



A Study On Evaluation Of Stress Among Undergraduate College Going Students In Thanjavur District

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Abstract: Stress is the body's emotional, physical, or behavioral response to environmental change. Stress can be a short-term reaction in response to an upcoming event, such as homework deadlines, an upcoming exam etc. Sixty undergraduate students from various colleges in Thanjavur district were selected by simple random sampling. The present research involved a questionnaire survey. Data were collected using a structured questionnaire with two components. The first section of the questionnaire includes demographic information, while the second section includes questions about academic stress, parental expectation and stress management. The data were analyzed using SPSS analysis. The findings of the current study stated that the students are getting academic stress mainly due to exam results and online study, and also parental expectation about the students on their academic performance. Colleges should provide guidance and support stress management among the undergraduate college students through various programs like counseling and workshop, specifically geared to the stressors encountered by college students. Further, current study suggests that practicing mind-body intervention programs in the university to promote overall health and wellbeing among students population.

Index Terms: Stress, academic stress, stress management, undergraduate college students

I INTRODUCTION

Stress is a pervasive response to environmental changes, affecting emotional, physical, and behavioral wellbeing. Undergraduate college going students are particularly vulnerable to stress due to academic pressures, parental expectations, and social responsibilities. This study aimed to evaluate stress among undergraduate college-going students in Thanjavur district, identifying sources of stress and suggesting strategies for stress management.

Stress is a common element in the lives of every individual, regardless of race or cultural background. Stress is the insistent outcome caused by various stable and strain routine tasks of every part of our life. The changeover from adolescence to adulthood is a complicated journey in academic life of college students. In this stage, college students face fast physical, social and mental changes along with they may experience unsuitability and adaptableness. College students constantly have more multifaceted inconvenience due to academic pressure, adaption to new environment, fear of failure, struggle to create uniqueness, inferiority, attaining social familiarity, etc. (Dawit Yikealo et al.,2018). College life is one of the most sparkling and unforgettable experiences in an adolescent's life. In colleges, adolescents enjoy a vivacious environment, a

company of friends and various academic and co-curricular activities which enrich and nurture their academic life and hereafter prepare the adolescent for adulthood. (R.Sathya Devi et al., 2015)

II METHODOLOGY

The methodology pertaining to the study "A Study on Evaluation of Stress among Undergraduate College-Going Students in Thanjavur District" is given under the following headings:

2.1 Selection of Areas and Size: 60 undergraduate college-going students from various colleges in Thanjavur district.

2.2 Selection of the Respondents: The respondents for this study were undergraduate college-going students from various colleges in Thanjavur district. The selection criteria include:

2.2.1. Age: 18-21 years

2.2.2. Academic level: Undergraduate students (first to third year)

2.2.3. College affiliation: Students from various colleges in Thanjavur district

2.3 Statement of the Problem: Stress among undergraduate college-going students has become a pressing concern in recent years in Thanjavur district, undergraduate students face unique challenges, including:

2.3.1. Academic pressure: The pressure to perform well academically can be overwhelming, particularly in a competitive educational environment.

2.3.2. Parental expectations: Students often face high expectations from parents, which can exacerbate stress levels.

2.4. Sampling Technique: Simple random sampling.

2.5. Data Collection Tool: Structured questionnaire with two components:

- Demographic information
- Questions about academic stress, parental expectation, and stress management

2.6. Data Analysis: SPSS analysis was used to analyse the data

III RESULT AND DISCUSSION

3.1 Demographic Information

3.2 Academic stress

3.2.1 Causes of Academic stress

3.2.2 Mode of learning

3.3 Parental Expectation

3.1 Demographic Information

Table 3.1 Represent the Demographic Information

Demographic Information	Variable	Frequency	Percent
Gender	Male	34	57
	Female	26	43
	Total	N=60	100
Group	Arts	29	48
	Science	31	52
	Total	N= 60	100
Grade level	I year	4	6.7
	II year	22	36.7
	III year	34	56.7
	Total	N=60	100
Family type	Nuclear	47	78
	Joint	13	22
	Total	N=60	100

