A STUDY OF STRESS AND ANXIETY LEVEL AMONG THE STUDENTS

1Shweta Naik
1HOD & Assistant Professor of Home Science
1Government Home Science college for Women Holenarsipura-573211,Hassan,Karnataka.

ABSTRACT:

Objective: to study stress and anxiety level among the students

Materials and Methods: study the knowledge, attitude, and practice towards the covid 19 among the adults of Hassan district. Using a random sampling technique. The Correlation design was used to achieve the objectives. A total of 100 students of Holenarsipura taluk were participated in online survey. Tools were converted into Google forms in Kannada language for better understanding. to measure the level of stress among THE STUDENT STRESS INVENTORY (ISS) was developed by Mohammad Aziz Shah Bin Mohamed Arip et.al (2016) and to measure anxiety levels THE ZUNG SELF-RATING ANXIETY SCALE (SAS) was designed by William W. K. Zung M.D, (1929-1992) were used.

Results and conclusion : Among the total population majority were found late adolescence (92%) followed by middle adolescence(8 %) none of them were fall under early adolescence. Out of the total population 46 per cent were belonging to mild stress, followed by 53 per cent belonging to moderate stress and only one percent were belonging to sever stress . and majority were showed marked to sever level of anxiety (49%), followed by minimal to moderate level of anxiety (34%), and one percent were showed most extreme level of anxiety. And 16 percent showed no anxiety level. there is highly significance difference found at 0.01 level observed between the variables such as age, the mean value is 20.24 (t-value :91.1), followed by stress, the mean value is 81.97 (t-value :53.61), similarly in Anxiety, the mean value is 56.67 (t-value :57.0).

Key words: stress, anxiety level, THE ZUNG SELF-RATING ANXIETY SCALE (SAS) and STUDENT STRESS INVENTORY (ISS)

<u>**INTRODUCTION**</u> : Stress is a perception of emotional or physical tension. There are number of incidents in person's life that leads to negative emotions like anger, frustration and nervousness that further develops stress in an individual. Stress is the body's reaction to challenge or demand. It can be positive at times; however prolonged stress can lead to severe health conditions.

Stress levels can differ based on 0how one reciprocates to a certain situation. Some people just do not care and do not get anxious; they perceive stress as trivial knock and move on in life on daily basis. Others worry themselves more than required and affect their health.

Stress is considered as negative, behavioural, physiological process that takes place when the person tries to adapt or compromise with stressors (Bernstein et al. 2008). Stressors are the circumstances that disrupt, or threaten to disrupt, individuals, "daily functioning and cause people to make adjustments" (Auer Bach and Grambling,1998).

Malach, Pines and Keinan (2007) defined stress as the insight of incongruity between environmental burden (stressors) and person's ability to fulfil these demands. Auerbach & Grambling (1998) regarded any situation that can stimulate any kind of threat or danger to the Well-being can be contemplated as stress.

<u>**CAUSES OF STRESS AMONG STUDENTS**</u>

Academic pressure has increased over the past few years; there are examinations ,assignments and many other activities that a student has to shuffle through. Not only the design but teachers and parents also burden the students with a lot of pressure of getting good grades. These expectations make the students work relentlessly and end up in creating more stress. With a academics, the parents and the institutions want the students to participate in extracurricular activities too, the current expectations from the students is to be an all-rounder. Lack of proper channels for counselling leads to more confusion and the students are unable to choose a career for themselves even after rigorous studying patterns. This demanding attitude from parents and teachers leave the students bewildered and builds up stress. Teenage and high school plays fundamental role in

shaping a child's personality and outlook towards life. Peer pressure is yet another common term that one hears from the teenagers. This could be pressurizing another to drink, smoke, cheat on test, lying etc., the list is exhaustive. Peer pressure can be harmful and compelling. It can help shape the personalities in a positive way for introvert students or can pose as an obstacle and lead to stress. It is extremely important for the students to have wisdom and surround themselves with positive people to make most of the peer pressures to be positive.

