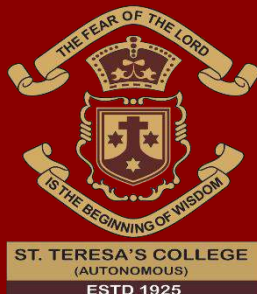


ASSESSMENT OF STRESS LEVEL IN COLLEGE STUDENTS

Dissertation submitted to

ST. TERESA'S COLLEGE (AUTONOMOUS) ERNAKULAM



**Affiliated to
MAHATMA GANDHI UNIVERSITY**

*In partial fulfilment of requirement for the
AWARD OF THE DEGREE OF MASTER OF SCIENCE IN*

HOME SCIENCE (BRANCH A)

CHILD DEVELOPMENT

By

ADHITHYA A

Register No. AM23HCD001

DEPARTMENT OF HOMESCIENCE AND CENTRE FOR RESEARCH

APRIL 2025

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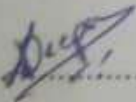
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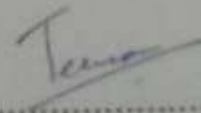
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CERTIFICATE

This is to certify that the thesis entitled '*Assessment of Stress level in college students*' is an authentic record of the original research work carried out by Ms. Adhithya A with Reg.No -AM23HCD001 under my supervision and guidance during the academic year 2023-25.

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I hereby declare that the thesis entitled '**Assessment of Stress level in College students**' is a Bonafide record work done by me during the course of the study, under the supervision and guidance of Ms. Nimmy Jacob, Assistant Professor, Department of Home Science and Centre for Research, St. Teresa's College, Ernakulam.

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CHAPTER 1

INTRODUCTION

Adolescence is a critical period of development characterized by significant physical, psychological, and social changes (Blakemore, 2008; Hegde et al., 2022). This transition phase, typically occurring between ages 10-24, is marked by puberty onset, which brings dramatic hormonal and physical alterations (Tremblay & Larivière, 2020). During this time, adolescents experience rapid growth, sexual maturation, and cognitive advancements, including the development of abstract reasoning and identity formation (Das et al., 2017).

Interestingly, research has shown that various brain regions, particularly those involved in social cognitive functions, undergo protracted development during adolescence (Blakemore, 2008). This neurological development coincides with changes in social relationships, as adolescents seek autonomy from family and form stronger peer connections (Eccles, 1999). However, this period can also be challenging, with adolescents being vulnerable to risky behaviours, mental health issues, and difficulties in school transitions (Hegde et al., 2022; Waters et al., 2012). In conclusion, adolescence is a complex and multifaceted period of growth that requires support from families, schools, and communities (Alderman et al., 2019). Understanding the unique needs and challenges of this developmental stage is crucial for promoting healthy transitions to adulthood. Early intervention and prevention of behavioural and emotional problems in childhood may have long-lasting effects on mental health outcomes in adolescence and young adulthood (Roza et al., 2003).

Stress has become an inevitable part of modern life, and its impact is particularly marked among college students. Higher education presents numerous academic, social, and personal challenges that often leads to increased stress levels. The transition to college life comes with significant changes in lifestyle, which includes an increase in academic workload, peer competition, and the pressure to do well. These factors highly contribute to increased stress levels, which, if not handled properly, can negatively affect student's physical and emotional health, academic performance, and overall well-being. (Welle & Graf, 2011)

Stress has significant impacts on both the brain and body, affecting various physiological systems and psychological processes. While acute stress can be beneficial for survival and protection, chronic or excessive stress can lead to detrimental health outcomes (Lundberg,

2006). The stress response involves complex neuro-behavioural cascades, activating neural and endocrine pathways that communicate along the brain-body axis (Schulz, 2015). Stress manifests in various ways, including physical symptoms, emotional reactions, and behavioural changes. Common manifestations include increased heart rate, difficulty breathing, sleep disturbances, changes in eating patterns, and difficulty concentrating (Jesmin et al., 2020; Low et al., 2012). Psychological effects may include fear, worry, and inability to relax (Keech et al., 2020). Chronic stress can exacerbate pre-existing health conditions and increase substance use (Low et al., 2012). Coping strategies play a crucial role in managing stress and mitigating its negative impacts on mental and physical wellbeing. However, research indicates that many individuals, particularly adolescents, lack effective coping skills (Zhou et al., 2023). Developing positive coping mechanisms, such as proactive behaviours and stress management techniques, can help buffer the effects of stress on health outcomes (Keech et al., 2020). Additionally, fostering mental resilience may protect against the detrimental effects of stress on sleep and overall functioning (Hrozanova et al., 2019). Therefore, interventions focusing on enhancing coping skills and promoting resilience are essential for improving stress management and maintaining overall health and wellbeing.

College students experience significant stress due to various factors, including academic demands, financial concerns, and social challenges. Medical students, in particular, face considerable stress due to their rigorous academic studies, which can interfere with other aspects of life (Bergmann et al., 2019). The high demands of coursework can lead to emotional exhaustion, feelings of guilt when not studying, and social isolation, especially during exam periods (Bergmann et al., 2019).

Interestingly, coursework experiences account for more variance in students' wellbeing scores than factors such as financial strain, worry about future employment, and minority group status (Larcombe et al., 2021). This suggests that academic-related stressors play a crucial role in student mental health. Additionally, the COVID-19 pandemic has exacerbated stress levels among students, with those having lower self-efficacy in self-regulation and higher mental health impairment reporting larger stress increases (Keyserlingk et al., 2021).

The transition from education to employment presents both challenges and opportunities. While many students experience anxiety during this period, some find that thesis projects in firms and extracurricular activities provide valuable learning experiences and help develop employability skills (Stiwne & Jungert, 2010). However, access to career-advancing

internships is not equal across all students. Those from upper-middle-class backgrounds are often better able to "stack" multiple high-status internships, potentially exacerbating inequalities in post-graduation employment prospects (Wright & Mulvey, 2021). To address these challenges, universities and employers should consider implementing comprehensive support systems. This could include policy support to create more employment opportunities, guidance from educational institutions and hospitals, and psychological assistance and counselling (Yi et al., 2022). Additionally, cultivating mindfulness skills, particularly nonjudgmental acceptance of inner experiences and acting with awareness, can help students manage stress and anxiety, especially during high-pressure periods (Fino et al., 2021). By addressing these issues, institutions can better prepare students for the transition to professional life and promote their overall well-being.

In general, addressing student stress requires a multifaceted approach. Universities should consider providing resources to improve students' self-regulation and time-management skills (Keyserlingk et al., 2021). Implementing interventions designed to reduce stressors in the educational environment and supporting positive mental wellbeing are crucial (Larcombe et al., 2021). Furthermore, increasing empathy, communication, interaction, and flexibility from instructors and course communities can help students cope with academic coursework, particularly during times of crisis (Ensmann et al., 2021).

Stress among college students is a pervasive issue with significant implications for academic performance and mental health. Research indicates that stress levels in students, particularly those in demanding fields like medicine, tend to increase during assessment periods. For instance, a study of Brazilian medical students found that stress prevalence rose from 59.6% to 84.2% during exam times, with exhaustion levels increasing from 12.3% to 31.6% (Santiago et al., 2024). Interestingly, while financial stress is often considered a major factor, one study found that it was not directly associated with academic achievement. However, financial stressors, objective financial knowledge, and available financial resources were strongly related to financial stress levels (Britt et al., 2016). This suggests that improving financial literacy and resources could potentially alleviate stress without directly impacting academic performance. In conclusion, stress in college students is a complex issue influenced by various factors including academic pressures, financial concerns, and personal characteristics. Studies have shown that higher levels of achievement motivation, cognitive engagement, and effective coping strategies are associated with better mental health outcomes and academic success (Suldo et al., 2018). Additionally, cultural values can serve as buffers against stress for certain

student populations (Corona et al., 2016). These findings underscore the importance of developing comprehensive interventions that address multiple aspects of student well-being, including stress management, financial education, and fostering resilience.

The study by Jayasoorya et al. (2017) found a relatively high prevalence of psychological distress among college students in Kerala, India. According to the research, 40.6% of the surveyed students experienced psychological distress (George et al., 2016). This prevalence is notably higher compared to some other studies on university students, indicating a significant mental health concern in this population. Interestingly, the study revealed several correlates of psychological distress among these students. Problem gamblers, compared to non-gamblers, were significantly more likely to have higher psychological distress scores, along with other issues such as academic failures, substance use, suicidality, and ADHD symptoms (George et al., 2016). Additionally, students with obsessive-compulsive disorder (OCD) and subthreshold OCD also showed higher psychological distress scores compared to those without obsessive-compulsive symptoms (Jaysoorya et al., 2017). In conclusion, the study highlights the substantial prevalence of psychological distress among college students in Kerala and its association with various psychosocial factors. These findings underscore the need for targeted mental health interventions and support services for this population. The results align with global trends of increasing psychological distress among university students (Oksanen et al., 2017), emphasizing the importance of addressing mental health issues in academic settings.

Research has consistently shown that college students experience elevated stress levels due to various factors, including academic pressures, financial concerns, and social adjustments (Ferrer, 2023; Suldo et al., 2018; Yusoff et al., 2011). These stressors can have detrimental effects on students' mental health and academic performance, highlighting the need for targeted interventions and support systems (Pidgeon et al., 2014; Son et al., 2020). Interestingly, stress levels and coping strategies vary across different student populations. For instance, gender differences have been observed, with females generally reporting higher stress levels and utilizing different coping mechanisms compared to males (Antoniadou et al., 2024; Graves et al., 2021). Additionally, stress experiences may differ among students in various academic programs, such as medical, dental, and nursing students (Antoniadou et al., 2024; Yusoff et al., 2011). In conclusion, identifying specific stressors and effective coping strategies is crucial for developing targeted interventions to support student well-being. Educational institutions should consider implementing programs that address common stressors, promote adaptive coping mechanisms, and enhance resilience (First et al., 2017; Weston et al., 2017). By doing

so, colleges and universities can improve the overall student experience, foster academic success, and contribute to the development of more resilient graduates capable of managing stress effectively in their future careers and personal lives.