The table 3.1 presents general demographic information of 60 respondents, categorized by gender, academic group, grade level, and family type. Among them, 57% are male (34 students), while 43% are Female (26 students). Regarding their academic group, 48% (29 students) belong to the Arts stream, whereas 52% (31 students) are in the Science stream. In terms of grade level distribution, 6.7 % (4 students) are in the I years, 36.7% (22 students) are in the II year, and the majority, 56.7% (34 students), are in the III year. Lastly, concerning family type, 78% (47 students) come from nuclear families, while 22% (13 students) belong to joint families.

3.2 Academic stress

3.2.1 Causes of Academic stress

Table 3.2.1. Represent the causes of Academic stress

Academic stress	Variable	Frequency	Percent
Main causes of academic stress	Exams	8	13
	Assignment and project	12	20
	Exam Result	37	62
	Others specify	3	5
	Total	N=60	100

Table 3.2.1 shows that the main causes of academic stress among 60 students are, categorized into four variables: exams, assignments and projects, exam results, and other specified reasons. The frequency and percentage of responses for each category are provided. Exam results are identified as the most significant cause of academic stress, affecting 37 students (62%). Assignments and projects contribute to stress for 12 students (20%), while exams impact 8 students (13%). Additionally, 3 students (5%) cited other unspecified reasons as their primary source of academic stress. The total number of respondents is 60, representing 100% of the surveyed population.