Materials and Methods : A total of 100 students of Holenarsipura taluk were participated in online survey. Tools were converted into Google forms in Kannada language for better understanding. To undergone this study following scales were used THE STUDENT STRESS INVENTORY (ISS)was developed by Mohammad Aziz Shah Bin Mohamed Arip et.al (2016) to measure the level of stress among university students. SSI contained of 40 negative items to measure 4 subscales (10 items for each subscale) which are sub scale Physical (10 items), Interpersonal relationship (10 items), Academic (10 items) and Environmental factor (10 items). THE ZUNG SELF-RATING ANXIETY SCALE (SAS) :was designed by William W. K. Zung M.D, (1929-1992) a professor of Psychiatry from Duke University, to quantify a patient's level of anxiety.

The SAS is a 20-item self-report assessment device built to measure anxiety levels, based on scoring in 4 groups of manifestations: cognitive, autonomic, motor and central nervous system symptoms. Answering the statements, a person should indicate how much each statement applies to him or her within a period of one or two weeks prior to taking the test. Each question is scored on a Likert-type scale of 1-4 (based on these replies: "a little of the time," "some of the time," "good part of the time," "most of the time"). Some questions are negatively worded to avoid the problem of set response. Overall assessment is done by total score. The chronological age of the students in completed years at the time of investigation is referred to as 'age' into Middle adolescence (15-17) and Late adolescence(18-24).

IV: TABLE AND RESULTS:

TABLE 1: AGE WISE CATERGORIZATIONOF DEMOGHRAPHIC PROFILE OF STUDENTS N=100			
	MIDDLE ADOLESCENCE	**LATE ADOLESCENCE**	**TOTAL**
AGE	8(8.0)	92(92.0)	100
GENDER			
FEMALE	3(3.6)	80(96.4)	83(83.0)
MALE	5(29.4)	12(70.6)	17(17.0)
SOCIO ECONOMIC STATUS			
UPPER CLASS	1(8.3)	11(91.7)	12(12.0)
UPPER MIDDLE CLASS	2(8.7)	21(91.3)	23(23.0)
MIDDLE CLASS	1(3.1)	31(96.9)	32(32.0)
LOWER MIDDLE CLASS	4(12.1)	29(87.9)	33(33.0)
LOWER CLASS	-	-	-

Figures in parenthesis indicate the is percentages

Table 1, depicts the demographic profile, among the total population majority were found late adolescence (92%) followed by middle adolescence(8 %) none of them were fall under early adolescence.

 In case of gender, there were 83 per cent were female category . among them96.4 per cent were belong to late adolescence age group, and3.6 per cent were middle adolescence. And 17 per cent were male category among them 70.6 per cent were belong to late adolescence and 29.4 per cent were belong to middle adolescence .

In case of socio-economic status majority were lower middle class (33 %), followed by middle class (32%),upper middle class (23 %) and upper class (12 %) none of them fall under lower class.

 Among lower middle-class majority were late adolescence (87.9 %) and only 12.1 per cent belong to middle adolescence. Similarly middle-class status majority were late adolescence   (96.9 %) and only 3.1 per cent belong to middle adolescence. Whereas in upper middle-class majority were late adolescence (91.3 %) and only 8.7 per cent belong to middle adolescence. In upper class status majority were late adolescence (91.7 %) and only 8.3 per cent belong to middle adolescence

STRESS	MIDDLE ADOLESCENCE	LATE ADOLESCENCE	TOTAL
MILD STRESS	3(6.5)	43(93.5)	46(46.0)
MODERATE STRESS	5(9.4)	48(90.6)	53(53.0)
SEVER STRESS	-	1(100)	1(1.0)

TABLE 2 : AGE WISE CATEGRIZATION OF STRESS LEVEL OF STUDENTS

N=100

Figures in parenthesis indicate the is percentages

Table 2 portray age wise categorization of stress level of student. Out of the total population 46 per cent were belonging to mild stress, followed by 53 per cent belonging to moderate stress and only one percent were belonging to sever stress .

Among moderate stress 90.6 percent were late adolescence and only 9.4 percent were middle adolescence. Similarly in mild stress 93.5 percent were late adolescence and only 6.5 percent were middle adolescence.

