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A Study on Comparison of Stress Management Factors among Undergraduate and Postgraduate Students

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Abstract: ***College life is one of the most scintillating and memorable experience in an adolescent's life. It is in college that an adolescent enjoys the vibrant environment, the company of friends, and the various academic and co-curricular activities, which enriches, nurtures and prepares the adolescent for adulthood. The objective of this study was to investigate the comparison of stress among undergraduate arts, engineering and post graduate students from different disciplinary areas. Through sampling, a total of 470 students were selected to participate in this research. The present paper examines the sources and effects of stress based on the comparison of college students. It is hoped that the findings of the present study will assist college students to deal with stress and help advance knowledge on coping strategies to face life stress.***

Keywords: College students, Experience, Vibrant environment

1. Introduction

Stress can come in different ways in an individual's daily life. Stress is also viewed as the body's reaction, both neurologically and physiologically, to adapt to a new condition (Franken, 1994). When there is a change in life, we adjust ourselves to fit in the new condition. For a student, stress may be caused by failure in academic or sports, financial problems, health problems or loss of a family member or close friend. Stress is the way that you react physically, mentally and emotionally to various conditions, changes and demands in your life. High levels of stress can affect your physical and mental well-being and performance.
Hans Selye (1956) first popularized the concept of "stress" in the 1950s. Selye theorized that all individuals respond to all types of threatening situations in the same manner, and he called this the General Adaptation Syndrome (GAS).

Vijaya and Karunakaran (2013) states that stress is a complex phenomenon. It largely depends on one's temperaments, environmental conditions, experiences and situations. It is experienced by every individual in any one situations or the other. In their study found that majority of boys expressed high level of stress and moderate stress compared to girls. Whereas majority of girl students exhibited low level of stress compared to Boys.

Nivethita and Rita (2016), aims is to identify the sources of stress and its effect on students' life and the top most stress symptoms' through ranking. It mainly focuses on issues like identifying causes, symptoms, and outcome of stress in students' community. Students need to be trained in handling stress. Finally, most students find that eustress is a positive aide in school. This will also reduce student stress and improve test performance by imagining them achieving their goals.

Sathya Devi (2015) and Shaj Mohan defined Students are very likely to experience some or many stressors. A questionnaire comprises of demographic information, set of questions on academic, social, family, emotional and financial stressors and the statements on positive and negative stress coping strategies. The major sources of stress found out in through the study have a direct relation with the stress level of students.

Pargman 2006 explains "An uncertain reaction to external and internal factors" that means a negative or positive reaction to environmental stimuli. In this regard, it is how the totality of your body relate to changes and unfamiliar situations that present itself in the course of time. During such a period, vital organs such as sexual organs, heart rate, blood pressure, stroke volume, respiratory rate in the body react speedily. Many hormonal responses are at peak.

What is Stressful for Undergraduates?
Students react to college in a variety of ways. For some students, college is stressful because it is an abrupt change from high school. For others, separation from home is a source of stress. Although some stress is necessary for personal growth to occur, the amount of stress can overwhelm a student and affect the ability to cope. It includes growth in the size and complexity of institutions and increased diversity among students. A consequence of that rapid growth has been a loss of personal attention to students. One measure of excessive stress, or distress, in college students is the use of mental health services. Symptoms commonly reported by campus psychiatrists portray a general picture of school-related stress, for example, the inability to do school work and the fear of academic failure.

What is Stressful for Graduate Students?
The accelerated growth in undergraduate programs has also been felt in graduate schools, resulting in an oversupply of advanced studies. Consequently, graduate students, facing

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poor employment opportunities when they finish their doctoral programs, feel stress associated with the uncertainty of their career choice and future prospects. Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness. Another source of stress is the difficulty of achieving social intimacy.

2. Objectives and Limitations

Problem Statement

How do one can cope with stress in the work to achieve a more balanced lifestyle? Stress is a part of everybody's life. Depending on the level of stress, it can control our lives, especially in the work. Many people spend several long hours at work, and thus have less time for other things. Day – to – Day work provides various works like academics, personal and also doing the back-end works for the life. So, the students will constantly be under pressure in completing the work within the specified time. Therefore, a research study is performed to investigate comparison of stress among students and its effect on their work.

