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Project Title: PSYCHOLOGICAL STRESSORS, ANTECEDENTS AND ANALYSIS FOR UNDERGRADUATES

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TITLE: PSYCHOLOGICAL STRESSORS, ANTECEDENTS AND ANALYSIS FOR UNDERGRADUATES

ABSTRACT

Many undergraduate students undergo considerable stress due to the demands associated with change, many factors are responsible for stressful life of undergraduate college students: the combination of time pressure, academic pressure, financial problems, personal problems, relationships and the routine and boring work regime.

The aim of this study was to: identify the major sources of stressors among undergraduates college students, to identify the various symptoms of stress experienced by the students, , to assess the level of stress among males and females, find out the level of academic stress among undergraduates in their year of study, to examine the relationship between workload and time for interest, hobbies and recreation, to assess the stress among students who live in hostel or pgs to that who live with their parents, to find out stress due to uncertainty among students from the phase of study, to examine the stress due to workload in college students from different streams, to give suggestive measures to overcome stress.

Statistical tests employed in this study were descriptive in nature both qualitative and quantitative data analyses were conducted. Secondary and primary data were collected for the study. For the collection of data convenient sampling, non-probability is used. The study applied both nominal and ordinal scale. The data on research question were analyzed using frequency count and percentages. The excel has been used to analyze the data using the statistical tools that is ANOVA, Chi-square and Correlation.

A total of 88 respondents were involved from commerce, humanities and science background. The sample consisted of 17% male and 83% female students. The age of the respondents was between 18-23. There is statistically significant difference between stress due to workload among students of all streams determined by one way ANOVA ($F(2, 85) = 3.104$, $p = 0.0018$). Result of Pearson correlation indicated that there was a significant positive association between workload and lack of time for hobbies/recreation/interest ($r=0.376$). There is statistically significant difference in

academic stress among students of all years, determined by one way ANOVA (F (3, 84) = 2.713, p = 0.00924). The stress due to future uncertainty is felt equally by all college year students determined by one way ANOVA (F (3, 84) = 2.713, p = 0.509). The level of perceived stress is similar among males and females as determined by X^2 (1, 88) = 3.07, p=0.07. There is statistically significant difference between the levels of stress among students who live in hostel/pgs to that who live with their parents as determined by one way ANOVA (F (1, 86) = 1002.221, p = 3.59E-49).

Stress is highly prevalent among undergraduate college students. Undergraduates are mostly affected by academic stress. Moderate level of stress is found in college students related to family problems, financial strains and relationships. The improvement of mental health among undergraduate college students is essential. The findings call for initiation of stress management interventions and increased counseling facilities for college students.

Objectives

The main objective of this study is to identify the sources of stress and its effects on students' life.

1. To identify the major sources of stressors among undergraduates college students.
2. To find out the level of academic stress among undergraduates in their year of study.
3. To examine the relationship between workload and time for interest, hobbies and recreation.
4. To assess the stress among students who live in hostel or pgs to that who live with their parents.
5. To find out stress due to uncertainty among students from phase of study.
6. To examine the stress due to workload in college students from different streams.
7. To assess the level of stress among males and females.
8. To identify the various symptoms of stress experienced by the students.
9. To suggest recommendations to minimize the students' stress.

INTRODUCTION

Background of the study

Stress is a term that refers to the sum of physical, mental and emotional strains or tensions on a person. Stress also indicates the consequence of the failure of a human to respond appropriately to emotional or physical threats whether are either actual or imagined. It describes external demands (physical or mental) on an individual's physical and psychological well-being. Stress has serious consequences which may lead to the development of depression and anxiety. It may foster anxiety, substance abuse, burnouts leading to abandonment of studies, depression, and even suicidal ideation.

Stress is the "wear and tear" of student's bodies caused by frequently changing environment. It has physical and emotional effects. It can create positive or negative feelings. Positive influence of stress can help and compel them to action; it can result in a new awareness and an exciting new perspective. Negative influence can result in feelings of distrust, rejection, anger, depression, and lead to health problems such as headaches high blood pressure, heart disease and stroke.

Stress levels can differ on the basis of how 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 actually worry themselves more than required and affect their health. Stressors are the circumstances that disrupt, or threaten to disrupt, individuals, "daily functioning and cause people to make adjustments" (Auerbach and Grambling,1998).

Malach, Pines and Keinan (2007) defined stress as the insight of incongruity between environmental burden (stressors) and person's ability to fulfill 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.

College students are expected to learn and master a huge amount of knowledge and skills. The personal and social sacrifice they have to make in order to maintain good academic results in a highly competitive environment puts them under a lot of stress. There have been many studies (Schafer, 1996; Fisher, 1994; Altmaier, 1983; Greenberg & Valletutti, 1980), which have reported strong relationship between stress and college students.

Many undergraduate students undergo considerable stress due to the demands associated with change: leaving home, becoming independent decision makers, and competing against new standards (Altmaier, 1983). Too much stress can interfere with a student's preparation, concentration, and performance.

It was concluded that many factors led to particularly stressful: the combination of time pressure, academic pressure, financial problems, personal problems and the routine and boring work regime. Much research on stress in college students has centered on the sources of stress which include completing graduation requirements, achieving good examination grades, fear of failing the course, and fear of facing parents after failure.

Causes of stress

1. **Academic factors:**Some of the situation in the college that could cause stress for students include: too much homework, unsatisfactory academic performance, preparation for test/examination, lack of interest in a particular subject. According to Roberts and White (1989) academic work may reflect some of the high level of stress that college students have reported. Some of them experience grade pressures that cause students to have problem with stress. Too much stress can interfere with a student preparation, concentration and performance. One of the main causes of academic stress is test anxiety.