AGE	ANXIETY				Total
	NO ANXIETY	MINIMAL TO MODERATE ANXIETY	MARKED TO SEVER ANXIETY	MOST EXTREME ANXIETY	
MIDDLE ADOLESCENCE	-	5(62.5)	3(37.5)	-	8(8.0)
LATE ADOLESCENCE	16(17.4)	29(31.5)	46(50)	1(1.1)	92(92.0)
Total	16(16.0)	34(34.0)	49(49.0)	1(1.0)	100

TABLE 3: AGE WISE CATEGRIZATION OF ANXIETY LEVEL OF STUDENTS N=100 (title)

Figures in parenthesis indicate the is percentages

Here in this table 3, we can observe age wise categorization anxiety level of student. So majority were showed marked to sever level of anxiety (49%), followed by minimal to moderate level of anxiety (34%), and one percent were showed most extreme level of anxiety. And 16 percent showed no anxiety level.

Among the late adolescence majority were showed marked to sever level of anxiety (50 %), followed by minimal to moderate level of anxiety (31.5%), and one percent were showed most extreme level of anxiety. And 17.4 percent showed no anxiety level.

Among the middle adolescence majority were showed minimal to moderate level of anxiety (62.5%), followed by marked to sever level of anxiety (37.5 %), and none of them showed most extreme level of anxiety and no anxiety level.

TABLE 4 : COMPARISION OF VARIBLES BETWEEN SAMPLES (N=100)

	Mean	Std. Deviation	Std. Error Mean	T VALUE	Sig. (2-tailed)
AGE	20.24	2.22	.22	91.1	.000
STRESS	81.97	15.28	1.52	53.61	.000
SOCIO ECONOMIC STATUS	29.62	8.94	.89	33.1	.000
ANXIETY	56.67	9.93	.99	57.0	.000

Significant at the 0.01 level (2-tailed).**

Table 4 portray the comparison between the variables, here we can see that there is highly significance difference found at 0.01 level observed between the variables such as age, the mean value is 20.24 (t-value :91.1), followed by stress, the mean value is 81.97 (t-value :53.61), similarly in Anxiety, the mean value is 56.67 (t-value :57.0) and in socio economic status, the mean value is 29.62 (t-value :33.1).

DISCUSSION:

A research project work has conducted during the lock down period as part of syllabus**.** This study was conducted within the Karnataka state. Using a random sampling technique. The Correlation design was used to achieve the objectives. This survey conducted between June to August 18, 2021, in Karnataka. Data collection was done through Google Forms and forwarded to popular Indian social media platforms such as WATS app, tele gram and Facebook messenger and collected data.

A total of 100 students of Holenarsipura taluk were participated in online survey. Tools were converted into Google forms in Kannada language for better understanding.

All statistical analyses were performed using IBM SPSS Statistics, version 25 and Microsoft Excel 2019. A Descriptive analysis was conducted to calculate the frequency (N) and percentage (%) of demographic information. And one sample t test analysis done to compare between the variables.

Table 1, depicts the demographic profile, among the total population majority were found late adolescence (92%) followed by middle adolescence(8 %) none of them were fall under early adolescence.

 In case of gender, there were 83 per cent were female category . among them96.4 per cent were belong to late adolescence age group, and3.6 per cent were middle adolescence. And 17 per cent were male category among them 70.6 per cent were belong to late adolescence and 29.4 per cent were belong to middle adolescence .

In case of socio-economic status majority were lower middle class (33 %), followed by middle class (32%),upper middle class (23 %) and upper class (12 %) none of them fall under lower class.