Objectives

- To investigate the level of stress among students from different groups.
- To identify the factors causing stress among the students.
- To compare the stress factors among undergraduate arts, engineering and post graduates.
- To find out the possible measures that would reduce the stress level.

Limitations:

- The study is limited to students of Arts, Engineering and Management.
- The availability of time limit is a major constraint to the study.
- The study was purely based on the information given by the engineering, arts and management students.
- This data is conducted at primary level therefore it might be subjected to bias.

3. Research Methodology

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure. In this study descriptive type of research design has been used. The objectives of this study were achieved through the accomplishment of the following tasks. The factors used in the research were collected through a literature review, thesis and subjected to a questionnaire survey directed towards two groups in both undergraduate arts, undergraduate engineering and post graduate students. 470 samples of questionnaire were administered through disproportionate stratified simple random sampling and analysed.

4. Data Analysis

Table 1: Respondents based on Age groups

Age Group	No. of Respondents	Percentage
18 – 20	239	50.9
21 – 23	194	41.3
24 – 26	37	7.9
TOTAL	470	100

Interpretation: The above table shows age-wise classification of the respondents taken for the study. It can be observed that 51 percent of the respondents were from 18 to 20 years of age, 41 percent of the respondents were from the age group of 21 to 23 years, 8 percent of the respondents were from the age group of 24 to 26 years.

Table2: Gender wise classification

Gender	No. of Respondents	Percentage
Male	*242*	*51.5*
Female	*228*	*48.5*
Total	470	100

Interpretation: The above table shows the gender - wise classification of respondents. It can be observed that 52 percent of the respondents were male and the remaining 48 percent of the respondents were female.

Table 3: Respondents based on qualification

Qualification	No. of Respondents	Percentage
Under Graduate	200	42.6
Post Graduate	120	25.5
Ug Arts	150	31.9
Total	**470**	**100**

Interpretation: The above table shows qualification-wise classification of the respondents. It can be observed that 43 percent of the respondents were under graduates, 26 percent of the respondents were from post graduates and the remaining 31 percent of the respondents were belongs to UG arts group.

Table no – 4: Respondents based on year of study

Year of Study	No. of Respondents	Percentage
1st Year	160	34.0
2nd Year	160	34.0
3rd Year	100	21.3
4th Year	50	10.6
TOTAL	470	100

Interpretation: The above table shows year-wise classification of the respondents. It can be observed that 34 percent of the respondents were from first year (includes UG – 50, PG – 60, UG Arts – 50), and the other 34 percent of the respondents were from second year (includes UG – 50, PG – 60, UG Arts – 50), 21 percent of the respondents were 34 percent of the respondents were from third year (includes UG – 50, UG Arts – 50), and the remaining 11 percent of the respondents were from final year under graduates.

Table 5: Respondents based on time spending for leisure activities

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Allocating Time For Leisure Activities	No. of Respondents	Percentage
Yes	307	65.3
No	163	34.7
Total	**470**	**100**

Interpretation: The above table indicates allocating time for leisure activities-wise classification of the respondents. It can be observed that 65 percent of the respondents were said yes in spending their time and the remaining 35 percent of the respondents were don't spend time for leisure activities.

Table 6: Opinion based on often get stress

Often Get Stress	Frequency	Percentage
Never	99	21.1
Rarely	110	23.4
Sometimes	51	10.9
Frequently	86	18.3
Always	124	26.4
Total	**470**	**100**

Interpretation: The above table shows the respondents how they get often stress wise classification. It can be observed that 26 percent of the respondents were said always they often get stress, 23 percent of the respondents were said they get stress rarely, 18 percent of the respondents were frequently get stress, 21 percent of the respondents were never get stress and the remaining only 11 percent of the respondents were sometimes often get stress.