2. **Family factors**: The family can also be a source of stress for undergraduates' college students. Some families place a great deal of stress on students by telling them that they need to acquire good grades. In addition, families with constant conflicts are characterized by a lack of parent-child communication and shallow understanding of each other's expectation.

3. **Financial factors**: stress resulting from personal financial difficulties is worth exploring in more detail given the challenge college students and recent graduates face regarding the growing burden of student loans. The institutional environment surrounding the college education decision has changed dramatically – grants and other forms of aid have not kept pace with the rapid increase in tuition (College Board, 2011; Draut, 2007). As a result, students are relying more heavily on student loans in order to pay for their seducation (Draut,

2007). "Working your way through college" is no longer realistic since tuition has increased more rapidly than inflation for the last few decades.

4. **Relationships:** Many students at this level of development are pre-occupied with the development of relationship with opposite gender. They want to belong and be accepted by their peers. Making new friends is another source for college students. "Giving up or changing new friendships and developing new ones is often a stressful activity associated with college life" (Greenberg, 1996, p280).

Need of the study

Stress is a mental phenomenon. It leads to disastrous consequences if not properly redressed. Stress is prevalent in all walks of life. To derive at effective stress coping strategies, one must understand whether stress is existent or not. Many of the emotional and physical symptoms that occur commonly in the student population, such as headaches, fatigue, depression, anxiety, and the inability to cope, can be attributed to or exacerbated by stress.

Stress among students is an important concept to be addressed properly, failing which consequences may be serious. Studies on psychological problems such as stress, depression and anxiety among college students have found that these disorders are under diagnosed and under treated. Failure to detect these disorders unfortunately leads to increase psychological morbidity with unwanted effects throughout their careers and lives.

Value of the study

College life can be quite stressful for anyone. Being a freshman can make it even more difficult to handle stress as an undergraduate. It is important to look at the different factors of stress to help them cope effectively. Researchers have paid little attention toward factors associated with mental health problems. Therefore, the findings of this study could be used in undergraduate college education and counselling activities.

Early detection of psychological problems shortens the duration of an episode and results in far less social impairment in the long term. Retrieving knowledge about presence of stress is therefore important in itself and if found should be given attention for timely intervention. It is therefore important to be aware of the symptoms of psychological stress in college students, especially those which are significantly associated with depression in order to facilitate early detection and treatment of these problems.

This study seeks to determine whether the undergraduate students are experiencing stress and seeks to understand the reasons as to why the students experience stress during their course of study. This study is important for examining stress would help the universities to develop a stress intervention program can be designed to address stress of the undergraduate students.

This study is intended to encourage a better theoretical understanding and acknowledgement of the complexities affiliated with students' stress. It can also assist as an initial study in scholar stress and can become a cornerstone for future studies on similar theme such as the coping schemes and stress for the identical community or different community. The findings may also help policy manufacturers and the top administration to have perception and a better understanding of the reality of stress in students. Therefore, outcome may be precious in that they may help in the playing of better organizational productivity and effectiveness.

With this background, this study was conceived as an analytical observational study to assess the level of stress in undergraduates' college students and to identify factors potentially responsible for inducing stress.

LITERATURE SURVEY

Ross et al., (1999) examined interpersonal, intrapersonal, academic and environmental sources of stress and generally found daily hassles to be more stress-inducing factors than more than significant life events, in which intrapersonal sources of stress were the leading stressors. More specifically, the study delineated that change in sleeping habits, vacations/breaks, changes in eating habits, increased workload, and new responsibilities were the top five sources of stress among college students.

Sulaiman et al., (2009) found that female students have experienced a higher level of stress compared to male students because they tend to be extra emotional and sensitive toward what is happening in their surroundings. Jogaratnam et al., (2004) found the same finding that female students reported a higher level of stress than their male counterparts concerning the time pressure dimension of stress. Gender differences surface quite naturally in the area of stress. Depression is considered to be a greater problem among women than men. The American Psychiatric Association (2000) reported that women experience depression twice as often as men. These differences arise perhaps on account of increased family pressures experienced by women as against men. Whereas Prabu (2015) researched that male students are more stressed than the female students.

Several studies have ascertained that there is an inverse relationship between students' level of stress and their academic performance with the assumptions that higher level of stress hampers students' effective functioning in the field of learning (Bennett, 2003; Elias et al., 2011). On the other hand, other studies found no statistically significant relationship between stress and academic performance (Azila-Gbettor et al., 2015; Jogaratnam et al., 2004).

D'Zurilla et al., (1991) college students, especially fresher, are prone to more stress due to their transition from home to college life. Ross et al., (1999) argues that most of the students are stressed because of some compulsory adjustments viz. being away from home for the first time, maintain high academic achievement and adjust to a new social environment. Besides these, a student also encounters a pressure to earn good grades (Bunn et al., 2007).

Excessive homework, unclear assignments, uncomfortable classrooms (Frazer et., 1986), assessment deadlines (Misra et al., 2000), relations with faculty members, time pressures (Sgan-Cohen et al., 1988), financial pressures, relationship with peers, opposite gender, family and friends (Wright, 1967), new eating and sleeping habits, loneliness and bleak future career prospects are other stressors identified by researchers. An issue associated with study load related stress is the fear of failure.

Reddy et al. (2018) in their study concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated well being of the students is important not only for the individual but for the institute as well.

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.

McKean et al. (2000) argue that undergraduate students experience higher stress at expected times in each semester. Academic engagements, financial pressures and lack of time management skills lead to building up of stress. Excessive stress can affect well being, emotional attitude and academic performance. There upon it becomes essential that undergraduate students establish methods to deal with stressful situations.