RELEVANCE OF STUDY

The study entitled “Assessment of Stress level in College students” is largely applicable due to the significant impact that stress can have on their internal health, academic performance, and overall well-being. College life presents multitudinous challenges, similar as academic pressures, social adaptation, and the transition to majority, which frequently lead to heightened stress levels. Understanding these stressors is pivotal as it can help identify students who are at threat for internal health issues like anxiety, depression, or collapse. Beforehand identification can prompt timely interventions and support systems to help students manage with these challenges. Habitual stress among students can also negatively affect their academic performance. Stress impairs cognitive functions similar as memory, attention, and decision making, which are essential for academic success. When students are overwhelmed by stress, it becomes hard for them to concentrate on their studies, complete assignments, or engage effectively in class. By studying stress level, experimenters can uncover factors that hamper academic achievement and help design strategies to manage stress, ameliorate cognitive function, and eventually support better academic issues.

In addition to academic institutions, stress can have social and particular counter accusations. College students frequently witness changes in their social dynamics as they navigate connections with peers, professors, and family. High stress can affect these connections, potentially leading to insulation or conflict. By studying stress, experimenters can gain perceptivity into how stress influences students' social relations and overall particular growth. This understanding can guide universities in creating surroundings that foster positive social engagement, supporting both academic and particular development. Also, habitual stress, if left unaddressed, can lead to long-term physical health issues, similar as cardiovascular problems, digestive diseases, and a weakened vulnerable system. relating stress level in students is critical for precluding these long-term health consequences. By understanding the factors that contribute to stress and furnishing applicable coffers and support, educational institutions can help students manage stress more effectively, reducing the threat of developing serious health

problems. Also, exploration on stress level can lead to the development of targeted support programs. Universities can apply enterprise like comforting services, stress- relief shops, and peer support networks to address specific stressors faced by students. These programs can give students with managing strategies, adaptability- structure ways, and tools to manage stress more effectively, leading to bettered internal health and academic success.

Eventually, understanding and addressing stress level in college students is also vital for enhancing pupil retention. High stress level can lead to collapse and advancement, causing some students to drop out of college. By relating stress patterns and furnishing the necessary support, universities can help students stay engaged and succeed, eventually perfecting retention rates and fostering a healthier literacy terrain.

In conclusion, studying stress level in college students is pivotal because it not only helps in understanding the challenges they face but also informs the development of programs and coffers to support their internal, emotional, and academic well- being. By addressing stress beforehand on, universities can contribute to healthier, more successful students and ensure that they thrive both during and after their college experience.

AIM OF THE STUDY

The present study on ‘Assessment of Stress level in college students’ aimed to study the reasons and effect of stress in late adolescents.

OBJECTIVES OF THE STUDY

1. To asses background details of college going students.
2. To analyze perceived stress among the subjects.
3. To evaluate causes of stress among subjects.
4. To asses stress management strategies among students.

CHAPTER 2

REVIEW OF LITERATURE

A literature review is a survey of scholarly sources (such as books, journal articles, and theses) related to a specific topic or research question. It is often written as part of a thesis, dissertation, in order to situate the work in relation to existing knowledge. The information gathered related to the present study entitled ‘Assessment of Stress level in college students’ is classified under the following headings.

2.1 Effects of stress in adolescents.

2.2 Factors associated with adolescent stress.

2.3 Techniques to manage stress in adolescents.

2.1 Effects of stress in adolescents.

Stress in adolescence is associated with adverse mental health outcomes. Coping resources have been proved by literature to have buffering effects on the impact of stress on mental health. It is imperative to understand the stress and coping strategies of adolescents. However, to date, there has been a scarce of qualitative examination of stress and coping strategies in adolescents in a Chinese population. This study aimed to understand the stress experience and coping strategies of high school students in China. This study adopted a qualitative design involving three focus group interviews. A purposive sampling method was used to recruit high school students who were enrolled in grades 10 to 11, and their teachers, at a Chinese high school which resulted in 20 students and 9 teacher participants. Data were analysed using inductive thematic analysis. This study is the first to assess the perceptions of Chinese high school students and their teachers regarding adolescent stress experiences and coping strategies. Chinese high school students experienced significant stress in their daily lives and demonstrated unhelpful coping strategies. Participants demonstrated consensus that they did not have the skills to cope. There is a demonstrated need for interventions that focus on increasing coping skills in this population. (Zhou et al., 2023)

Academic stress according to Bisht (2005) academic stress reflects subject's perception as well as the way of coping with academic events; it reflects subjective feelings of distress or interpersonal perceptual responses. The term Study habits defined as Study Habits implies a sort of more or less permanent mode or method of Studying. In the present study, Study Habits refers to comprehension, concentration, task Orientation, study sets, interaction, drilling, supports, recording, language etc. as the factors of Study Habits as mentioned by Mukhopadhyaya and Sansanwal (2011) in their Study Habit Inventory. Aim: The study was conducted to find out the relationship between academic stress and Study habits among college students. The sample of the present Study was 40 college students out of which 8 were boys and 32 were girls. Bist Battery of Stress Scales (revised in 2005) by Bist Study Habit Inventory (2011) by M.Mukhopadhyay and D.N Sansanwal Were used as tools for data collection. Result: The results of the Study shows that there is no significant relationship between academic stress and study habits among college students. (Mk et al., 2021)

Academic Stress is a problem among large number of students. It is a serious issue affecting students across the world. It mostly caused by examination fear, fear of failure, discriminating nature of the teacher, poor relationship between classmates... It is a mental experience in which a student is burdened by the demands of time and effort to achieve certain academic goals. Not only the syllabus but school authority, teachers and parents also burden the students with a lot of pressure of getting good scores. This study has been conducted to analyze the effect of perceived academic stress on college students. For this a structured questionnaire has been framed and has been surveyed with the help of college students on the basis of convenience sampling. And the results showed there are various academic, psychologic, emotional factors results in academic stress. (Tom, 2022)

Identifying factors for the prediction of depression is a long-standing research topic in psychiatry and psychology. Perceived stress, which reflects the tendency to appraise one's life situations as stressful and overwhelming, has emerged as a stable predictor for depressive symptoms. However, the neurobiological bases of perceived stress and how perceived stress influences depressive symptoms in the healthy brain remain largely unknown. (Wang, Zhao 2019).

The purpose of this study was to determine whether differing stress reduction interventions could alter stress levels experienced by male and female college students from the beginning to the end of a semester. Components of stress examined included overall perceived stress, test anxiety, and personal burnout. Participants ($N = 531$) were part of courses that during the course of a 16-week semester focused specifically on cognitive-behavioral stress management, cardiovascular fitness, generalized physical activity, or a control with no intervention. In addition to gender differences, both the stress management and physical activity groups had significantly lower levels of perceived stress, test anxiety, and personal burnout at the end of the semester. The fitness group scored significantly lower on perceived stress and personal burnout, but there was no difference in scores for test anxiety. The important ramifications of reducing stress in college students are discussed, including the pros and cons of implementing differing physical and psychological intervention modalities. (Baghurst, T., & Kelley, B. C. 2014)

Stress and depressive symptoms are associated with maladaptive health behavior practices such as unhealthy eating, sedentary behavior, insufficient sleep, and substance use. The relative and interactive effects of stress and depressive symptoms on health behavior practices are less well understood. The present study examined these processes in a daily diary study of 127 college students. Results from hierarchical generalized linear models indicated that depressive symptoms, and chronic and daily stress, but not acute stressful life events, were significantly associated with a composite score of daily maladaptive health behavior engagement (depressive symptoms $b = .01$, $SE = .00$, $p < .01$; chronic stress, $b = .03$, $SE = .01$, $p < .01$; daily stress, $b = .01$, $SE = .01$, $p = .02$); unexpectedly, the effect of stress on health behaviors was not moderated by depressive symptoms. Additionally, results demonstrated that the effect of depressive symptoms on health behaviors was mediated by fluctuations in daily negative affect. These results bear implications for intervention during a crucial period in the development of mental and physical health. (Dalton, E. D., & Hammen, C. L. 2018).

High levels of stress are common among young adults, particularly those enrolled in college. These degrees of stress have shown numerous deleterious effects across both academic and health variables. Findings regarding the role of stress in the presentation of impulse control disorders, particular among college students, are limited. This study examined potential

associations between perceived stress, academic achievement, physical/mental health, and impulse control disorders in young adults. A total of 1805 students completed an online survey and were included in the analysis. Responders were grouped by their overall score on the Perceived Stress Scale into mild, moderate, or severe. Severe perceived stress was associated with worse academic achievement and worse physical health, as well as higher rates of psychiatric and impulsive disorders. These findings may suggest associations between stress and numerous aspects of mental/physical health in young adults, which could be an important consideration for individuals working with college students. (Leppink, E. W., Odlaug, B. L., Lust, K., Christenson, G., & Grant, J. E. (2016).