Table 7: Opinion based on Techniques come out of stress

Techniques	Frequency	Percentage
Exercise / Yoga	59	12.6
Meditation	74	15.7
Pursure Hobbies / Interests	112	23.8
Positive Thinking	144	30.6
Others	81	17.2
Total	470	100

Interpretation: The above table indicates how respondents use techniques to come out of the stress. It can be observed that 31 percent of the respondents concentrate on their positive thinking, 24 percent of the respondents were pursuing their hobbies or own interests, 17 percent of the respondents were concentrate on others such as listening to music, playing games, talking with friends etc., 16 percent of the respondents were do meditation and only 12 percent of the respondents were undergone Exercise or yoga.

Comparison of UG – Engineering and UG – Arts:
The mean difference is calculated between the under graduate engineering and undergraduate arts, and the results are listed belo

Relationship factors:

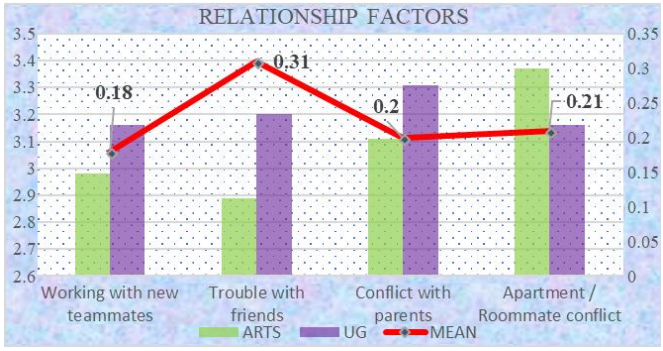


Figure 1: Mean difference between UG Arts & UG Engg.

Interpretation: The above figure indicates mean difference between undergraduate arts and undergraduate engineering based on relationship factors. Major difference is obtained when respondents get troubling with friends (0.31), followed by apartment or roommate conflict (0.21) and then when respondents dealing conflict with parents (0.20) and the lower difference is when respondents working with new teammates.

Academic factors

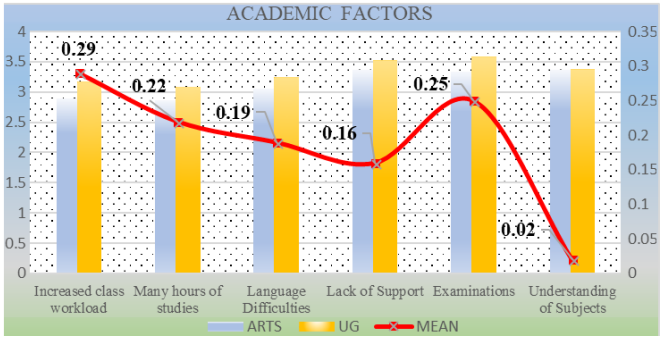


Figure 2: Mean difference between UG Arts and UG Engineering

Interpretation: The above figure indicates mean difference between undergraduate arts and undergraduate engineering based on academic factors. Major difference is obtained when respondents feels when class workload gets increased (0.29), followed by respondents facing examinations (0.25), many hours of studies (0.22), language difficulties (0.19) and then when respondents didn't get support (0.16) and the lower difference is when respondents deals with understanding of subjects.

Environmental factors

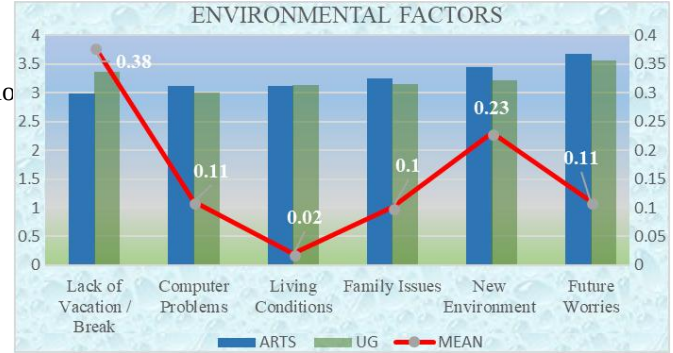


Figure 3: Mean difference between UG Arts and UG Engineering

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Interpretation: The above figure indicates mean difference between undergraduate arts and undergraduate engineering based on environmental factors. Major difference is obtained when respondents get lack of vacation or break (0.38), followed by respondents facing when they are in new environment (0.23), computer problems (0.11) and future worries (0.11) and then when respondents facing family issues (0.10) and the lower difference is when respondents are in living conditions (0.02).