As discussed by Northern et al. (2010), some researchers have used financial data exclusively to measure financial stress. While being unable to pay bills and other financial difficulties may indeed produce stress, there are important psychological aspects of stress that may be missed when using

financial data alone (Northern et al., 2010). Being unable to pay bills on time may plausibly be a stressful event for one student, but not for another student. Stress is certainly a complex construct, but the differences in measurement of financial stress are likely a result of a lack of theory-based research. Many of the studies mentioned above do not include an explanation of the theoretical framework used to investigate issues related to financial stress.

With respect to the levels of stress and stressors, previous literature has invariably documented that college students are exposed to different kinds of stressors and stress level. For instance, in a study conducted with the sample of 249 student participants, undergraduate university students were found to experience higher levels of stress as a result of academic commitments, financial pressures, and lack of time management skills. The students' health, emotional state, and academic performance can be devastated when they negatively interpret the stressful context or when the stress level intensifies (Ranjita Misra et al., 2000).

METHODOLOGY

Introduction

This portion focuses on research methodology that was used in the study. It provides a detailed description of the research approach adopted in this study. Research design, target population, research instruments, data collection and analysis tools that has been used.

Research design

This study is a descriptive survey research, non-experimental in nature and employs a cross-sectional design which involved a survey of level and sources of stress among undergraduate college students. It includes surveys and fact finding enquires of different kind, survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaire and statistically analyze the data to describe trends about responses to questions and to test research questions. The study will be tailored to attain its anticipated objectives.

Population of the study

The targeted population for this study was undergraduate college students from University of Delhi and Guru Gobind Indraprastha University. Since the chances of them of prone to stress is very high. On the same basis of their diverse background, only undergraduates were chosen for this study.

Sample design

A non-probability, convenient sampling technique was selected. Sample size of 88 is taken for the survey with the help of questionnaire from three streams namely: humanities, commerce, and science. A total of 88 students of first, second, third and fourth year degree students had participated, 15 (17%) of the participants were male students, and 73 (83%) were female students, falling in the age from 18 to 23.

Data collection

Secondary and primary data were collected for the study. Secondary data were collected from articles in various journals related to stress. Primary data were collected by administering a well-structured and non-disguised questionnaire, comprising of sections. The data collection instrument used in this study was a self-administered questionnaire consisting of 34 items was Likert's five point scale. The questionnaire was distributed among the respondents through online mode via Google forms.

Section 1 consisted of 5 questions regarding the socio-demographic variables: age, gender, year of study, course and place of living. It consists of multiple choice and open-ended questions.

Section 2 consisted of questions regarding causes and effects of stress. The sources of stress section consisted of 20 questions and effect of stress section consisted of 6 questions with response choices of strongly disagree, disagree, neutral, agree, and strongly agree, scored from 1–5 respectively.

Tools for analysis

Statistical tests employed in this study were descriptive in nature both qualitative and quantitative data analyses were conducted. The study applied both nominal and ordinal scale.

The data on research question were analyzed using frequency count and percentages. The excel has been used to analyze the data using the statistical tools that is one way ANOVA, Chi-square and Correlation.

DATA ANALYSIS, RESULTS AND DISCUSSION

Introduction

This portion presents analysis and findings of the study as set out in research methodology.

The study objectives were to: identify the major sources of stressors among undergraduates college students, find out the level of academic stress among undergraduates in their year of study, to examine the relationship between workload and time for interest ,hobbies and recreation, to assess the stress among students who live in hostel or pgs to that who live with their parents, to find out stress due to uncertainty among students from various phase of study, to examine the stress due to workload in college students from different streams, to assess the level of stress among males and females, to identify the various symptoms of stress experienced by the students, to suggest recommendations to minimize the students' stress. The study targeted 100 respondents out of which 88 respondents responded contributing to the 88% response rate. The chapter covers the socio-demographic information, and findings based on objectives. The findings were then presented in tables, graphs and charts.

Background information

The study initially sought to ascertain the general information on the respondents involved in the study with regards to the year of study, course, age, gender and place of living. The demographic information points at the respondent's suitability in answering the questions on the effects and sources of stress.

Demographic profile of respondents

Table 1: Distribution of the respondents by gender

Gender	Frequency	Percentage
Male	15	17
Female	73	83
Total	88	100

A total of 88 respondents were involved, out of this, females took the greater percentage of 83% and the remaining 17% went for the males, as shown in table 1.

Table 2: Distribution of the respondents by age

Age	Frequency	Percentage
18	5	6
19	22	25
20	31	35
21	25	28
22	4	5
23	1	1
Total	88	100

As shown in table 2, being grouped in age categories the ages of 18 to 23 were involved in the survey with a highest percentage of 35% of the respondents of age 20, the age 21 was next with 28% and followed by age 19 that is 25%. 6% and 5% of respondents were of the age 18 and 22 respectively. The least number of respondents were of the age of 23 comprising 1% of total respondents.

Table 3: Distribution of the respondents by course

Course	Frequency	Percentage
Commerce	54	61
Humanities	4	5
Science	30	34
Total	88	100

According to table 3, highest percentage of respondents were from the commerce background i.e., 61%, 34% were from science and the lowest were from humanities making it 5% of total number of respondents.

Table 4: Distribution of the respondents by year of study

Year of study	Frequency	Percentage
First year	28	32
Second year	8	9
Third year	48	55
Fourth year	4	5
Total	88	100

Table 4 shows the percentage of respondents with regards to their level of studies. Third years took the greater portion with 55%. They were followed by the first year with 32%, next was the second years with 9% and the least percentage was taken by the fourth or final years with 5%. There were a total of 88 respondents.