2.2 Factors associated with adolescent stress.

Studying at university can be a very stressful experience. Although the literature provides some information regarding different sources of stress among students, studies have not addressed the issue of changes over the course progression. This study aimed to obtain a deeper understanding of the sources of stress for first-year students and whether these stressors are more prevalent at different times during the semester. A mixed-method approach was used. Content analysis was undertaken on longitudinal electronic message data, and thematic analysis was used for focus group data. Results indicated an increasing trend of stress over the semester. The major stressors identified were academic, financial/work, personal, family-related, interpersonal, social support, university/life balance and starting university. A number of stressors were found to be more prevalent at different times during the semester, including some academic-related stressors plus starting university, family-related and financial/work-related stressors. This is one of the few studies to examine the influence of timing of the levels of stress. Importantly, this study suggests that the start and end of the first semester constitute the riskiest periods for negative stress-related consequences. These results could be used to assist universities in developing student support programs. (Pitt et al., 2017)

College students are exposed to many problems from family, financial, peers, and school environment. As he proceeded, continued and finally ended his courses enrolled in college, various stressors hamper the successful attainment of his primary and secondary goals. There are common stressors that affect college students: intrapersonal, interpersonal, academic and environmental stressors. The focus of this study is on the pressures affecting the college student

in dealing with his family, friends and significant persons. His major concept of stress and stressors in the college environment and which of the sources of stress caused him to be more prone most. A questionnaire on Student-Life Stress Inventory was adopted to gather the needed data among 150 college students. Frequency count, percent, rank, mean and Pearson-r correlation were used. Results show that the interpersonal stressors of students ranked the highest while the environmental stressors the lowest. Specific results under the interpersonal stressors include working to people they do not know, trouble with parents, and relationship with opposite sex. These results support the idea in creating a stress management program for higher education institution to consider implementation. (Bulo, J. G., & Sanchez, M. G. 2014).

University students often face different stressful situations and preoccupations: the first contact with the university, the freedom of schedule organization, the selection of their master's degree, very selective fields, etc. The purpose of this study is to evaluate a model of vulnerability to stress in French college students. Stress factors were evaluated by a battery of six scales that was accessible online during 3 months. A total of 483 students, aged between 18 and 24 years (Mean = 20.23, standard deviation = 1.99), was included in the study. The results showed that 72.9, 86.3, and 79.3% of them were suffering from psychological distress, anxiety and depressive symptoms, respectively. More than half the sample was also suffering from low self-esteem (57.6%), little optimism (56.7%), and a low sense of self-efficacy (62.7%). Regression analyses revealed that life satisfaction, self-esteem, optimism, self-efficacy and psychological distress were the most important predictors of stress. These findings allow us to better understand stress-vulnerability factors in students and drive us to substantially consider them in prevention programs. (Saleh et al., 2017)

Psychological problems related to employment are among the most common psychological problems faced by rural college students. Employment stress is an important factor affecting the development of psychological health in employees; thus, reducing employment stress can improve the psychological state of employment. This study aimed to understand the potential profiles of employment stress among rural college students to determine the relationship between different profiles and employment psychology. This study was conducted in a higher education institution in Qingdao, Shandong Province, China between June and December 2023, and 249 rural college students participated. The Employment Stress Scale and Employment Psychology Scale were used to collect the data. Data were analyzed using latent profile analysis, independent sample t-tests, and binary logistic regression analysis. The results

showed that rural university students were categorized into low-level (49.80%) and high-level (50.21%) employment stress groups. There was a statistically significant difference between the employment psychology of rural college students in the low- and high-level groups ($p < 0.001$). Juniors/seniors were more likely to be classified in the high-level group ($OR = 0.477$, $p = 0.011$). Intervention programs should be developed and implemented to address the characteristics of employment stress among rural college students with different profiles to promote the healthy development of their attitudes toward employment. (Wu et al., 2024)

Academic stress refers to the strain experienced by students, resulting in a state of distress that often manifests itself as various psychological and behavioral challenges. This research investigates into the pervasive issue of academic stress among college students, emphasizing its consequences and gender disparities. Employing a comprehensive mixed-methods approach, the study utilized a structured questionnaire to quantitatively assess academic stress level among selected students of a college using the Academic Stress Scale for College Students (ESSCS) that featured 16 items with six response choices. Findings indicated a notable gender difference in academic stress levels, highlighting the importance of addressing societal factors rather than inherent gender distinctions. Female students reported higher stress levels, emphasizing the need to address sources like pressure, anxiety, conflict, and frustration to improve their mental well-being. The study calls for collaborative efforts among educational institutions, parents, and educators to reduce workloads and implement innovative teaching methods, fostering divergent thinking and supporting diverse abilities. It serves as a call to action for institutions to prioritize students' mental health and create a more balanced and nurturing academic experience, advocating for a holistic approach to address the multifaceted challenges associated with academic stress. (Khadka, 2024)

Taking the mental health of college students as the research object, this paper discusses the family factors, personal factors, school factors and social factors affecting the mental health of college students. It is concluded that family education and family atmosphere in family factors, personality characteristics and ability to cope with stress in individual factors, education mode and psychological counseling services in school factors, and social support and social environment in social factors all have an impact on college students' mental health. This study provides theoretical basis and practical guidance for college students' mental health education, which is of great significance for promoting college students' mental health. (Chen, 2024)

Many university administrators are concerned that debt loads and other financial concerns are negatively affecting student wellness. This study sought to explore factors related to financial stress among college students through an adaptation model, the Roy Adaptation Model, which is a conceptual framework used in health care applications. Responses from the 2010 Ohio Student Wellness Survey were analyzed using means tests and multivariate logistic regressions. The results show that financial stress is widespread among students – 71% of the sample reported feeling stress from personal finances. The results of the means tests and logistic regressions show that this study successfully identified important financial stressors among college students. Two of the most important financial stressors were not having enough money to participate in the same activities as peers and expecting to have higher amounts of student loan debt at graduation. The results also indicate that students with higher financial self-efficacy and greater financial optimism about the future are significantly less likely to report financial stress. Implications for student life administrators, policymakers, and financial counselors are discussed. (Heckman et al., 2014)

The transition from school life to college life poses a number of challenges for the students, it is a time where academic rigor and clinical training adds on to the stressors. Anxiety and depression are common among college students, with nursing students experiencing even higher rates due to the unique pressures of their education. The stressors inherent in nursing education, including academic demands, clinical placements, and fear of failure, contribute significantly to elevated anxiety levels among nursing students compared to peers in other health programs. Heightened anxiety adversely affects academic performance by impairing memory, concentration, and problem-solving skills, increasing the risk of academic setbacks. Moreover, unaddressed anxiety during nursing education can impede the transition to professional practice, potentially compromising patient care quality. Mindfulness meditation, characterized by nonjudgmental awareness of present experiences, presents a promising strategy for managing anxiety in nursing students. Although mindfulness meditation has demonstrated efficacy in reducing stress and anxiety across various populations, its specific impact on nursing students remains relatively unexplored. (Wiguna et al., 2018).

2.3 Techniques to manage stress in adolescents.

This practical resource offers a much-needed introduction to the why, what, and how of supporting college students through mindfulness and stress-releasing strategies. Higher education professionals are in a unique position to support, coach, and teach strategies with students to manage anxiety and emotional distress and improve well-being. Drawing on experience from the disciplines of Mental Health, Counseling, and Student Affairs, the authors provide evidence-based practices and tangible techniques supported by the latest brain-based research and neuroscience. Full of tools that college students can use daily to assist with their relaxation, meditation, focus, and stress management, this book helps higher education professionals who are not trained mental health practitioners to effectively and confidently incorporate activities to support the whole student. (Dye et al., 2021)

This article deals with the brain-based education which includes problem solving materials and type of yoga exercises for students as well as for teachers. Stress is a survival programme and has some negative effects on learning. The focus in the context is based on different stress management techniques. To cope with stress there are recommended some types of yoga exercises. An intensive focus should be put on physical exercise: it contains positive impacts not only on health, but also on cognitive learning. (Kassymova, 2018)

The review of related literature on yoga therapy, metabolic syndrome, and stress provided valuable insights for the investigator, aiding in the identification of relevant topics and variables, formulation of suitable hypotheses, and support for study findings. Notably, the literature highlighted the positive effects of yoga practice on academic performance, memory, and grades, suggesting its potential as a beneficial intervention. Stress emerged as a significant concern for students, with academic factors identified as major stressors. The introduction of stress management education within the curriculum was proposed as a viable strategy to address this issue effectively. Moreover, the review emphasized the importance of incorporating stress management education into college curricula and developing mechanisms aimed at reducing stress levels among students. (R. Ananthakrishnan, 2017).

The present study shows experiences of a non-experimental, descriptive, quantitative research. The objective of this research was used to assess the level of stress among international students (n=374). Simple linear and multiple regression was used as the method of data analysis. The

results revealed that international students experience significant personal, academic, psychological, and slight environmental stress factors in their daily life. (Anioke, 2021)

The document delves into several studies investigating the effects of yoga on diverse aspects including flexibility, mental performance, psycho-motor skills, fear of falling, balance, and metabolic process regulation. Findings from these studies consistently demonstrate notable enhancements in flexibility, mental acuity, psycho-motor skills, fear of falling, and balance following yoga interventions. Particularly in older adults, yoga shows promise in reducing fear of falling and enhancing balance, suggesting its potential as an intervention for this demographic. Furthermore, research explores the impact of standard yoga practice on metabolic process regulation and exercise performance, revealing alterations in metabolic process regulation and diminished improvement responses among yoga practitioners. Additionally, the document discusses age-related changes in the cardiovascular system, involuntary functions, and levels of Brain-Derived Neurotrophic Factor (BDNF) in healthy, active males, with a specific emphasis on the role of yoga in ameliorating age-related chronic changes. (S. Manjappan, 2020).