Personal factors

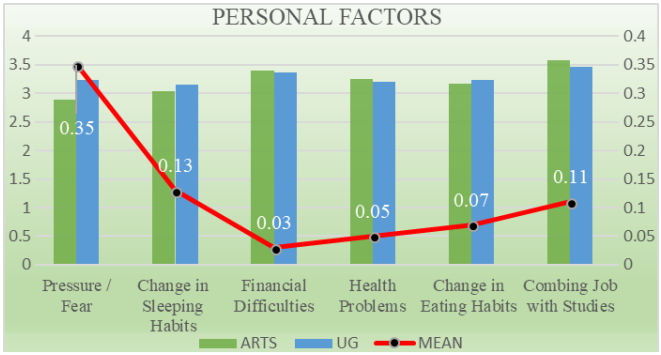


Figure 4: Mean difference between UG Arts and UG Engineering

Interpretation: The above figure indicates mean difference between undergraduate arts and undergraduate engineering based on personal factors. Major difference is obtained when respondents get pressure or fear (0.35), followed by respondents facing when they have change in sleeping habits (0.13), combing job with studies (0.11), change in eating habits (0.07) and then when respondents facing health problems (0.05) and the lower difference is when respondents face financial problems (0.03).

Career factors

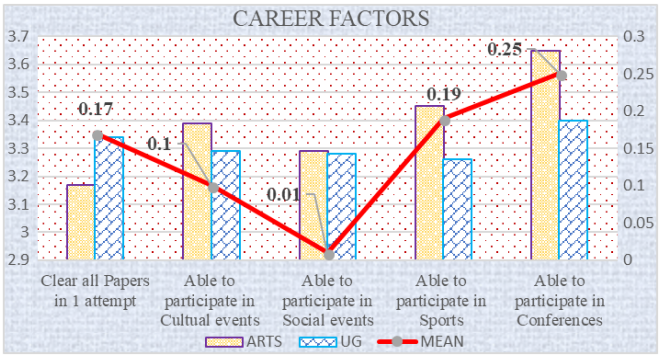


Figure 5: Mean difference between UG Arts and UG Engineering

Interpretation: The above figure indicates mean difference between undergraduate arts and undergraduate engineering based on career factors. Major difference is obtained when respondents can't able to participate in conferences (0.25), followed by respondents were not able to participate in sports (0.19), clearing all papers in one attempt (0.17), respondents can't able to participate in cultural events (0.10) and the lower difference is when respondents not able to participate in social events and services (0.01).

Comparison of UG – Engineering and Post Graduate:
The mean difference is calculated between the under graduate engineering and post graduate, and the results are listed below.

Relationship factors

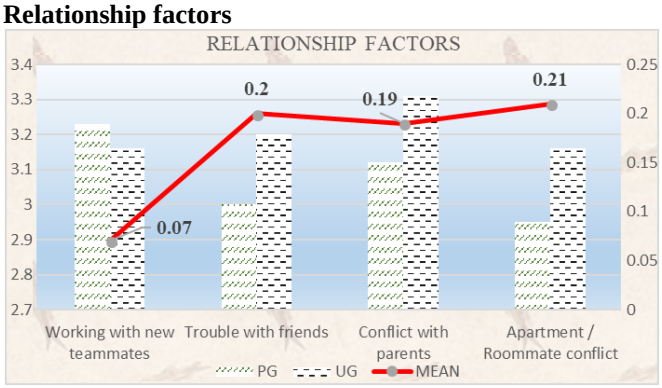


Figure 6: Mean difference between UG Engg and Post Graduate

Interpretation: The above figure indicates mean difference between post graduate engineering and management and undergraduate engineering based on relationship factors. Major difference is obtained when respondents get apartment or roommate conflict (0.21), followed by respondents get trouble with friends (0.20) and then when respondents dealing conflict with parents (0.19) and the lower difference is when respondents working with new teammates (0.07).

