



THE INVESTIGATION OF THE LEVEL OF STRESS MANAGEMENT AMONG COLLEGE STUDENTS CONCERNING GENDER, LOCATION, CATEGORY, AND QUALIFICATIONS

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Abstract

Education issues in the 21st century expose children to stressors that negatively impact their health and learning capacity. Pressure and stress influence the physical, mental, social, and emotional states of mind. This illness may result in a variety of psychological symptoms, including but not limited to headaches, extreme weariness, nausea and vomiting, tightness in the chest, diarrhea, and high blood pressure. As a result of excessive workloads or unduly demanding work situations, students may experience conditions that are stressful and frustrating, which, in turn, can hamper their ability to concentrate more than typical working conditions currently do. We recruited a total of 125 students from higher education institutions for this study, with 74 female and 51 male individuals contributing to the sample. Male and female students, as well as urban and rural students enrolled in undergraduate or graduate programs, display no noticeable differences in their levels of stress management. On the other hand, there is no discernible difference in the level of stress management between students from SC/ST/BC and those from general, undergraduate, graduate, and postgraduate programs. This holds true even though there are differences between the two groups. Management of stress, gender, category, location, and qualifications are some of the keywords.

Stress and Stress Management

The twenty-first century is commonly referred to as the "era of stress." Stress is inherent in life and will remain so. All aspects of an individual's life, including his or her workplace and the surrounding environment, can be sources of stress. A person who is working in an office, a person who is getting late from the office, an overworked teacher or student, an overworked

housewife, a farmer tilling the field under the hot sun, a soldier standing guard on snow-covered mountains, a patient waiting endlessly for his turn to meet the doctor, and so on are all examples of types of people who are experiencing stress in today's world. In recent years, physiologists, psychologists, psychiatrists, and clinicians have been increasingly concerned with the question of how to effectively regulate or cope with stress.

Life is full of stressful circumstances that pose threats to our well-being. Sarason and Stoops (1978) defined stress as the response to events that threaten or challenge a person. A deadline for a paper or examination, a family problem, or even a cumulative series of small events, such as those that people face on the job, are all examples of stressors. Even the most pleasant situations, like planning a party or starting a highly sought-after career, can cause stress. Despite the fact that negative events influence outcomes more than positive ones,

There are two dimensions of stress

1. Positive Aspect: This phenomenon is referred to as eustress. As an illustration, a creative individual attempting to make the best piece of his life is experiencing some form of stress, but the result is creativity. There is a correlation between eustress and increased creativity and productivity.
2. Negative Dimension: If the stress is very severe, if it lasts for a prolonged period, and if it has the potential to cause damage to the organism, it can have a negative dimension. The result is a decline in performance as well as stress, which can lead to conditions such as hypertension, diabetes, acidity, peptic ulcer, irritable bowel syndrome, or psychosomatic ailments. The research conducted by Selvamurthy, Sridharan, and Chaudhari (1989) sheds light on this issue.

Stress causes numerous disorders, including those affecting reproduction, metabolism, and the gastrointestinal tract. These disorders can affect individuals in a variety of ways. In Hellhammer's 2007 book. According to Wheeler (2007), stress in physics refers to force applied to an object. Similarly, stress correlates with real-life challenges that lead individuals to develop mental health issues. The sources of strain on a person's body, mind, and spirit include, but are not limited to, economic troubles, health problems, confrontations with other people, and other similar situations. Cohen (1990) asserts that having control over the person or thing causing the stress can sometimes lessen its impact.

Related literature

According to the findings of a study that Bukhsh, Shahzad, and Nisa (2011) conducted on two hundred students, most students experience exhaustion because of stress. The burden of

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studying, such as homework, was the primary source of stress. Students generally agreed that activities such as watching television, going to the movies, listening to music, or engaging in other activities during their free time helped them feel less stressed. Therefore, students suggested carrying out extracurricular activities in the academic area to alleviate their tension. Researchers Alborzkouh, P., and others (2015) carried out a study on forty students from Shahed University of Tehram. The research was quasi-experimental in nature, and it included a control group and a pretest-posttest plan. As a result of this research, it was determined that teaching students how to deal with stress was an effective strategy for assisting pupils who were subjected to high levels of stress and pressure. This was due to its high efficiency, especially in group settings, its low cost, and its individual acceptance.

A study conducted by Hemamalini, R., Ashok, V., and Sasikala, V. (2018) investigated the effects of stress on students as well as the ways in which students manage their stress. As a result of the findings, forty percent of the students reported feeling stressed about their academic achievement. Not only was it discovered that there was no difference between the genders in terms of experiencing stress, but it was also discovered that stress can be handled via the utilisation of a variety of approaches that disclose tension.

Sujaritha et al, (2022) investigated that stress-related disorders are found in 75% to 90% of primary care physician visits. The different types of stress management that exist and are helpful for a particular problem are not well understood.

Objectives

1. To study the mean difference in the level of Stress Management of higher education students in relation to gender.
2. To study the mean difference in the level of Stress Management of higher education students in relation to locale.
3. To study the mean difference in the level of Stress Management of higher education students in relation to SC/ST/BC and General.
4. To study the mean difference in the level of Stress Management of higher education students in relation to undergraduate, graduate and postgraduate.

Hypothesis

1. There is no significant mean difference in the level of Stress Management of higher education students in relation to gender.
2. There is no significant mean difference in the level of Stress Management of higher education students in relation to locale.