Table 5: Distribution of the respondents by who are living in hostel/pgs/home

Reside	Frequency	Percentage
Home	61	69
Pgs	5	6
Hostel	22	25
Total	88	100

It is found from the table 5 that most of the respondents (69%) were residing in their homes, 36% of respondents in hostel, and only 6% of respondents were of pgs.

Summarized presentation of data

Table 6: Opinion about: The factors that adds to stress

Sources of stress	Frequency	Percentage
Academics	54	62
Relationships	10	11
Family problems	15	17
Others	2	2
Finances	6	7
Total	87	100

It is found from the table 6 that most of the respondents (62%) are stressed because of academic pressure, 17% of respondents are stressed due to family problems, 11% of respondents are because of relationships and also 7% of respondents are stressed because of financial problems. Rest 2% is stressed because of other problems. This has been demonstrated through figure 4.1.

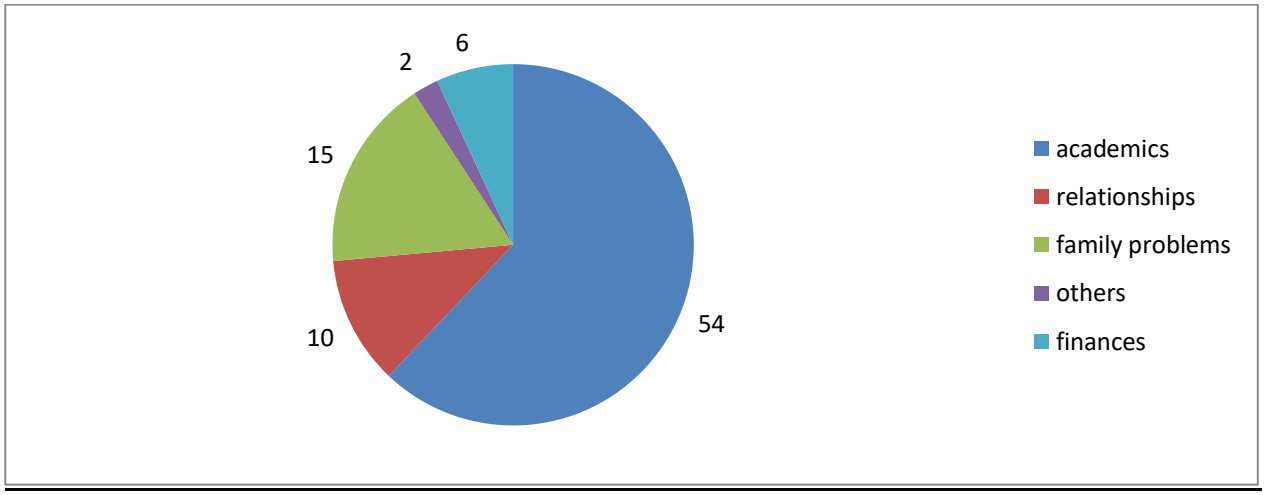

Figure 1.1: Opinion about: The factors that adds to stress

Table 7: Unable to face up problems and overcome it.

Unable to face up problems and overcome it	Frequency	Percentage
Agree	14	16
Neutral	30	34
Disagree	25	28
Strongly disagree	11	13
Strongly Agree	8	9
Total	88	100

As shown in table 7, most of the respondents (34%) were neutral to the statement that they were unable to face up problems and overcome it, followed by 28% who disagreed with the statement. 16% agreed and 13% strongly disagreed with statement. Very few respondents (9%) strongly agreed with it. This has been demonstrated through figure 1.2

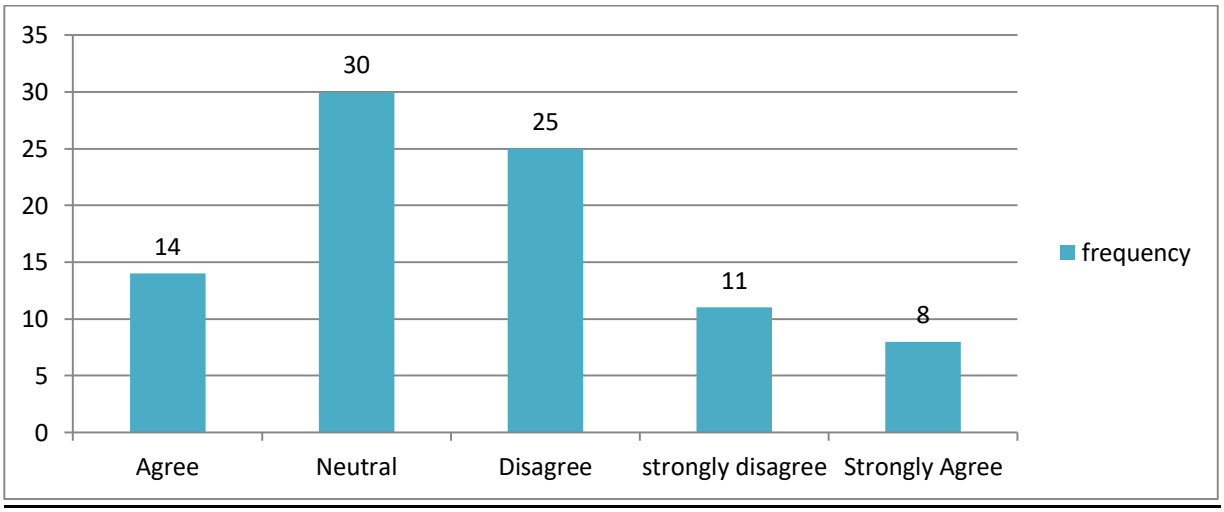

Figure 1.2: Unable to face up problems and overcome it.