Academic factors

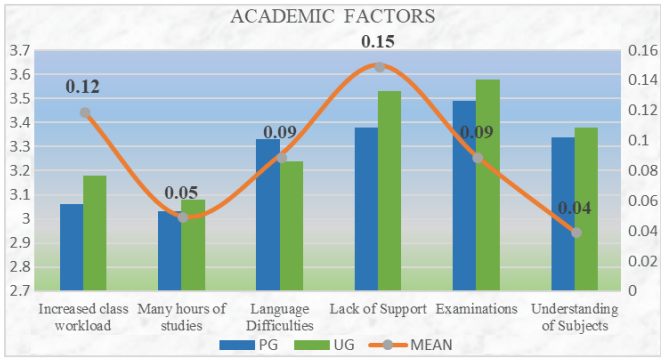


Figure 7: Mean difference between UG Engg and Post Graduate

Interpretation: The above figure indicates mean difference between post graduate and undergraduate engineering based on academic factors. Major difference is obtained when respondents feels they get lack of support (0.15), followed by respondents facing increasing class of workloads (0.12), examinations and language difficulties (0.09) and then when respondents feels many hours of studies (0.05) and the lower difference is when respondents deals with understanding of subjects (0.04).

Environmental factors

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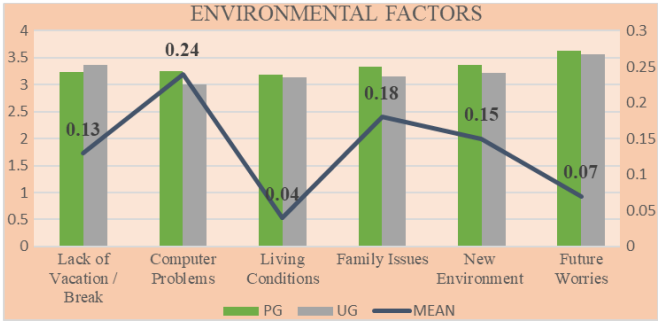


Figure 8: Mean difference between UG Engg and Post Graduate

Interpretation: The above figure indicates mean difference between postgraduate and undergraduate engineering based on environmental factors. Major difference is obtained when respondents face computer problems (0.24), followed by respondents facing family issues (0.18), new environment (0.15), get lack of vacation or break (0.13), future worries (0.07) and the lower difference is when respondents are in living conditions (0.04).

Personal factors

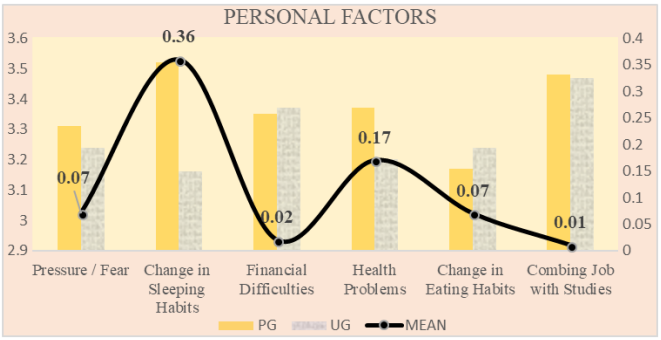


Figure 9: Mean difference between UG Engg and Post Graduate

Interpretation: The above figure indicates mean difference between post graduate and undergraduate engineering based on personal factors. Major difference is obtained when respondents get change in sleeping habits (0.36), followed by respondents facing when they have health problems (0.17), respondents get pressure or fear and change in eating habits (0.07) and then when respondents facing financial difficulties (0.02) and the lower difference is when respondents face searching for jobs while studying (0.01).

