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EFFECT OF STRESS AMONG FEMALE COLLEGE STUDENTS

1. GIRIJA C

Assistant Professor in Commerce

M.P.M.M.S.N. Trusts College, Shoranur, Palakkad, Kerala

2. Dr. S. Siyamaladevi (*Research Supervisor*)

Associate Professor

Department of Commerce

M.V. Muthaiah Govt.Arts College for Women
Dindigul.

Abstract: -

Stress is a normal human reaction that happens to everyone. It is the feeling of being overwhelmed or unable to cope with mental or emotional pressure. Stress has become part of students' academic life due to various internal and external expectations placed upon their shoulders. The present study was based on the effect of stress among female college students. The main objectives of this focused to analyse the effect of stress and coping mechanism adopted by female college students. The study includes both primary and secondary data. Statistical tools were used for analysis purposes. The study reveals that academic problems and uncertainty about future leads to stress among female college students.

(Keywords: Stress, Academic Stress, Personal Stress etc.)

INTRODUCTION

Stress can be described as a real or perceived threat to the physiological or psychological balance of an individual that results in physiological and behavioural responses. Stress can be viewed in different ways in different countries like in eastern nations, stress has been viewed as an absence of inner peace or tranquillity while on the western side it has been observed as a loss of control. Stress is unavoidable and unfortunately, it produces headaches, neck crick and causes many health problems that include depression, anxiety, heart disease, and stroke.

Women are more likely to report that money (79 percent compared with 73 percent of men) and the economy (68 percent compared with 61 percent of men) are sources of stress while men are far more likely to cite that work is a source of stress (76 percent compared with 65 percent of women).

Women suffer more stress than men because their stress response is different. Women have a completely different hormonal system, which as a result causes them to react more emotionally and become more exhausted on an emotional level.

Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. It, therefore, becomes imperative to understand the sources and impact of academic stress to derive adequate and efficient intervention strategies.

LITERATURE REVIEW

Laura E. Crack & Patricia K. Doyle-Baker (2020) Stress is an integral part of our life. Stress could be positive as well as negative. When we are doing our work properly and systematically then it is because of positive stress or eustress but when we lose our rhythm for the same work, it is negative stress or distress. So, stress is good in one way and bad in another way. To investigate stress levels among Canadian female university students and determine cut-off scores for low, moderate, and high stress in this population. Participants: Hundred female undergraduates, mean age of 20.3 ($SD = 1.8$) years. Methods: A cross-sectional design was employed and students were approached in hallways at the start of the 2018 academic year and asked to complete a Student-life Stress Inventory (SSI). Results: Mean stress score was 138.2 ($SD = 28.9$) out of 255; 53% reported high exposure to stress with 80% reporting low behavioral response to stress. Conclusion: Self-report exposure to stress was high in many at the semester start but manageable and stress scores were similar to other campuses that administered the SSI. A study design that uses qualitative data to enhance the survey findings while longitudinal tracking over the academic year may better inform the extent of student stress exposure and how students effectively cope with this exposure.

Ahmed, Zarina, and Sheala Hemalatha Julius. It is a growing concern among educators about the low academic performance of college students and its influence on their mental health. Many university students continue to have low grades, while many manage to turn around their academic fortunes (Martin & Marsh, 2006). Programs aimed at teaching academic resilience have proven highly effective in improving academic performance. The present study aims at finding the relationship between academic performance, resilience, depression, anxiety, and stress and also the predictors of academic performance and resilience, namely, depression, anxiety, and stress among women college students. The export factor research design was used for the study. The sample consisted of 446 college-going women, currently pursuing their second year of under graduation in city colleges. The tools used were the Connor Davidson Resilience scale (2003), the DASS scale by Lovibond & Lovibond (1995), measuring depression, anxiety, and stress, and academic performance, using the marks obtained in the continuous assessment cycle. The correlation was found using Pearson's Product moment method. Regression analysis was done to study the predictors. Results indicate that academic performance, resilience depression, anxiety, and stress were positively correlated among women college students. Regression analysis revealed that academic performance significantly predicts depression, anxiety, and stress for women college students, while depression alone is significantly predicted by resilience.

SIGNIFICANCE OF THE STUDY

Stress is a psychological state in which people experience extreme anxiety and depression. Stress is a part of human life; every person's experience stresses their level of personality and intelligence and other traits. Higher Education students experience a high level of stress due to fear and pessimistic feelings about examinations and anxiety about the future. The parents always expect them to perform outstandingly to earn good grades and high-ranked jobs. The academic pressure created by self, parents, curriculum, teachers, and society affects the mental as well as physical health of students, and they have undergone a high level of stress during their studies.

Kwon, Young-Sook. The purpose of this study was to examine the degree of obesity stress and analyse factors having an effect on obesity stress among college women. Method: The subjects were 347 female students from a university in J City. Data were collected using a self-report questionnaire for general characteristics, health-related characteristics, and current and preferred somatotype. Obesity stress was measured using 10 items developed by Cho (1996) based on the Body Attitudes Questionnaire (BAQ) of Ben-Tovim and Walker (1991). The survey was conducted from September 4 to September 7, 2007. Data were analysed by t-test, ANOVA, Scheff

e test, Spearman's rank correlation test, and stepwise multiple regression using SPSS 14.0. Results: The average score of obesity stress was 2.78 ± 0.90 out of 5.00. Stepwise multiple regression analysis showed that the major factors that affect obesity stress of female college students were perceived body shape, disagreement between current and preferred somatotype, history of weight control, body mass index (BMI), and perceived health status, and these factors explained 38.4% of obesity stress. Conclusion: Subjective judgment in the perception of or preference for body shape was the most important factor affecting obesity stress in female college students.