Table 8: Lose sleep over worry and depression

Lose sleep over worry and depression	Frequency	Percentage
Agree	34	39
Neutral	19	22
Disagree	20	23
Strongly agree	9	10
Strongly disagree	6	7
Total	88	100

As shown in table 8, 39% of the respondents agreed with the statement that as an effect of stress they lose sleep over worry and depression followed by 23% and 22% who disagreed and neutral with statement. 10% strongly disagreed with statement. Least (7%) strongly disagreed with it. This has been demonstrated through figure 1.3.

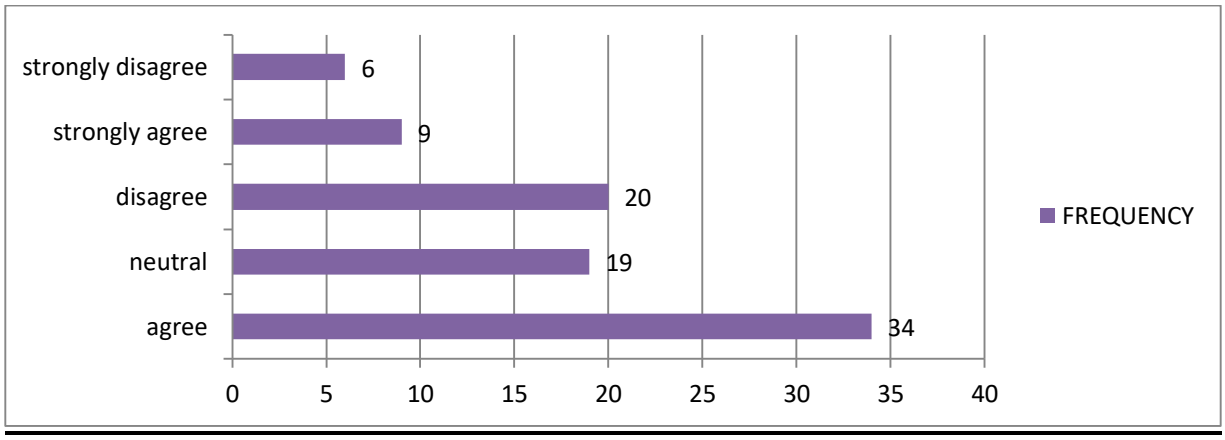

Figure 1.3: Lose sleep over worry and depression

Table 9: Not capable of making decisions by themselves

I am not capable of making decisions by myself	Frequency	Percentage
Disagree	32	36
Neutral	12	14
Strongly disagree	18	20
Agree	24	27
Strongly Agree	2	2
Total	88	100

Most of the respondents (36%) disagreed. 27% of the respondents agreed to the statement. 20% strongly disagreed with it as well as 14% gave neutral response and only few (2%) strongly agreed to it, depicted in table 9. This has been demonstrated through figure 1.4.

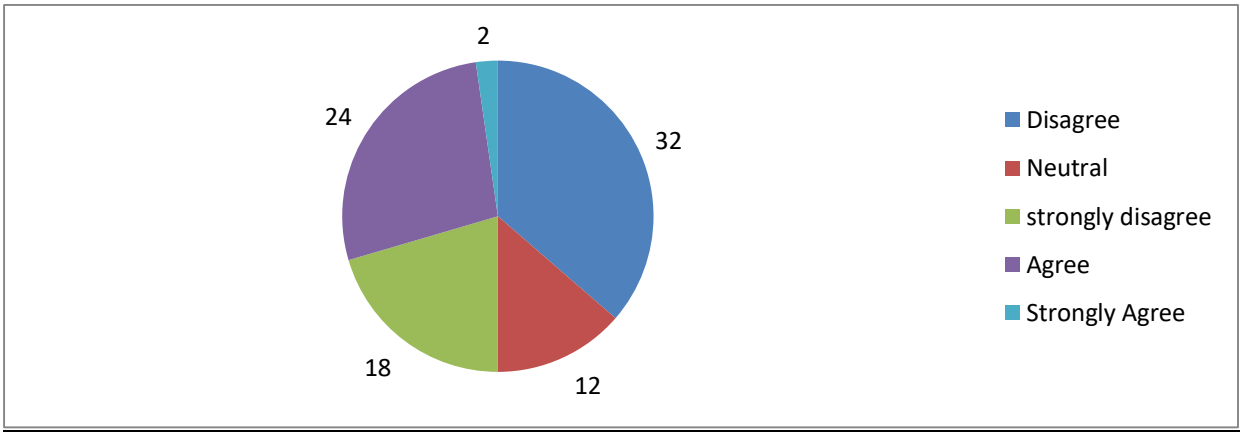

Figure 1.4: Not capable of making decisions by themselves.

Table 10: Not able to enjoy normal day to day activities

Not able to enjoy normal day to day activities	Frequency	Percentage
Neutral	23	26
Disagree	26	30
Agree	24	27
Strongly Agree	8	9
Strongly disagree	7	8
Total	88	100

As presented in table 10, 30% of the students disagreed to the statement, and 27% of the participants agreed to it. Neutral response was 26%. 9% strongly agreed to it. The lowest of the respondents, 8%, strongly disagreed to it. This has been demonstrated through figure 1.5.