Career factors

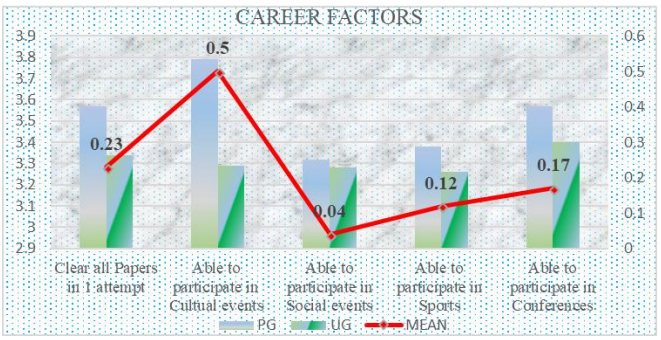


Figure 10: Mean difference between UG Engg and Post Graduate

Interpretation: The above figure indicates mean difference between post graduate and undergraduate engineering based on career factors. Major difference is obtained when respondents can't able to participate in cultural events (0.50), followed by respondents were not able to clear all papers in one attempt (0.23), not able to participate in conferences (0.17), respondents can't able to participate in sports (0.12) and the lower difference is when respondents not able to participate in social events and services (0.04).

5. Results and Discussion

The major findings from the study are, the stress management survey revealed the following details. 51 percent of the respondents were age group of 18 to 20 years. 52 percent of the respondents were male candidates where 43 percent of the respondents were under graduates. 34 percent of the respondents were from first year (includes UG – 50, PG – 60, UG Arts – 50). The survey also helped in knowing that 65 percent of the respondents are spend their time for leisure activities. 24 percent of the respondents were always often get stress. 31 percent of the respondents concentrate on their positive thinking work as a technique to come out of stress.

Mean difference between UG arts and UG Engineering under relationship factor, shows that "Trouble with friends" has obtained the highest mean difference as 0.31. Under academic factors, shows that "Increased Class Workload" has obtained the highest mean difference as 0.29. Under environmental factors, shows that "Lack of Vacation / Break" has obtained the highest mean difference as 0.38. Under personal factor, shows that "Pressure / Fear" has obtained the highest mean difference as 0.35. Under career factor, shows that "Able to participate in Conference" has obtained the highest mean difference as 0.25.

Mean difference between Post graduate and UG Engineering under relationship factor shows that, "Apartment or Roommate conflict" has obtained the highest mean difference as 0.21. Under academic factor shows that, "Lack of Support" has obtained the highest mean difference as 0.15. Under environmental factor shows that, "Facing Computer Problems" has obtained the highest mean difference as 0.24. Under personal factor shows that, "Change in Sleeping Habits" has obtained the highest mean difference as 0.36. Under career factor shows that, "Able to participate in cultural events" has obtained the highest mean difference as 0.50.

6. Suggestions

Since the individual often get into stress due to their academic purposes, so that, proper communication and activities should be given to reduce such stress. Guidance and counselling unit should be part of the Management system. so that students can cope with their stress factors affecting them. Provide good learning condition like room lighting, air conditioning, seating, lab facilities, library, etc., for students. Good eating habit should be priority of students in relation to stress management. Enough sleep and exercise are an

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important remedy to stress management. Get involved with campus activities.

7. Conclusion

Thus, the effectiveness of stress management among students' is surveyed using a questionnaire method. And the data collected are analyzed and compared and the solutions and suggestions are enlisted. Relationship, Academic, Environmental, Personal and Career factors all play an important role in the development of stress. Based on the comparison of the study, the mean difference between UG arts and UG engineering groups under Environmental factor is high, same as between UG engineering and Post graduate under Personal factor is high. So, Environmental factors are the most important stressors – hence the need for specific and targeted measures to decrease substantially the problems of stress on the students. Teaching methods and college environmental surroundings should be adapted to the needs of the students, so that they can utilize and enjoy it. A research has been done and based on the analysis made some pragmatic solutions have given and this will be of great assistance in helping the students to have an excellent academic life.

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