College students are susceptible to undermanaged stress and its detrimental effects, and though they could use evidence-based stress reduction techniques (SRTs) to remedy this, many do not. Unfortunately, little is known about what might encourage greater use. Purpose: This study examined to what extent a framework integrating cognitive, social, behavioral, and experiential factors related to influential health behavior models could account for increased intention to use SRTs (intention) and willingness to recommend SRTs (promoter willingness). Methods: College students ($n = 233$) completed a survey assessing health beliefs, past and intended future use of SRTs, willingness to recommend SRTs, and potential changes in intention or promoter willingness following brief Health Education messages. Results: Health Belief Model components, theory of planned behavior descriptive norms, and prior SRT use predicted significant variability in intention and promoter willingness (experienced effectiveness of particular SRTs also predicted intention), and Health Education messages increased both outcomes. Discussion: Informational and experiential exposure to different SRTs may promote greater SRT use and dissemination. Translation to Health Education Practice: Institutions can assess student stress management needs and increase student SRT use and dissemination

through existing modalities that provide students information, peer discussion opportunities, and reinforcing effects of SRT practice. (Bistricky et al., 2017)

University students' stress management is a core topic in educational research; however, limited research has ever focused on how personality would impact students' perception of stress level. Thereby, this quantitative study, based on the Big Five Personality Trait Model, set out to investigate how openness, conscientiousness, extraversion, agreeableness, and neuroticism affect the college students' perception of their study stress. As a result of a survey with sixty college students in China, it is found that whilst students' demographic factors may not significantly predict their stress level, psychographic factors including conscientiousness, agreeableness and neuroticism can positively and significantly determine the college students' perception of stress. Based on the findings of the study, implications for future students' mental health management and ensuing educational research are put forward. (Ding et al., 2021)

CHAPTER 3

METHODOLOGY

Methodology indicates the overarching strategy and rationale of your research project. It involves studying the methods used in your field and the theories or principles behind them, in order to develop an approach that matches your objectives. The current study entitled “Assessment of Stress level in College students” aimed to identify and measure stress among college students which could greatly increase our understanding of who is at risk for stress and its negative impact.

3.1 Selection of area

3.2 Selection of sample

3.3 Selection of tools and techniques

3.4 Collection of data

3.5 Analysis and interpretation of data

3.1 Selection of area.

The selection of an appropriate study region was given careful consideration in order to achieve the goal of determining the level of stress experienced by the population of college students. Therefore, the selected area of study is Ernakulam district. The reason to choose the study area were the convenience of the researcher and ease of availability of samples.

3.2 Selection of sample.

The subjects were college students studying in different colleges in Ernakulam district, between the age group of 18 – 26. The study carried out with a sample size of 104 college students. The study method used for sampling was convenience sampling, which refers to the selection of sample based on the access ability and convenience of the researcher. In this study, the use of convenience sampling makes the obtaining of data relevant to this research practical with limitations to feasibility and the availability of resources so as to address questions in the field at the appropriate and practical time.

3.3 Selection of tools and techniques

The selection of tool for the study is an important part in research. These tools help to reach the desired outcome of a study. The tool used was questionnaire and it included all the relevant questions to get the necessary information needed for the study. The questionnaire included general profile of the subject, The Perceived Stress Scale (PSS-10), which is a 10-item questionnaire originally developed by Cohen et al. (1983) widely used to assess stress levels in young people and adults aged 12 and above. PSS was used to analyze stress score of the subjects. (given in Appendix 1), and self-inventory questions to identify the causes and management of stress among college students.

The method selected for the study was survey method. The survey method is a systematic way of collecting data from a sector of population for making ruminations about a big sample of population. This means creating a series of questions that help to gather information about certain variables that can then be analysed for trends or patterns. Properly done, this is a commonly used method in research and business to help decision-making, as it provides quantitative and qualitative insights that are statistically significant.

3.5 Collection of data

The study titled ‘Assessment of Stress level in College students’ was conducted through survey method. A google form was created encompassing the questionnaire, and it was distributed among the college students in Ernakulam district, between the age of 18 – 26, to gather information regarding stress level, causes and management of stress. Online survey is one of

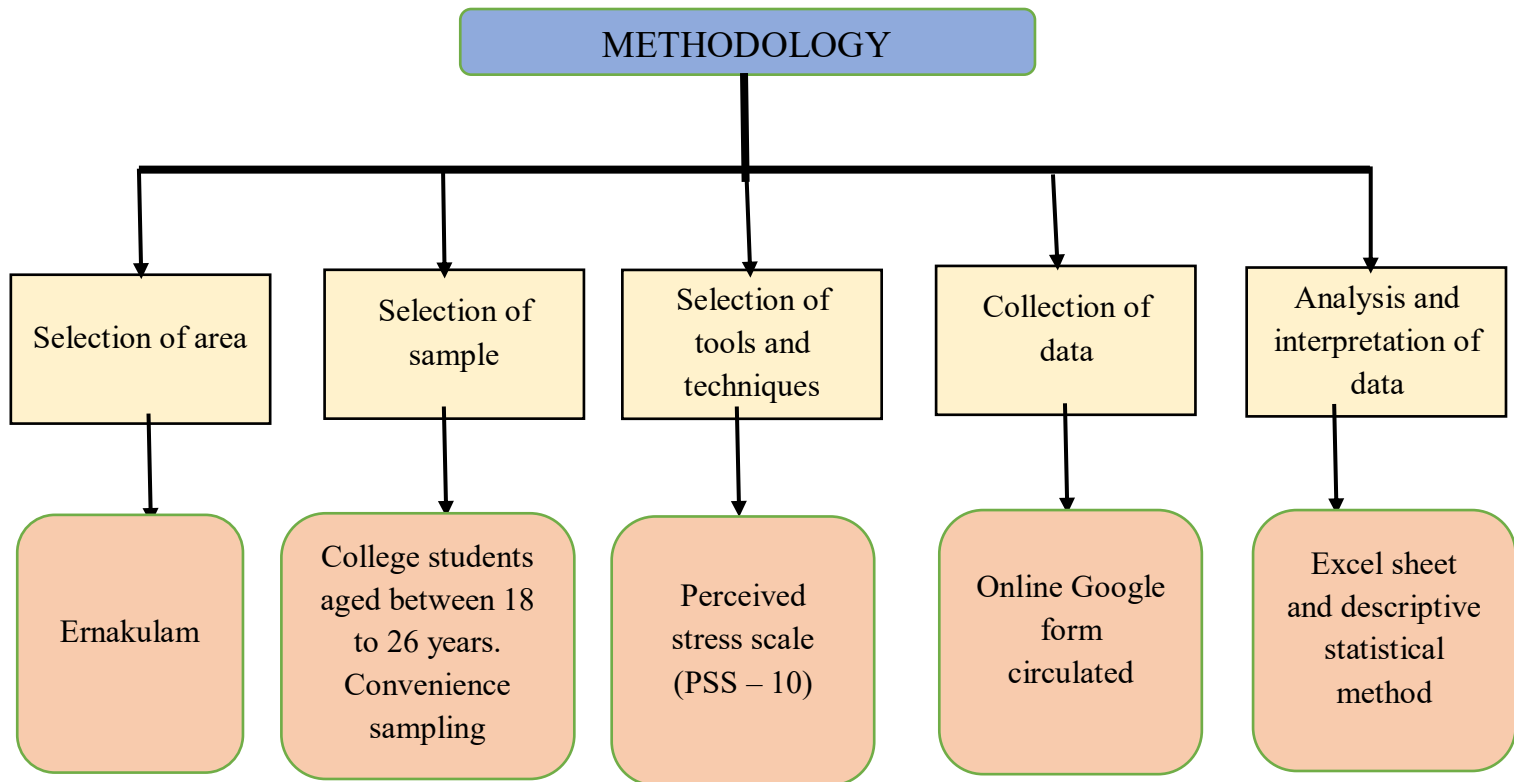
the most popular survey research methods used today. The cost involved in online survey is extremely minimal, and the response gathered are highly accurate.

3.6 Analysis and interpretation of data

The data collected from survey was organized into an excel sheet and calculated the Stress level of each subjects using simple summation equation. The data then tabulated, analysed and interpreted using descriptive method.

RESEARCH DESIGN

The figure given below depicts the research design of the study entitled “Assessment of Stress level in College students”.



CHAPTER 4

RESULT AND DISCUSSION

The results of the present study entitled ‘Assessment of Stress level in college students’ is discussed under the following headings:

4.1. Age and gender of subjects.

4.2. Academic details of the subjects

4.3. Perceived stress scale of subjects.

4.3.1 Assessment of the perceived stress scale among college students.

4.3.2 Perceived stress scale score of the subjects

4.4. Causes of stress among college students.

4.5. Impact of stress among college students

4.6. Stress management among college students.

4.7. Coping strategies used by college students.

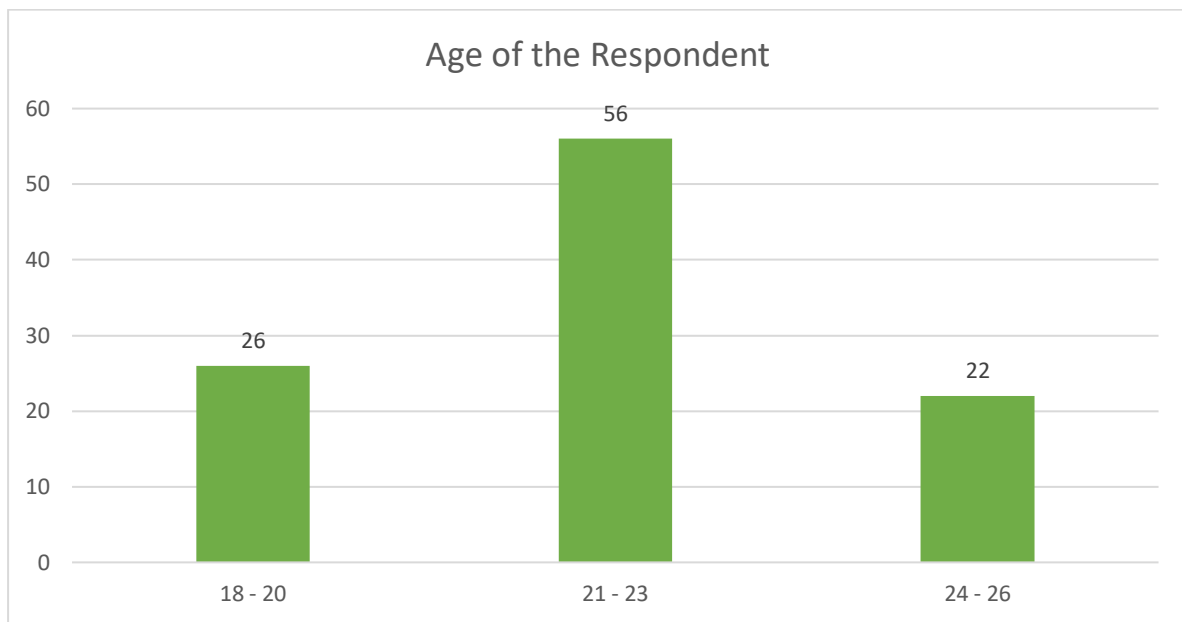
4.1. Age and gender of subjects.