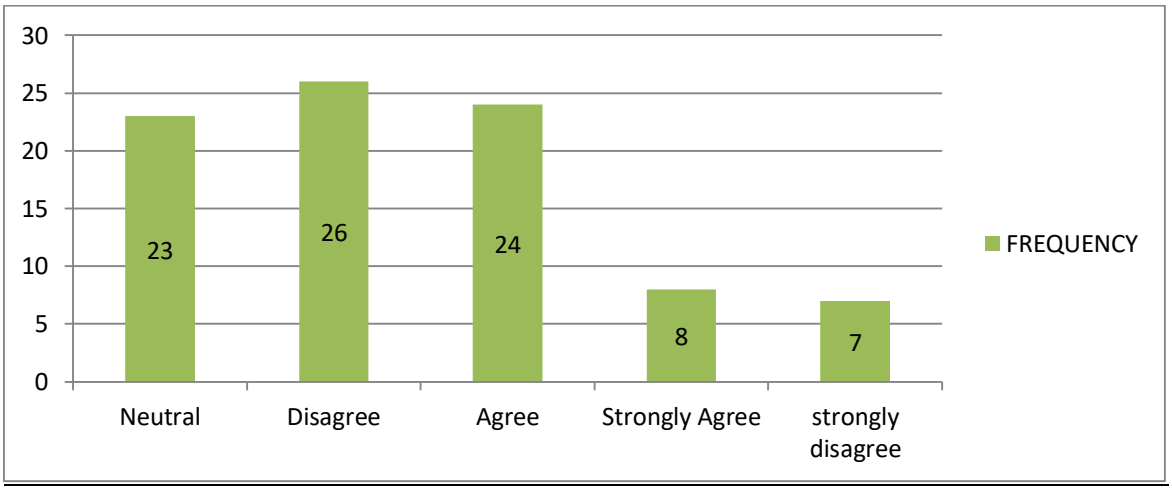

Figure 1.5: Not able to enjoy normal day to day activities.

Table 11: Thought being quite worthless

I think i am quite worthless	Frequency	Percentage
Neutral	21	24
Strongly disagree	32	36
Agree	11	13
Disagree	20	23
Strongly Agree	4	5
Total	88	100

There were 88 respondents. Most (36%) of students strongly disagreed to it, 24% had provided neutral response and 23% of respondents disagreed to it as well as 13 % of respondents agreed to it. Only 5% of respondents strongly agreed to it. This has been demonstrated through figure 1.6.

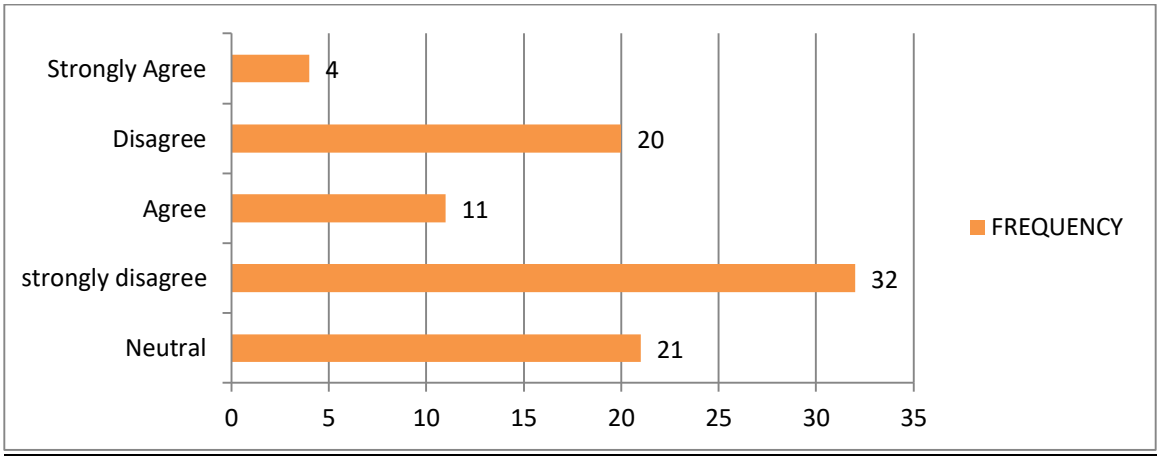

Figure 1.6: Thought being quite worthless

Table 12: when under stress, unable to concentrate

when under stress I am unable to concentrate	Frequency	Percentage
Neutral	11	13
Agree	42	48
Strongly Agree	27	31
Strongly disagree	2	2
Disagree	6	7
Total	88	100

Most of the respondents (48%) agreed to the statement that when under stress they are unable to concentrate followed by respondents who strongly agreed to the statement making it 31% of the total respondents. 13% gave neutral response. Respondents disagreed (7%) and strongly disagreed (2%) to it. This has been demonstrated through figure 1.7.