OBJECTIVES OF THE STUDY

1. To analyse the effect of stress among female college students.
2. To study the coping mechanism adopted by female college students.

RESEARCH METHODOLOGY

The study aimed to analyze the stress among female college students from Palakkad District. The data were collected from 36 respondents through questionnaires, articles, journals, and websites. The convenience sampling method was used for collecting data. Percentile analysis was used for analyzing data.

DATA ANALYSIS AND INTERPRETATION

Table 1 showing the age of the respondents

Age	Number	Percentile
18-20	31	86
21-23	5	14
Total	36	100

Source: Primary Data

Interpretation: The table shows the age of the respondents. Out of 36 respondents 86% belonging to the age group of 18-20, and 14% from 21-23.

Table 2 showing the type of Institution

Option	Number	Percentile
Government	2	5
Aided	33	92
Self-Financing	1	3
		100

Source: Primary Data

Interpretation: The table shows the type of educational institution. 92% of respondents are studying in Govt Aided colleges, 5% in a Government college, and 3% in Self Financing college.

Table 3 showing the topics covered

Option	Number	Percentile
No	11	31
Yes	25	69
Total	36	100

Source: Primary Data

Interpretation: The table shows the respondent's opinion about the topics covered. 69% of respondents opined that the topics are overloaded.

Table 4 showing the worry about Examination

Option	Number	Percentile
No	3	8
Yes	33	92
Total	36	100

Source: Primary Data

Interpretation: The table shows the worry of students regarding the examination. 92% respondents agreed that they were very much worried at the time of examinations. 8% are not having this problem.

Table 5 showing that exam stress act as a motivational tool

Option	Number	Percentile
No	14	39
Yes	22	61
Total	36	100

Source: Primary Data

Interpretation: The above table shows, whether exam stress act as a motivational tool or not. 61% of respondents opined that exam stress act as a motivational tool.

Table 6 showing teacher help during stress

Option	Number	Percentile
No	16	44
Yes	20	56
Total	36	100

Source: Primary Data

Interpretation: Table shows teacher help during stress. 56% of students opined that the teacher provides support and motivation while they are stressed. 44% didn't get that help.

Table 5 showing the feel when stressed

Option	Number	Percentile
Angry	3	8
Can't Sleep	4	11
Don't feel well	9	25
Feeling tired	7	19
Nervous	9	25
Silent	1	3
Worry	3	8
Total	36	100

Source: Primary Data

Interpretation: The table shows the effect of stress. Out of 36 respondents, 25% of students opined not feeling well and nervous while stressing. 19% were tired; 11% said that they are facing sleeping problems; 8% are worried.

Table 7 showing a person who met while stressed

Option	Number	Percentile
Friends	11	31
Parents	23	64
Teachers	2	5
Total	36	100

Source: Primary Data

Interpretation: The table shows the person met while stressed. 64% share their feeling with their parents; 31% disclose their feelings with their friends; 5% reveal their feelings with their teachers.

Table 8 showing how often felt stress a lot

Option	Number	Percentile
During Exams	28	78
Every Day	6	17
Once in a Week	2	5
Total	36	100

Source: Primary Data

Interpretation: The table shows the occasion they felt stressed. Out of 36 respondents, 78% felt stress during the exam time and 17% every day, face stress.

Table 9 showing the type of stress

Option	Number	Percentile
Long term	7	19
Short term	29	81
Total	36	100

Source: Primary Data

Interpretation: The table shows the type of stress. 81% of respondents having short-term stress.

Table 10 showing the Coping Mechanism adopted to reduce stress

Option	Number	Percentile
Eating	2	6
Listening Songs	7	19
Meditation	1	3
Use of Social Media	4	11
Watching Movies	3	8
Yoga	1	3
Share feelings with intimate one's	18	50
Total	36	100

Source: Primary Data

Interpretation: The above table shows the coping mechanism adopted by the students to reduce stress. 50% of respondents said that they share their feelings with intimate ones; 19% listen to songs; 11% use social media; 8% watching movies.

FINDINGS

- Majority of the respondents belonging to the age group of 18-20
- The majority of the respondents are studying in Government Aided Colleges.
- Most of the students opined that the syllabus was overloaded.
- 92% of respondents were opined that they felt much stress during examinations.
- Examination stress act as a motivational tool for students.
- Teachers provide support during stress.
- Most of the students feeling not well and become nervous while stressing.
- Students share their feelings with teachers and parents.
- Most of the students face exam stress
- The students face short-term stress than long-term stress.
- The students using a coping mechanism like share feelings with intimate ones, listening to music, watching movies, using social media, etc.

RECOMMENDATIONS

- Female students are highly stressed.
- Colleges should take initiatives to provide proper guidance and motivation to students to reduce their stress.
- Universities should take proper decisions to cut short syllabuses to avoid overloading.
- Teachers should approach students in a friendly manner for the development of students.
- Provide basic awareness to students through proper orientation.
- Provide extra care and support to students based on their needs.
- Engage students in extracurricular activities also.
- Teachers and parents should take proper care to reduce the stress among students.
- Teachers and parents should search for time for students to talk with them.

CONCLUSION

Female students scored significantly higher in anxiety than male students. Stress is an important issue in academic institutions and can hurt overall academic performance. Female students experiencing significantly more stressors related to academic demands and worries. Extreme levels of stress can hinder work effectiveness and lead to poor academic performance and attrition.

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