Table 1
Age and gender of subjects.

| Sl. No | Particulars | Respondents | (N = 104) | % |
|--------|-------------|-------------|-----------|--------|
| 1 | Age | 18 – 20 | 26 | 25% |
| | | 21 – 23 | 56 | 54% |
| | | 24 – 26 | 22 | 21% |
| 2 | Gender | Female | 56 | 53.85% |
| | | Male | 48 | 46.15% |

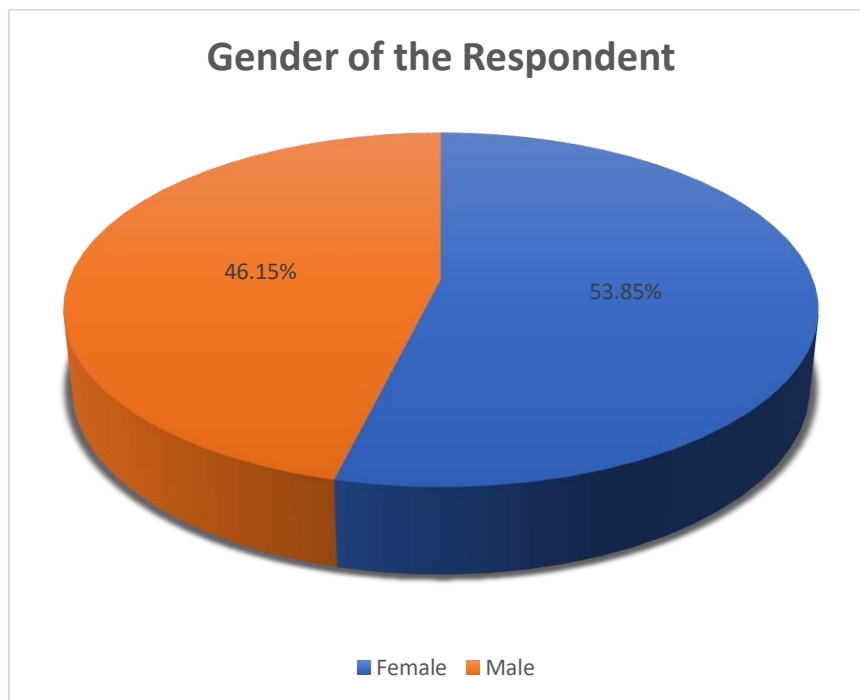
Table 1 provides the general information of the respondents. Majority of the respondents were between the age group of 21 to 23 years. The female participants exhibited greater engagement in the survey.

Figure 4.1



The figure 4.1 depicts the general information of the selected students taken for the study. The bar chart illustrates the age distribution of the respondents, ranging from 18 to 26 years.

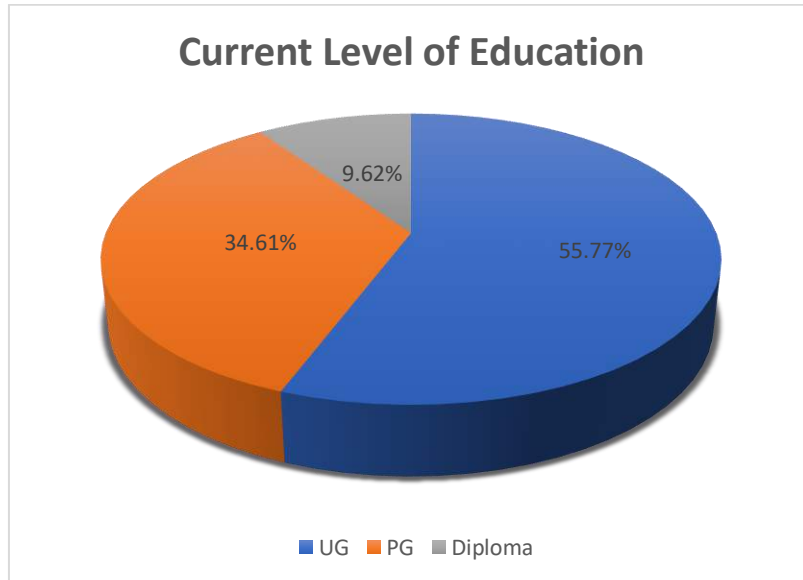
Figure 4.2



The figure 4.2 shows the demographic composition of the study participants revealed that a significant gender disparity, with 53.85% identified as females and 46.15% as males.

4.2. Academic details of the subjects

Figure 4.3



The figure 4.3 illustrates the current level of education of the selected students taken for the study. The pie chart illustrates that the majority of the respondents were UG students (55.77%). PG students were 34.61% and 9.62% of the respondents were diploma students.

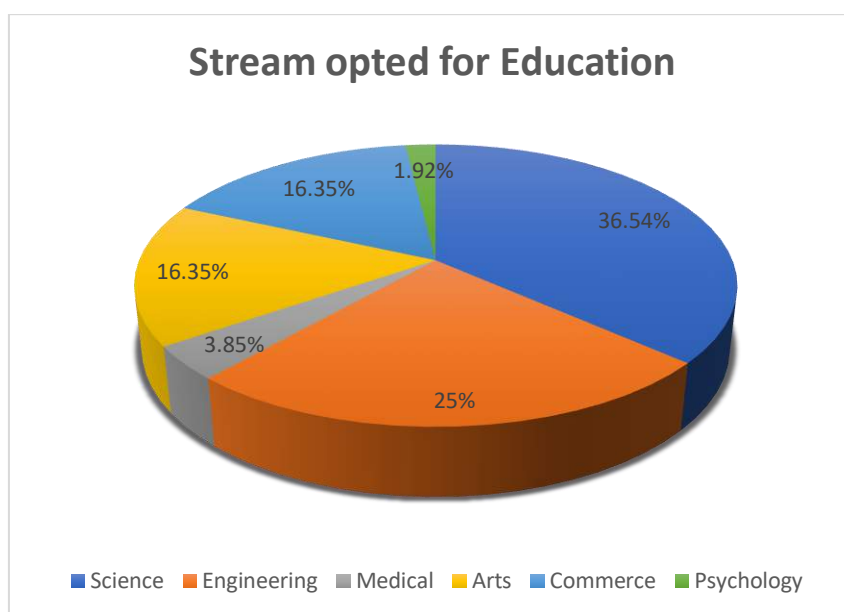
Table 2

Current level of education of the subjects

| Sl. No | Response | % (N=104) |
|--------|----------|---------------|
| 1 | UG | 55.77% (N=58) |
| 2 | PG | 34.62% (N=36) |
| 3 | Diploma | 9.62% (N=10) |

The table 2 depicts the current level of education of the selected students taken for the study. The majority of the respondents were UG students (N= 58). 36 of them were PG students and 10 respondents were diploma students.

Figure 4.4



The figure 4.4 depicts the stream opted for education of the selected students taken for the study. 36.54% of the students were science majored. 25% of the respondents were engineering students. 16.35% of students each from both commerce and arts major were also participated in this study. 3.85% of the students were medical students and 1.92% of respondents were psychology students.

Table 3

Stream opted for education

| Sl. No | Response | % (N=104) |
|--------|----------|---------------|
| 1 | Science | 36.54% (N=38) |

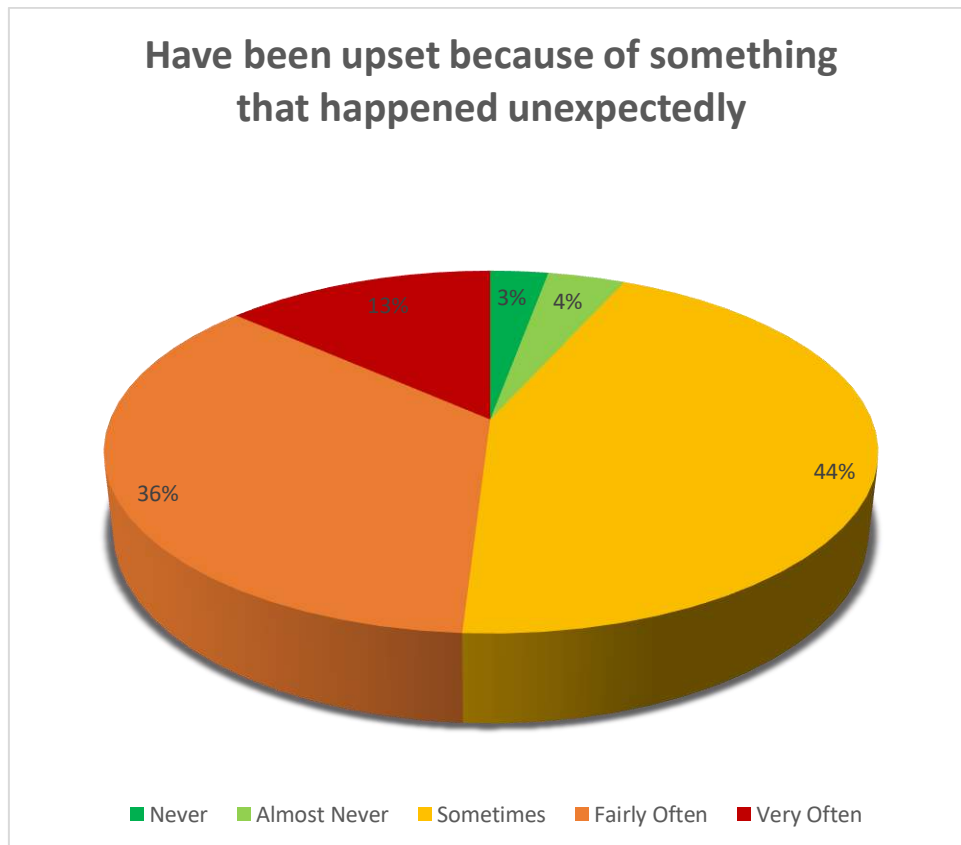
| | | |
|---|-------------|---------------|
| 2 | Engineering | 25% (N=26) |
| 3 | Arts | 16.35% (N=17) |
| 4 | Commerce | 16.35% (N=17) |
| 5 | Medical | 3.85% (N=4) |
| 6 | Psychology | 1.92% (N=2) |

The table 3 depicts the stream opted for education of the selected students taken for the study. 38 students were science majored. 26 respondents were engineering students. 17 students each from commerce and arts major were also participated in this study. 4 students were medical students and only 2 respondents were psychology students.

