaxation techniques such as meditation. The concept of coping is based on three theoretical components namely: Physiological, Cognitive and learned.

### REVIEW OF LITERATURE:

There are various research studies related to stress and other associated factors are available that can help in this research work.

According to Feld 2011, the most important stressors encountered by students include high individuals and external expectations, and stressful surroundings as well as academic motivators such as academic tasks, ranks and college recognition. Students believe that they would practice an improved way of life if these challenges were removed.

The pressure to perform well in examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006).

Recently, Mazumdar et al. (2012), reported that the various symptoms which lead to stress, mostly seen in more members in females as compared to males. Garrett (2001) demonstrated five major provenances among the female that respectively are failing in their exams, the pressure of exams, to be rejected by someone, the breakup in their relations and finally financial problems.

In relation, Sulaiman et al. (2009) have showed the rate and types of stress among the female students are more than male due to their emotional and sensitive characters and attitude to their environment.

Study conducted by Aasra reported that depression among youth has increased from 2 to 12% in the last five years. Globally 3 out of every 5 visits to the doctor are for stress related problems.

According to Macmillan Social Sciences library research, it was found that 70% of college students say that their grades have a direct effect on their level of stress.

Stress does not affect all people equally, but stress can lead to illness and negative experience. Coping with stress is therefore an important factor, it affects whether and how people search for medical care and social support and how they believe the advice of the professionals (Passer & Smith 2007).

A study from Pakistan reported that sports, music and hanging out with friends were common coping strategies (Shaikh et al., 2004).

Students are being pressured frequently by a variety of factors which cause them to have stress in one or more ways (Strong et al., 2008).

**OBJECTIVE OF THE STUDY:** The main objectives of the study are to investigate the level of stress; students having in academic field and find out the coping strategies they adopt during stressful situation.

### HYPOTHESIS:

The following hypothesis were formulated for further study:

- I. Female students are found to be more stressed than that of male students.
- II. Urban students are found to be more stressed as compared to rural students.

### METHODOLOGY :

**I. The sample :** The study was conducted on 120 (60 male and 60 female) UG students from vaishali district area in Bihar state. The sample was in the age of 18 to 23 years with an average age range of 20 years.

**II. The area :** Vaishali district (rural and Urban) was selected for further study.

**III. Variable :** In this research work, stress is independent variable, coping behavior is dependent variable and some background information is controlled variable.

**IV. Used Scales :** The following research scale were used for data collection.

**(a) Student's Stress Scale :**

To measure the level of stress of respondents Student's Stress Scale developed by Dr. Manju agrawal was used. The scale consists of 64 life events (belonging to 9 major categories e.g. – Financial, Family, Social, Education, Ego Threat, Bereavement, Separation, Personal set back and Health of others) that have to be rated on a 7 point rating scale. The definition of the scale points were 1, no stress at all; 2, very little stress; 3, somewhat stress; 4, average stress; 5, much stress; 6, too much stress; and 7 unbearable stress. Total scores were later converted into percentile scores. Reliability obtained for the test was .88.

**(b) Personal Data Sheet :**

To obtain the necessary information's like name, age, sex, inhabitation area of respondents, family type, no. of family members, educational level of respondents and their family members etc. regarding respondents were collected.

**V. Method used :**

In this research work, Purposive-Cum-Random sampling method was used.

**PROCEDURE:**

Initially the participants were personally contacted and rapport was established with them. The participants completed the questionnaires that given to them. Necessary instruction were written on the top of questionnaire and participants were asked to rate themselves under the option they felt relevant to them. It was made clear to the participants that there were no right and wrong answers. If they had any difficulty, they were encouraged to ask questions. After finishing the entire set of questions, they were asked to return the questionnaires.

**STATISTICAL ANALYSIS OF DATA:**

The obtain data were analyzed with suitable parametric and non -parametric statistical techniques.

**RESULT AND DISCUSSION:**

**Table No: 01**  
**Significant level of male and female respondent on family stress**

Variable	No	Mean	SD	t- value	df	sig. lev.
Male	60	26.12	3.37	6.15	118	.01
Female	60	30.12	3.88			

The result that contained in the above table no. 01 clear that female students obtained more mean (30.12) and SD (3.88) Comparison to male students (mean 26.12, SD 3.37). The calculated t- value (6.15) was found significant at <.01 level of confidence. In another words, we can say that female students take more stress comparison to male students.