Table 2 portray age wise categorization of stress level of student. Out of the total population 46 per cent were belonging to mild stress, followed by 53 per cent belonging to moderate stress and only one percent were belonging to sever stress . Bataineh (2013) in his study measured the academic stressors experienced by students at university. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast course content being covered, high family expectations and low motivation levels are some of the reasons for the stress.
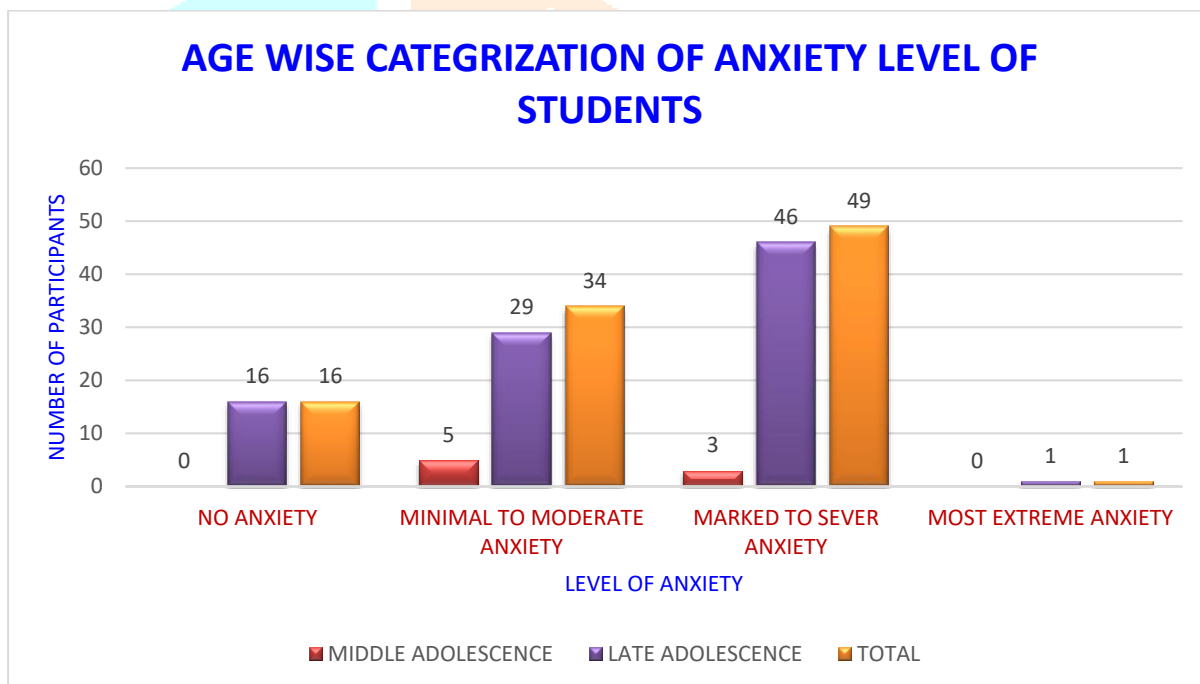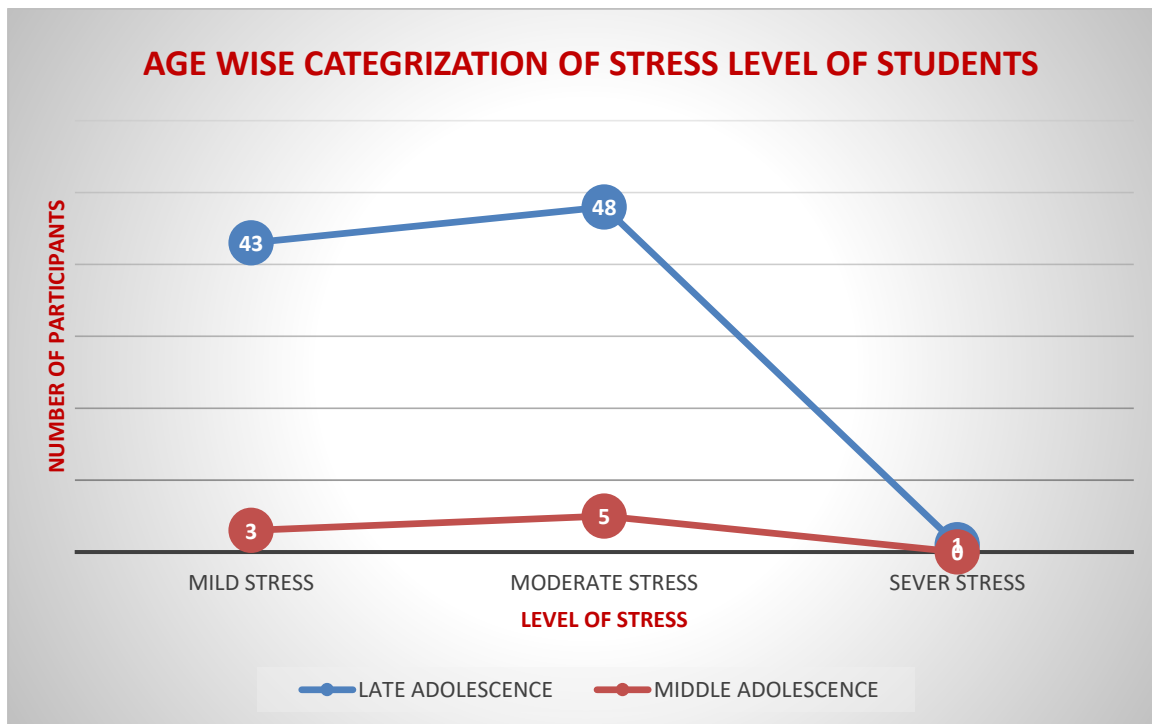
Fear of failure is also the prime reason for stress. There was no significant difference found amongst the students from different of specializations.