4.3. Perceived stress scale of subjects.

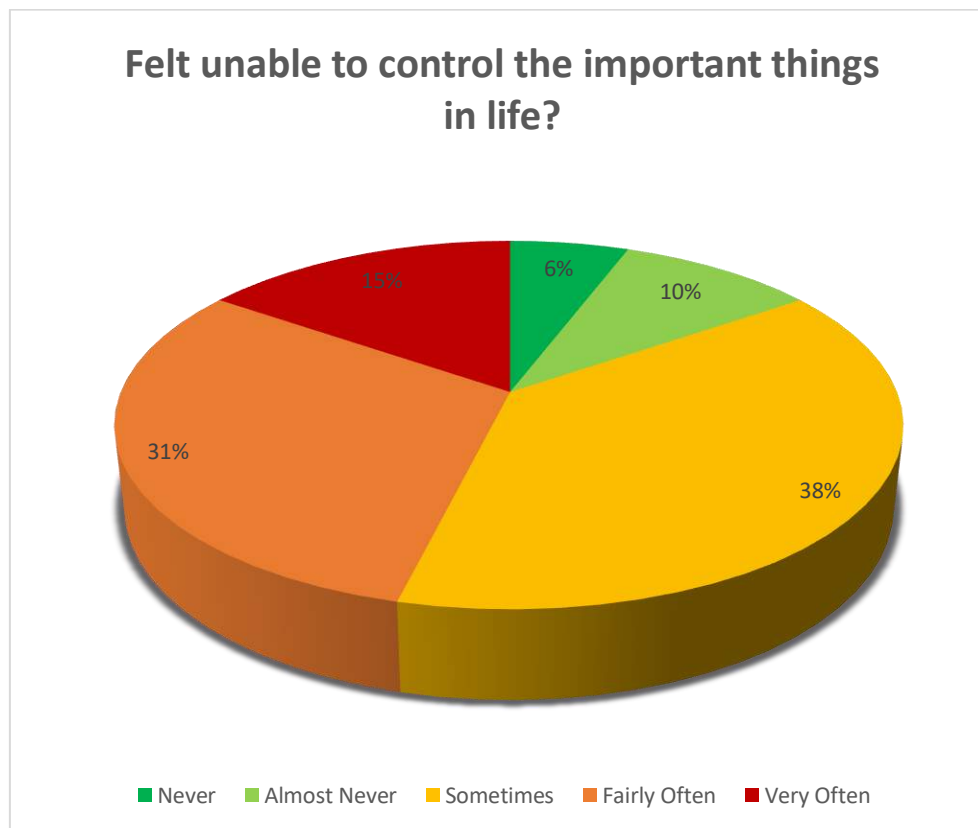
4.3.1 Assessment of the perceived stress scale among college students.

Figure 4.5



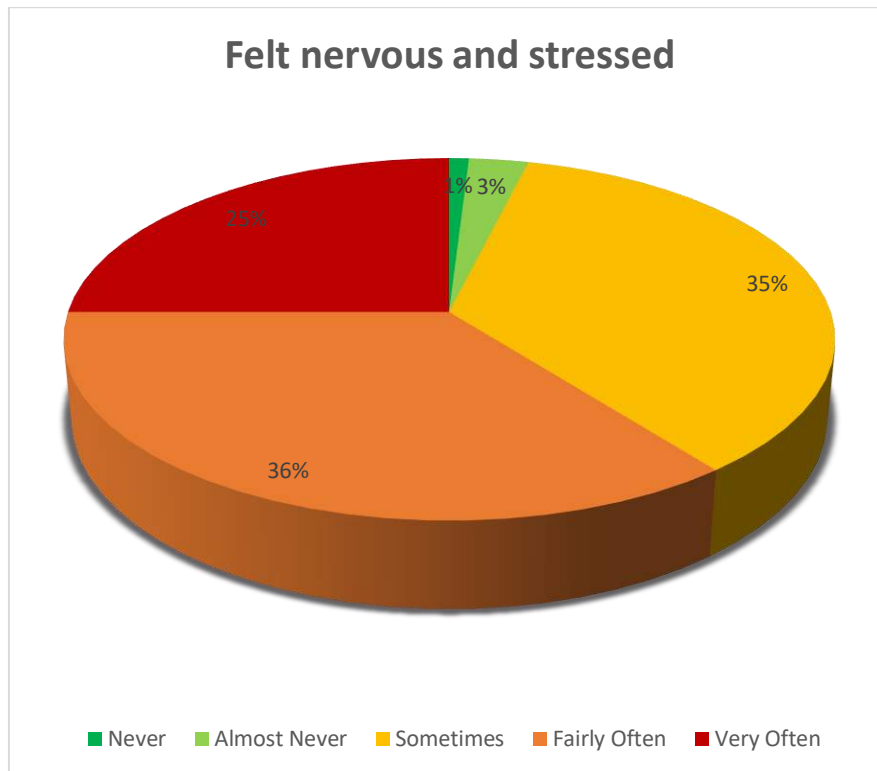
In the figure 4.5, the majority of the respondents with 44%, corresponds to those who have been upset sometimes because of something that happened unexpectedly during past month. 36% were upset fairly often. 13% of the respondents were upset very often during past month. 4% of students were upset almost never. There is only 3% of the respondents were never upset because of something that happened unexpectedly during past month.

Figure 4.6



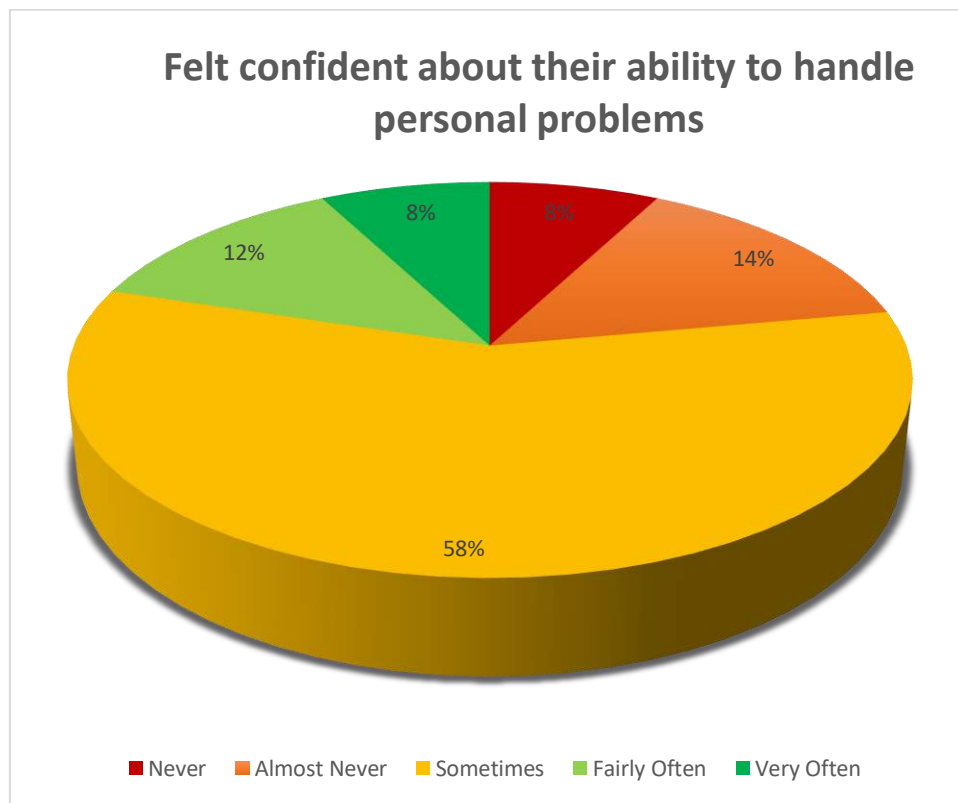
In the figure 4.6, the majority of the respondents (38%) corresponds to those who were unable to control important things in their life during past month. 31% were unable to manage it fairly often. 15% of the respondents were unable to control important things in their life very often during past month. 10% of students were unable to control important things in their life almost never. There is only 6% of the respondents were never unable to control important things in their life during past month.