**Table No: 02**  
**Significant level of male and female respondent on ego threat stress**

Variable	No	Mean	SD	t- value	df	sig. lev.
Male	60	21.10	2.72	9.29	118	.01
Female	60	26.12	3.37			

The above table no. 02 shows that female students obtained more mean (26.12) and SD (3.37) score while. Male students obtained less mean (21.10) and SD (2.72) scores. The calculated t- value (9.29) was found confident as <.01 level of confidence. According to this result, we can say that female students take more stress comparison to male students.

**Table No: 03**  
**Significant level of rural and urban respondent on financial stress**

Variable	No	Mean	SD	t- value	df	sig. lev.
Rural students	60	25.00	3.22	9.56	118	.01
Urban students	60	31.12	4.01			

The above table no. 03 shows that urban students obtained more mean (31.12) and SD (4.01) scare while. Rural students Obtained less mean (25.00) and SD (3.22) scores. The calculated t- value (9.56) was found

confident at <.01 level of confidence. According to this result, we can say that urban students keeps more stress comparison to rural students.

**Table No: 04**

**Significant level of urban and rural respondent on education stress**

Variable	No	Mean	SD	t- value	df	sig. lev.
Rural students	60	28.16	3.63	2.89	118	.01
Urban students	60	30.10	3.88			

The above table no. 04 shows that urban students obtained more mean (30.10) and SD (3.88) score while Rural student obtained less mean (28.16) and SD (3.63) scores. The calculated t-value (2.89) was found confident at <.01 level of confidence. According to this result, we can say that urban students keeps more stress comparison to rural students.

**CONCLUSION:**

On the basis of obtained findings following conclusions can be made:

- (I) Female students found more stress than that of male students.
- (II) Urban students found more stress compared to rural students.

So the hypothesis have been proved with the study.

**REFERENCES:**

1. Altmaire, E.M. (1983). Helping students manage stress San Francisco: Jossey- Boss Inc.
2. Aasra, Registered with commissioner Trust, Govt. of Maharashtra, Registration No. E 2047. [www.aasra.infol/articlesand statistics.html](http://www.aasra.infol/articlesand statistics.html).
3. Brown RT (1991). Helping students confront and deal with stress and procrastination. J.coll.Student Psychother. 6(2): 87-102.
4. Campbell R.L. Svenson, L.W. (1992). Perceived level of stress among university undergraduate students in Edmonton, Canada. Perceptual and Motor skills vol 75:552-554.
5. David M (2009). Student life Independent newspaper in Washington University in St. Louis Bo October.
6. Erkutlu HV, chafra J (2006). Relationship between leadership power bases and job stress of Subordinates: example from boutique hotels, Manage. Res. News 29(5): 285-297.
7. Feld, L.D. (2011) "Student stress in High- Pressure College. Preparatory Schools" Class of 2011, a thesis submitted to the faculty of Wesleyan University in partial fulfillment of the requirement for the degree of Bachelor of Arts with Department Honors in Psychology Middletown, Connecticut.
8. Garrett, J.B (2001). Gender Differences in college related stress. Undergraduate Journal of psychology, 14, 5-9.
9. Mazumdar, H., Gogoi, D., Buragohain, L., & Haloi, N. (2012). A Comparative study on Stress and Its Contributing Factors among the Graduate and Post Graduate students. Advances in Applied science Research, 3 (1), 399 - 406.
10. Passer, M.W and Smith, R.E (2007) Psychology: The Science of the Mind and Behavior (3<sup>rd</sup> edition) Mc Graw - Hill International edition.
11. Sulaiman, T. Hassan, A., Sapian, V.M., & Abdullah, S.K. (2009). The level of Stress among Students in Urban and Rural Secondary School in Malaysia. European Journal of Social Sciences, 10(2), 179-184.
12. Shaikh, B.T., Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, N., (2004).
13. Students, Stress and Coping Strategies: A case of Pakistani Medical School. Educ. Health (Abingdon) 17:346-353.
14. Strong B. Devault C, Cohen TF (2008). The marriage and family experience: Intimate relationships in a changing society (10thed.).
15. Belmont, CA: Thomson Learning. Inc.