Here in this table 3, we can observe age wise categorization anxiety level of student. So majority were showed marked to sever level of anxiety (49%), followed by minimal to moderate level of anxiety (34%), and one percent were showed most extreme level of anxiety. And 16 percent showed no anxiety level.

Table 4 portray the comparison between the variables, here we can see that there is highly significance difference found at 0.01 level observed between the variables such as age, the mean value is 20.24 (t-value :91.1), followed by stress, the mean value is 81.97 (t-value :53.61), similarly in Anxiety, the mean value is 56.67 (t-value :57.0) and in socio economic status, the mean value is 29.62 (t-value :33.1). Kaur (2014) acknowledged that mental health of teenagers gets affected due to the academic stress. Girls with academic stress were 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.

CONCLUSION:

This study showed high to moderate levels of stress among students .the study concluded that majority of the adolescents experience student stress ranging from moderate to severe as well anxiety from minimal to moderate anxiety to mark to sever anxiety. It has proved that there is a significant but low negative significance difference exists between student stress and anxiety.

AGE WISE CATEGRIZATION OF STRESS LEVEL OF STUDENTS

AGE WISE CATEGRIZATION OF ANXIETY LEVEL OF STUDENTS

REFERENCES:

Auerbach, M.S., and Grambling,S.E.(1998). Stress Management Psychological Foundations, Scholarly Journal of Education, U.S.A, Prentice- Hall, Inc.

Bataineh.M.Z (2013). Academic stress among undergraduate students: the case of education faculty at King Saud University, International Interdisciplinary Journal of Education, 2(1),82-88.

Bernstein, D.A, Penner, L.A, Stewart, A.C. and Roy, E.J. (2008). Psychology (8th edition), Houghton Mifflin Company Boston New York.

Bella Savitsky , Yifat Findling, Anat Ereli, Tova Hendel (2020) Anxiety and coping strategies among nursing students during the covid-19 pandemic., Nurse Educ Pract. 2020

Deb, Sibnath, Esben,S., and Jiandong,S. (2014). Academic-related stress among private secondary school students in India, Asian Education and Development Studies, 3(2), 118-134.

Dimitrov.G (2017). A study on the impact of Academic Stress among college students in India, *Ideal Research.* 2(4).

Heba Bakr Khoshaim, Areej Al-Sukayt ,Karuthan Chinna , Mohammad Nurunnabi , Sheela Sundarasen , Kamilah Kamaludin , Gul Mohammad Baloch and Syed Far Abid Hossain (2020) Anxiety Level of University Students During COVID-19 in Saudi Arabia., Front. Psychiatry

Kaur,S. (2014). Impact of Academic Stress on Mental Health: A Study of School going Adolescents, *Global Journal for Research Analysis,* 3(4)

Khan,M.J. and Altaf, S. Kausar,H.(2013). Effect of Perceived Academic Stress on Students' Performance, *FWU Journal of Social Sciences,* 7(2), 146-151

Malach-Pines A and Keinan G (2007). Stress and burnout in Israel police officers during Palestinian uprising (intifada), *International Journal of Stress Management,* 14,160-174.

Reddy,K.J., Menon. K., Anjanathattil (2018). Academic Stress and its Sources among University Students, *Biomed Pharmacol Journal,*11(1), 531-537

Subramani, C. and Kadhiravan, S. (2017). Academic Stress and Mental Health among High School Students, *Indian Journal of Applied Research,* 7(5)

Sharma,B.Kumar,A. and Sarin,J. (2016). Academic Stress, Anxiety, Remedial Measures Adopted and Its Satisfaction among Medical Student, *A Systematic Review, International Journal of Health Sciences and Research,* 6(7), 368-376.

Zung WWK. A rating instrument for anxiety disorders. Psychosomatics. 1971; 12(6): 371-379 PMID 5172928.