Figure 4.7



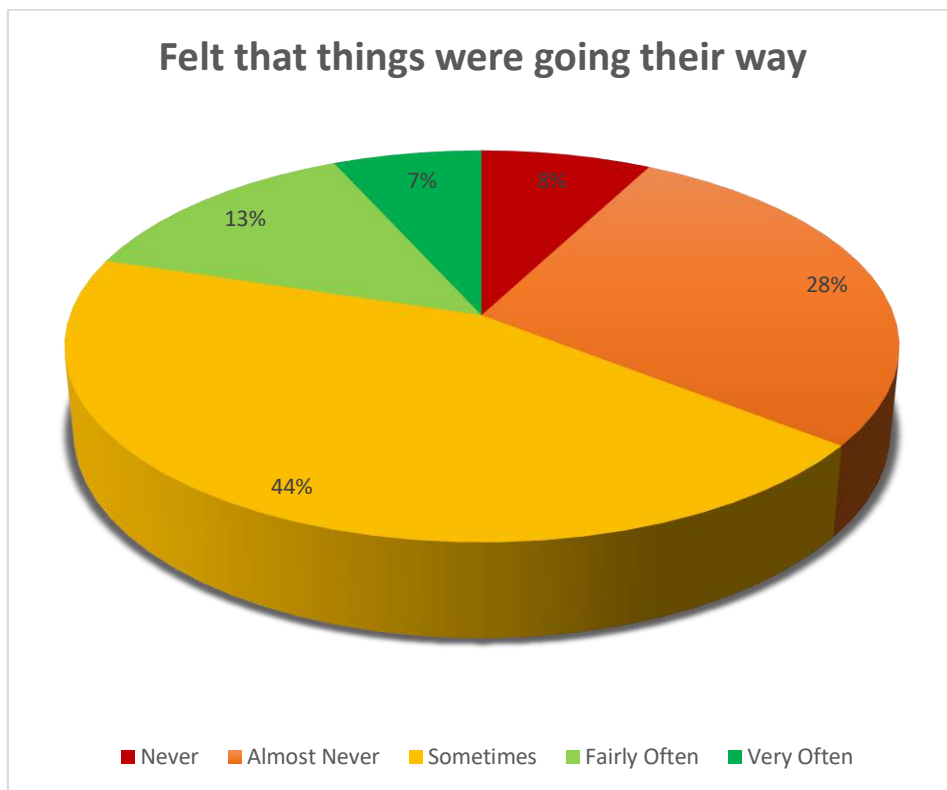
In the figure 4.7, the majority of the respondents (36%) responded that to those have been nervous and stressed fairly often during past month. 35% were nervous and stressed sometimes. 25% of the respondents felt nervous and stressed very often during past month. 3% of students felt nervous and stressed almost never. There is only 1% of the respondents were never felt nervous and stressed during the past month.

Figure 4.8



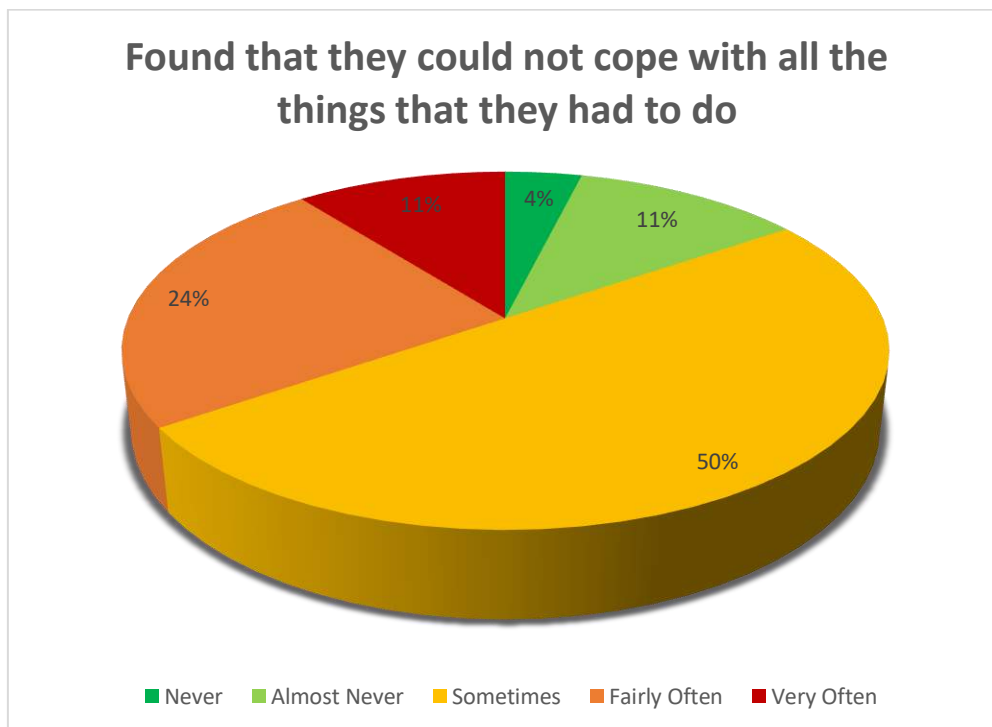
In the figure 4.8, the majority of the respondents (58%) corresponds to those who have been felt confident sometimes about their ability to handle personal problems during past month. 12% were confident fairly often. 8% of the respondents felt confident very often about their ability to handle personal problems during past month. 14% of students felt confident almost never. And 8% of the respondents were never felt confident about their ability to handle personal problems.

Figure 4.9



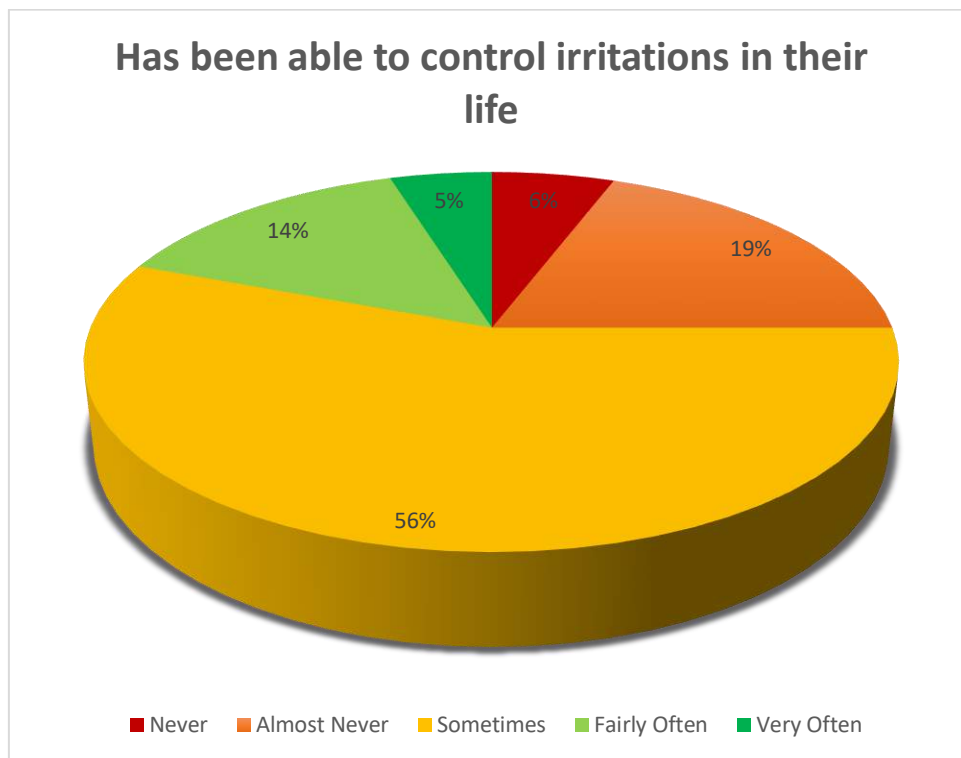
In the figure 4.9, the majority of the respondents with 44%, corresponds to those who felt that things were going their way sometime during past month. 13% students felt that fairly often. 7% of the respondents felt that things were going their way very often during past month. 28% of students felt that things were going their way almost never. And 8% of the respondents felt that things were never going their way during past month.

Figure 4.10



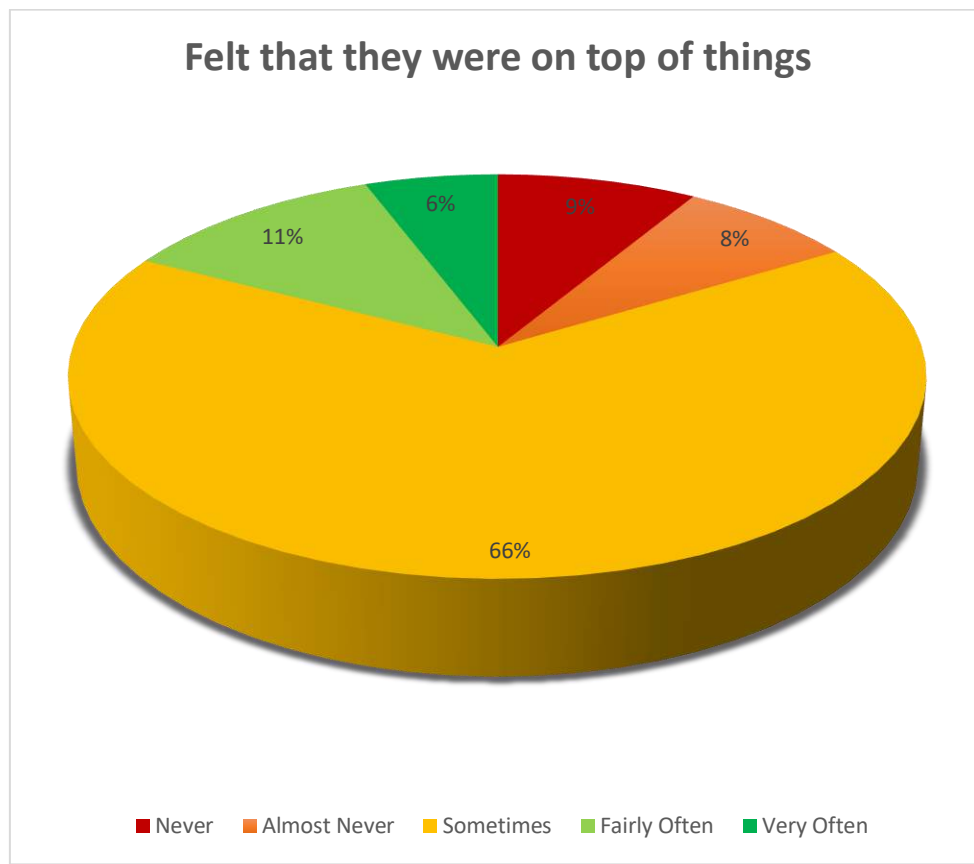
In the figure 4.10, the majority of the respondents with 50%, corresponds to those who have found that sometimes they could not cope with all the things they had to do during past month. 24% could not cope fairly often. 11% of the respondents found that they could not cope with all the things they had to do very often during past month. 11% of students couldn't cope almost never. There is only 4% of the respondents were never found that they could not cope with all the things they had to do during past month.