3. There is no significant mean difference in the level of Stress Management of higher education students in relation to SC/ST/BC and General.
4. There is no significant mean difference in the level of Stress Management of higher education students in relation to undergraduate, graduate and postgraduate.

Methodology and Procedure

The researcher conducted the current investigation on a group of 125 higher education students from the districts of Shaheed Bhagat Singh Nagar and Ludhiana in the Indian state of Punjab. The investigator employed a technique known as stratified random sampling. In addition to being descriptive, the study is qualitative.

Research Design

A group of 125 higher education students from the districts of Shaheed Bhagat Singh Nagar and Ludhiana, both in the Indian state of Punjab, participated in the current inquiry. As part of their investigation, the investigator utilised a method known as stratified random sampling. The study includes qualitative components in addition to its descriptive nature.

Samples

The investigator identified 51 male students and 74 female students from colleges in Shaheed Bhagat Singh Nagar and Ludhiana District of Punjab State, India.

Tools

The investigator created, self-administered, and standardized the Stress Management scale. A questionnaire of Stress Management was prepared and standardized by an investigator, in which 17 questions were retained from the preliminary draft of 38 items.

Statistical Techniques

The investigator in this study used the mean, standard deviation, t-test, and ANOVA as statistical techniques

Results and Interpretation

Table 1: Mean differences in the level of Stress Management among higher education students with respect to gender.

Gender	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
Male	51	16.6757	2.75038	0.31973	18.012	significant at 0.05 level
Female	74	16.70591	4.99317	0.69918		

The obtained t-value of 18.012, which assesses the statistical significance of the mean difference in Stress Management levels between male and female students in higher education, suggests that it is statistically significant at the 0.05 level. This finding indicates that there is statistically significant variation in the average Stress Management levels among higher education students based on gender.

Table 2: Mean difference in the level of Stress Management among higher education students with respect to locale

Locale	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
Urban	70	16.5429	3.92571	0.46921	1.228	Not Significant at 0.05 level
Rural	55	16.8727	3.68206	0.49679		

At the 0.05 level, the t-value, which was used to assess the significance of the mean difference in Stress Management between urban and rural students in higher education, was determined to be 1.228, suggesting that it was not statistically significant. This suggests that there is no main disparity in the average Stress Management levels between higher education students and their local peers.

Table 3: Mean difference in the level of Stress Management of higher education students with respect to SC/ST/BC and general category.

Category	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
SC/ST/BC	58	16.6207	3.01940	0.39547	7.799	significant at 0.05 level
General	67	16.7463	4.40160	0.53774		

The calculated t-value, which was used to assess the statistical significance of the mean difference in Stress Management between urban and rural students in higher education, was determined to be 7.799. This result suggests that there is statistical significance at the 0.05 level.

These findings suggest that there is statistically significant difference in the average Stress Management levels between higher education students and their local peers.

Tables 4.1 and 4.2: Mean difference in the level of Stress Management in undergraduate, graduate, and postgraduate students.

Table 4.1

Qualifications	N	Mean	Standard Deviation
Undergraduate	55	16.5091	2.80482
Graduate	32	17.3438	2.00980
Postgraduate	38	16.5091	2.80482
Total	125	16.6880	3.80877

Table 4.2

Stress Management	Sum of Squares	df	Mean Square	t	Remarks
Between Groups	18.789	2	9.394	0.644	Not Significant at 0.05 level
Within Groups	1780.043	122	14.591		
Total	1798.832	124			

The t-value, used to assess the statistical significance of the mean Stress Management difference among undergraduate, graduate, and postgraduate students in higher education, was calculated to be 0.644. Evidencing the absence of a statistically significant difference at a significance level of 0.05. This finding indicates that there is no statistically significant difference in the average Stress Management levels among undergraduate, graduate, and postgraduate students in higher education.

Discussion

The purpose of this study is to investigate the levels of stress management among students in higher education, considering factors such as gender, geographical location, social class, and educational ability. The researcher used a stratified random sampling approach to select a sample of 125 students from higher education institutions in the districts of Shaheed Bhagat Singh Nagar and Ludhiana in the Indian state of Punjab. There were 51 male students, while there were 74 female students. The investigation revealed a statistically significant difference in the average stress management levels among higher education students based on their gender and category. We found no statistically significant difference in the average levels of stress management among students in higher education based on their location or qualifications. The

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findings suggest a difference in stress management levels between male and female students, and between SC/ST/BC and general students in higher education. However, there is no significant difference in stress management levels between students in urban and rural settings across all educational levels, including undergraduate, graduate, and postgraduate programs.

Conclusion

This research investigates the degree of stress management that students who are enrolled in higher education programs face, considering factors such as gender, geography, caste, and qualifications. Currently, with increasingly advanced technology, most people are experiencing stress to a significant degree. Positive stress can lead to advancements in life, whilst negative stress can cause problems in the lives of students. Both types of stress can have an impact on them. Kids might experience stress for a variety of reasons, including the strain of exams, the pressure of performance in a range of activities, the pressure of parents, the pressure of classmates, and other factors. Stress is a condition that affects kids in a variety of ways. The individual, on the other hand, is the one who is accountable for managing all the conditions in an informed manner to confront the problem of stress. Accordingly, stress management is a method that enables an individual to intelligently deal with a variety of mental issues to have a happy future. The variable in issue is one that ought to be researched more in the future for us to become part of a society that is healthy.

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