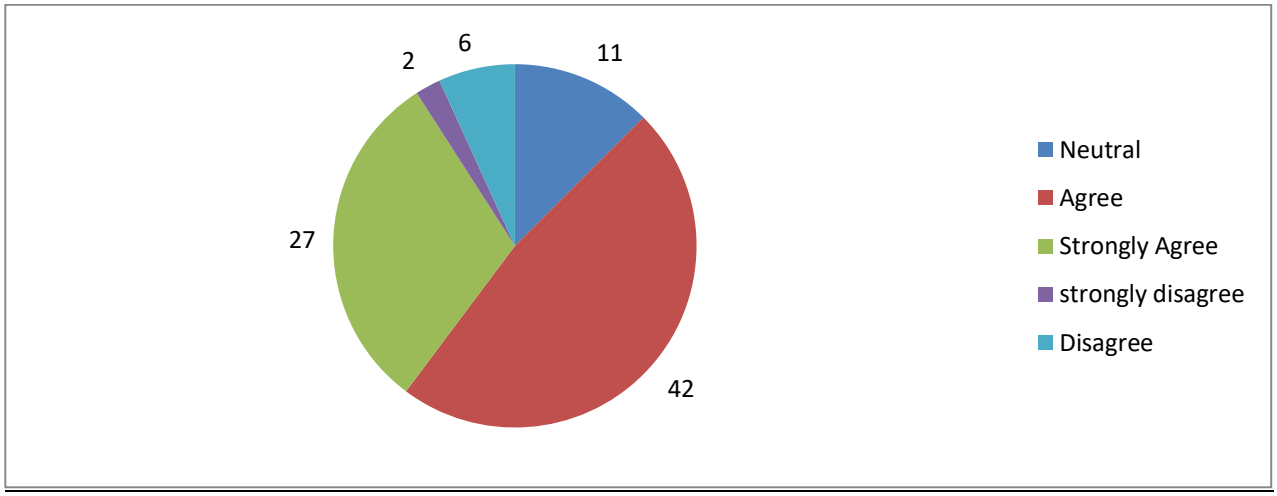

Figure 1.7: When under stress, unable to concentrate.

Table 13: Depressed on receiving criticism from professors/lecturers/mentors

I feel depressed on receiving criticism from my professors/lecturers/mentors	Frequency	Percentage
Strongly disagree	8	9
Disagree	19	22
Agree	32	36
Neutral	23	26
Strongly Agree	6	7
Total	88	100

As shown in table 13, 36% of the respondents agreed to the statement that they were depressed on getting criticism from their professors followed by 26% of them who responded neutral to it, 22% disagreed to it, 9% strongly disagreed to the statement and only 7% of respondents strongly agreed to it. This has been demonstrated through figure 1.8.

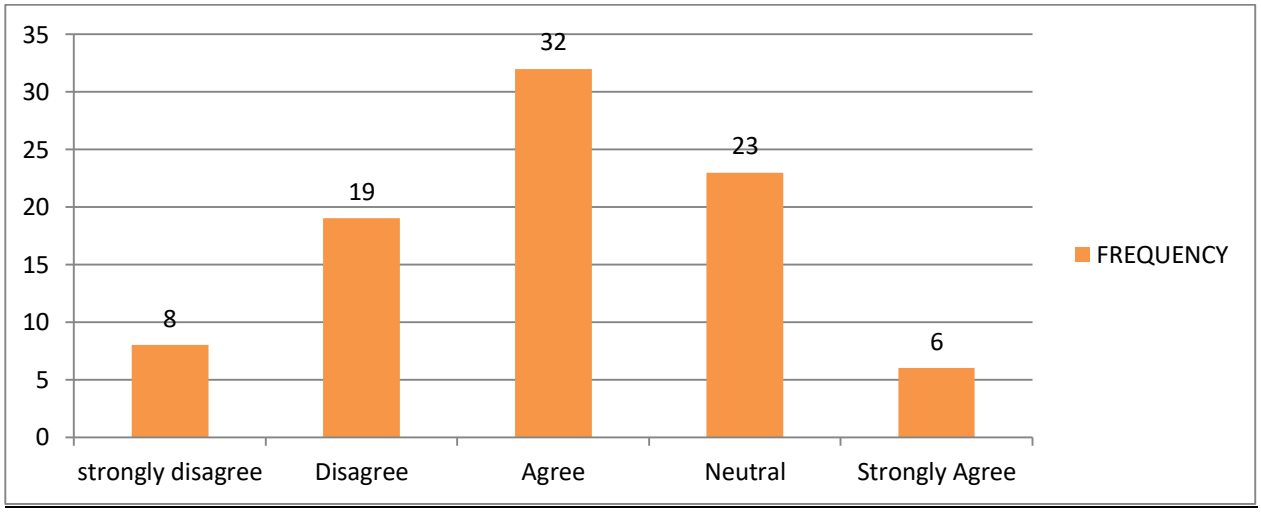

Figure 1.8: Depressed on receiving criticism from professors/lecturers/mentors.

Table 14: There is high parental pressure to perform better

I feel there is high parental pressure to perform better	Frequency	Percentage
Strongly disagree	23	26
Agree	11	13
Neutral	21	24
Disagree	23	26
Strongly agree	10	11
Total	88	100

As shown in table 14, 26% of respondents disagreed and strongly disagreed to it. 24% gave neutral response. Only 13% and 11% of respondents strongly agreed and agreed to it. This has been demonstrated through figure 1.9.

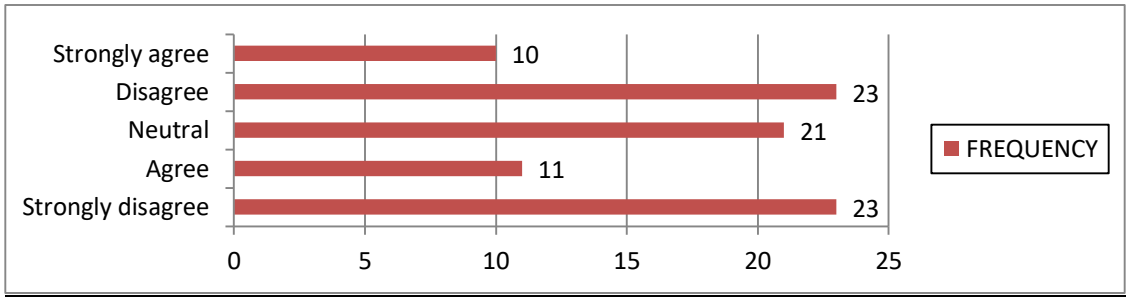

Figure 1.9: There is high parental pressure to perform better.

Hypotheses testing

Table 15: Null hypothesis: Stress due to workload is similar among students of all streams.