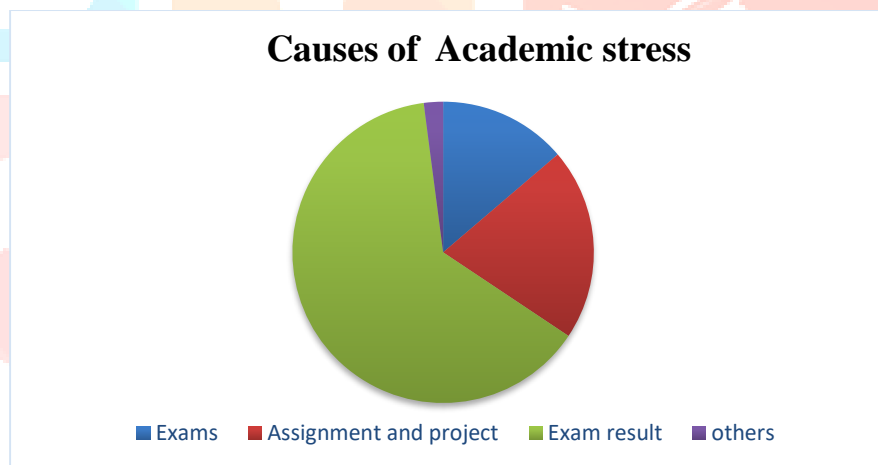


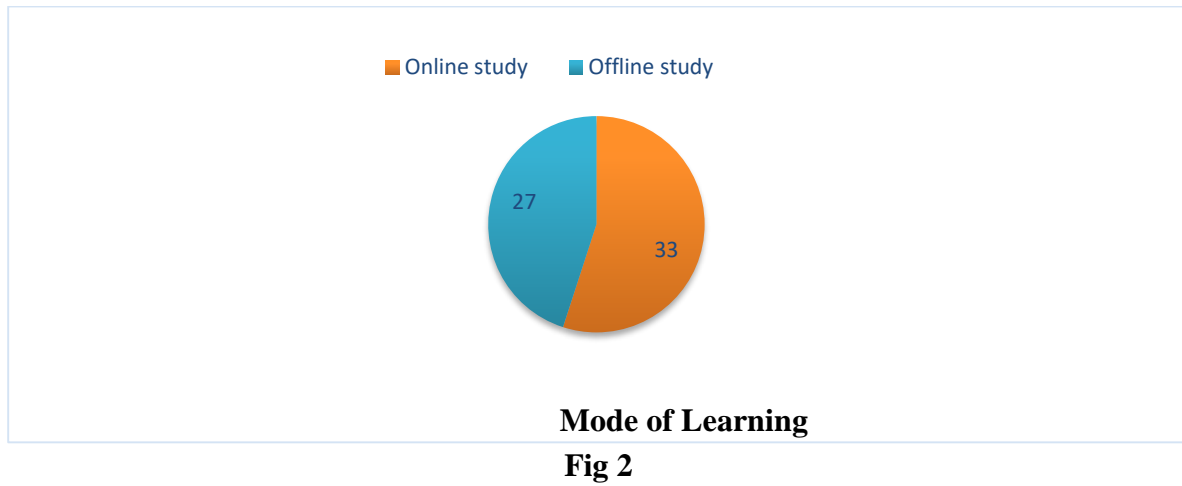
Fig 1

3.2.2 Represent the Mode of Learning

3.2.2 Represent the Mode of Learning

Mode of Learning	Variable	Frequency	Percent
Mode of learning stress	Online study	33	55
	Offline study	27	45
	Total	N= 60	100

The table 3.2.2 presents data on the mode of learning among students, showing that 55% (33 students) experience stress from online study, while 45% (27 students) experience stress from offline study, with a total sample size of 60 students.

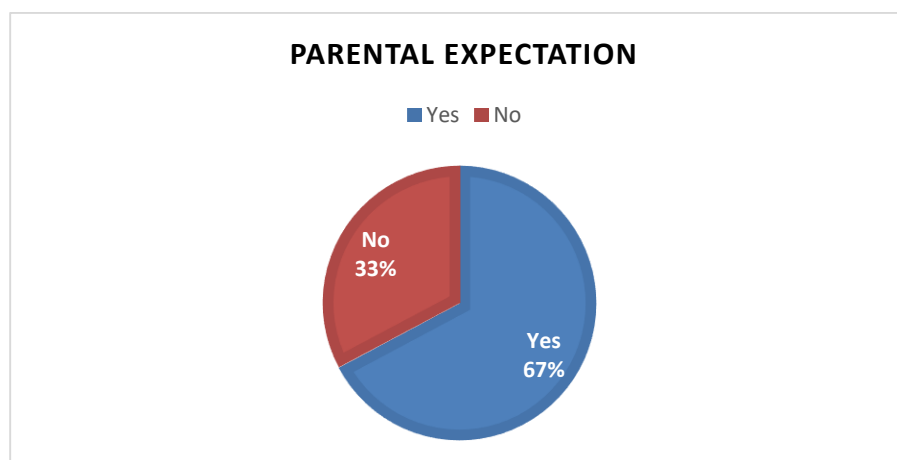


3.3 Parental Expectation

Table 3.3. Represent the Parents Expectation on Academic Performance

Parental Expectation	Variable	Frequency	Percent
Parents Expectation on Academic Performance	Yes	56	83
	No	4	7
	Total	N=60	100

From table 3.3 it shows that presented data on parental expectations regarding academic performance among 60 respondents. It reveals that 56 individuals (83%) reported that their parents expect them to perform well academically, while only 4 individuals (7%) stated that their parents do not have such expectations. This indicates that the majority of respondents experience parental pressure to excel in academics.



IV CONCLUSION

This study highlighted the alarmingly high levels of stress experienced by undergraduate college students in Thanjavur district. The primary sources of stress identified were academic pressure, parental expectations, and online learning. To mitigate these stressors and promote overall well-being, colleges must establish comprehensive support systems, including conducting regular workshops on stress management, time management, and study skills. It also accesses counseling services to address academic, personal, and social concerns and also the mind-body intervention programs promoting relaxation, mindfulness, and physical activity. Future research should look into how well these interventions work and the stress of undergraduate college going students.

Reference

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