

Distress among Under Graduate University Students

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Abstract:

As stress is inevitable it can be easily noticed in undergraduate students. Probably all the students of universities are exposed to tension and anxiety as they get through with the courses they are enrolled into. But this study aims to analyze the total stress and the levels of stress experienced by undergraduate university students. A quantitative approach (Life Stress Scale for University Students) has been undertaken to assess under graduate students' distress. The sample consisted of 58 students from Banaras Hindu University located at Varanasi city studying in under graduate courses. Combined Mean is used to find the total distress (Financial, Family, Social, Education, Ego threat, Bereavement, Separation, Personal Setback and Health of others) in students, as per their year in the course they are studying in, gender, and the age group. ANOVA is used to determine the relationship in between Total Stress and student's gender, age and the year (2nd year, 3rd year and 4th year).

Introduction

Students of undergraduate courses witness the experience of change from school environment to university environment this may cause a psychological, educational and societal shock to them, since there is vast differences in both the varieties of educational system. The student faces new methods of teaching, new academic requirements, new type of relations between students and faculties and even fresh relationships among students themselves.

Academic factors are the principal cause of stress in most students, followed by physical, social, and emotional. Most of the students are scored high with poor self-esteem, and about half are scored high on depression scales (**Baste and Gadkari, 2014**). Outcome from the literature put forward that higher level of stress to be associated with poor academic performance (**Sohail, 2013**).

Hussien and Hussien (2006) defined stress as the situation by which the individual suffers from physical and psychological hyper tension resulted from factors that can't be handled and exceeds human ability to cope with. Stressors refer to the factors or stimulators that cause psychological

physical stress. Some scientists categorize these stressors according to their frequency or duration.

Hancock and Szalma (2008) noted that two broad themes describe modern stress theory. Firstly, the presence of a mechanism through which individuals evaluates events in terms of their meaning fullness to the psychological or physical well-being. Secondly, individuals regulate their internal states and engage these mechanisms to compensate for perturbations induced by external events, including task demands. As any psychological concept, stress has different definitions.

Chen, Wong, Ran and Gilson (2009) in their study explained the link between college stress, coping strategy and psychological well-being; they used 342 students from 6 universities. Their study has proved that mental comfort has a negative relationship with college stress and a positive coping strategy has significant buffering effects on psychological health problems. They also found that the male students reported higher level of stress, poorer psychological well-being, and having less inclination towards using positive coping strategies.

Ibrahim (1998) defined stress as a severe