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Commerce	54	678	12.55556	10.51572
Humanities	4	57	14.25	4.916667
Science	30	454	15.13333	8.326437

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	130.4386	2	65.21932	6.814138	0.0018	3.103839
Within Groups	813.55	85	9.571176			
Total	943.9886	87				

Since $p<0.05$,

Therefore, null hypothesis is rejected at 5% level of significance as determined by one way ANOVA ($F(2, 85) = 3.104$, $p = 0.0018$). That means alternate is accepted,

Therefore, there is statistically significant difference between stresses due to workload among students of all streams.

Table 16: Null hypothesis: There is no relation between the workload and lack of time for interest/hobbies/recreation

	workload	Lack of time for interest/recreation/interest
Workload	1	
Lack of time for interest/recreation/interest	0.376089	1

Result of Pearson correlation indicated that there is a significant positive association between workload and lack of time for hobbies/recreation/interest (r=0.376).

Table 4.17: Null hypothesis: There is no difference in academic stress among all college year students.

Anova: Single Factor							
SUMMARY							
Groups	*Count*	*Sum*	*Average*	*Variance*			
Column 1	28	432	15.42857	4.994708995			
Column 2	8	112	14	2.285714286			
Column 3	48	672	14	2.042553191			
Column 4	4	56	14	6.666666667			
ANOVA							
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*	
Between Groups	38.96103896	3	12.98701	4.087989099	0.009246336	2.713227163	

Within Groups	266.8571429	84	3.176871				
Total	305.8181818	87					

Since $p<0.05$,

Therefore, null hypothesis is rejected at 5% level of significance as determined by one way ANOVA ($F(3, 84) = 2.713$, $p = 0.00924$). That means alternate is accepted, therefore,

There is statistically significant difference in academic stress among students of all college year students.

Table 18: Null hypothesis: The stress due to future uncertainty is felt equally by all college year students.

Anova: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Year 1	28	281	10.03571	10.70238		
Year 2	8	70	8.75	10.21429		
Year3	48	495	10.3125	6.219415		
Year 4	4	43	10.75	4.916667		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	18.55276	3	6.184253	0.778212	0.509388	2.713227
Within Groups	667.5268	84	7.946747			
Total	686.0795	87				

Since p>0.05,

Therefore, null hypothesis is accepted at 5% level of significance as determined by one way ANOVA (F (3, 84) = 2.713, p = 0.509). That means the stress due to future uncertainty is felt equally by all college year students.

Table 4.19: Null hypothesis: The level of perceived stress is similar among males and females.

OBSERVED FREQUENCY			
Count of STRESS	Column Labels		
Row Labels	Female	Male	Grand Total
No	14	6	20
Yes	59	9	68
Grand Total	73	15	88

EXPECTED FREQUENCY			
Count of STRESS	Column Labels		
Row Labels	Female	Male	Grand Total
No	16.59090909	3.41	20
Yes	56.40909091	11.6	68
Grand Total	73	15	88

P TEST	0.079659022
CRITICAL VALUE	3.841459149
CHISQUARE	3.071845286

Since p>0.05,

The null hypothesis is accepted at 5% level of significance as determined by X^2 (1, 88) = 3.07, p=0.07

This means that the level of perceived stress is similar among males and females.

Table 4.20: Null hypothesis: The level of stress is same among students who live in hostel/pgs to that who live with their parents.

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
HOME	61	0	0	0
HOSTEL/PGS	27	352	13.03704	10.49858

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	3181.037	1	3181.037	1002.221	3.59E-49	3.951882
Within Groups	272.963	86	3.173988			
Total	3454	87				

Since $p<0.05$,

Therefore, null hypothesis is rejected at 5% level of significance as determined by one way ANOVA ($F(1, 86) = 1002.221$, $p = 3.59E-49$). That means alternate is accepted, therefore,

There is statistically significant difference between the levels of stress is same among students who live in hostel/pgs to that who live with their parents.

LIMITATIONS

1. The present study surveyed a small sample size, findings and conclusions may not be sufficient to generalize to other college student's population.
2. The current study was limited to quantitatively describe the existing stress condition of the students without establishing a causal relationship between variables.
3. The sample consisted of only 17% male undergraduates; however, female undergraduates were 83% that had lead subject to recall bias.
4. The time restriction in order to reach the target population.
5. The study employed convenient sampling, a non-probability sampling methodology results may not be generalized to college students, statewide, regionally, or nationwide.
6. This survey was a cross-sectional and subject to recall bias.
7. Perceived stress and its causes were self-reported by students and that may have resulted in some reporting biasness.

CONCLUSION

There are many personal and social factors that had lead to stress among students and had increased beyond comparison. Undergraduates appeared to be mostly stressed by pressure originating from course overload and academic evaluation procedures and least stressed by a variety of personal, familial, and social factors. The findings revealed that academic stress was the major cause of stress among undergraduates.

The findings of this study led us to conclude that the level of stress was similar among males and females and concluded that symptoms of depression, anxiety and stress were highly prevalent among undergraduate students. The study further revealed that some of the stressors perceived by 88 students are quite inherent in nature.

The study revealed that the stress due to workload was different across students from commerce, humanities and science and had also lead to lack of time for recreation, interest and hobbies. Undergraduates experience workload due to vastness of curriculum and syllabus and lack of time to do assigned college work.

The level of stress is found more in students who live away from home in hostel or pgs to that who live with their parents. College students who live in hostel or pgs face difficulty in accommodating away from home, adjusting with their roommates, journey away from home and paying bills and maintaining budget.

The stress due to future uncertainty was similar among students from all years of study. College students worry about their professional future or employment after graduation as well as whether will be able to pursue post graduation.

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