Figure 4.11



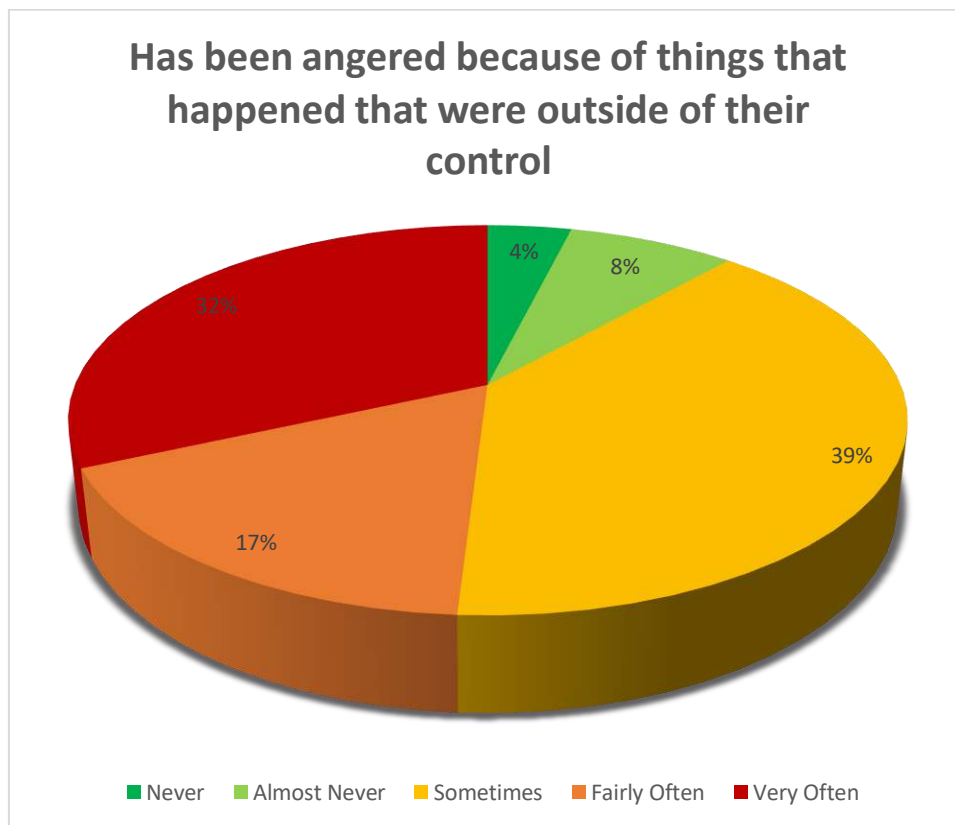
In the figure 4.11, the majority of the respondents with 56%, corresponds to those who has been able to control irritations in their life sometimes during past month. 14% were able to control fairly often. 5% of the respondents were able to control irritations in their life very often during past month. 19% of students were able to control almost never. And 6% of the respondents were never able to control irritations in their life during past month.

Figure 4.12



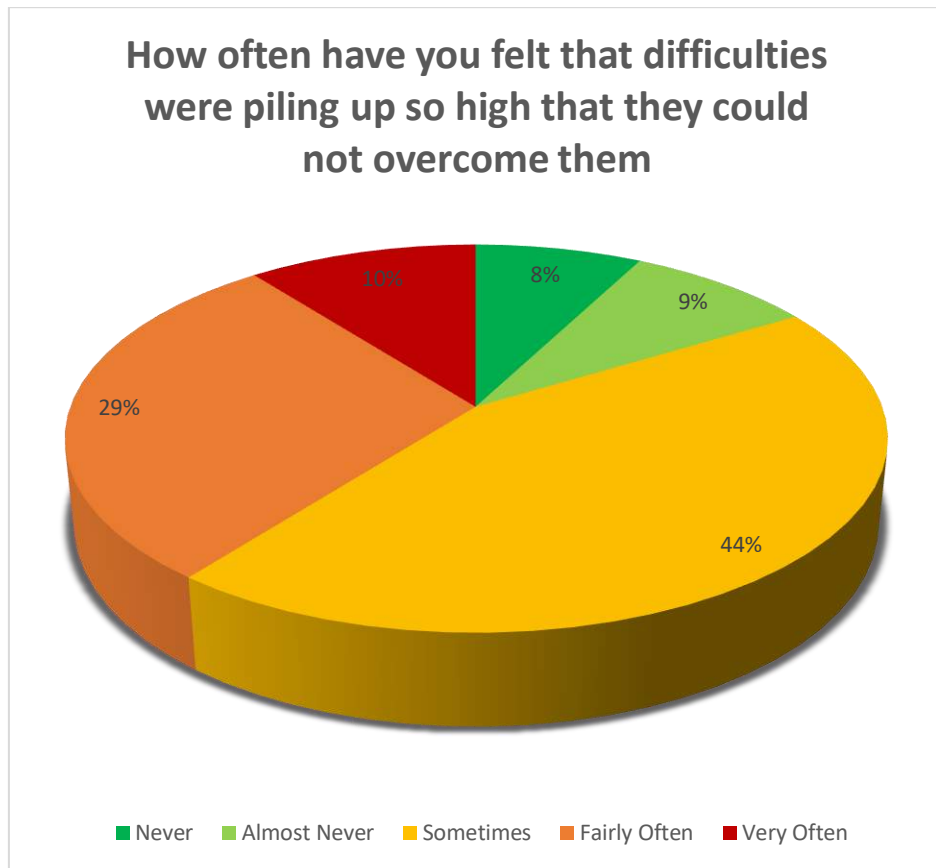
In the figure 4.12, the majority of the respondents with 66%, corresponds to those who have been feeling that sometimes they were on top of things, during past month. 11% felt that fairly often. 8% of the respondents were feeling that they were on top of things almost never during past month. 9% of students never felt that they were on top of things. There is only 6% of the respondents were feeling that they were on top of things very often during past month.

Figure 4.13



In the figure 4.13, the majority of the respondents with 39%, corresponds to those who have been angered because of things that happened that were outside of their control sometimes during past month. 32% have been angered very often. 17% of the respondents were feeling angry because of things that happened that were outside of their control fairly often during past month. 8% of students were angry almost never because of things that happened that were outside of their control. There is only 4% of the respondents who have been angered because of things that happened that were outside of their control during past month.

Figure 4.14



In the figure 4.14, the majority of the respondents with 44%, corresponds to those who have been feeling that sometimes difficulties were piling up so high that they could not overcome them during past month. 29% felt that fairly often. 10% of the respondents felt that very often, difficulties were piling up so high that they could not overcome them during past month. 9% of students have felt that almost never. There is only 8% of the respondents who were never felt that difficulties were piling up so high that they could not overcome them during past month.

4.3.2 Perceived stress scale score of the subjects

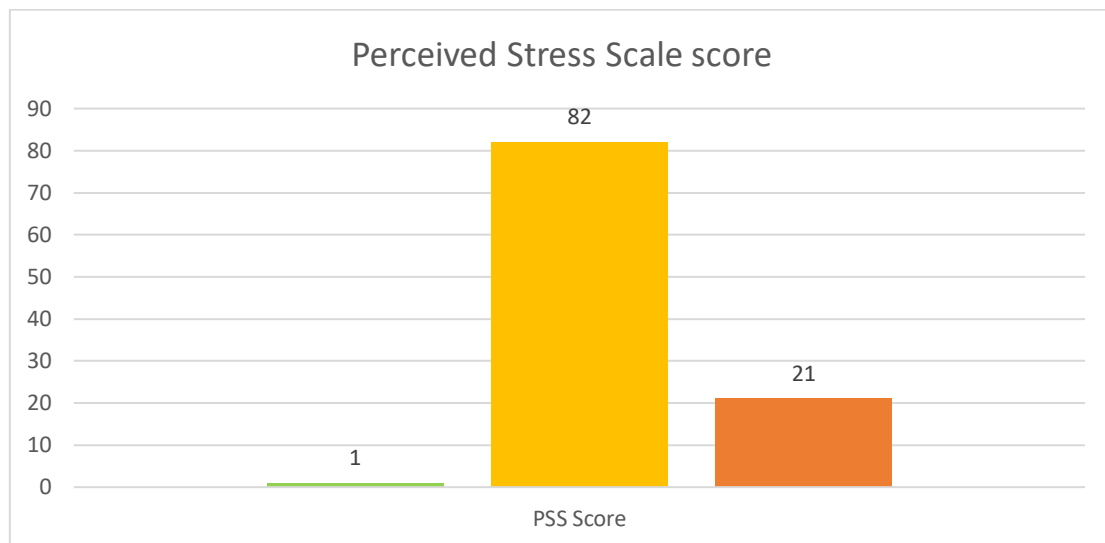
Table 4

Perceived stress scale score of the subjects

| Stress level | Percentage (N=104) |
|---------------------|---------------------------|
| Low | 1% (1) |
| Moderate | 79% (82) |
| High | 20% (21) |

The Table 4 shows survey results indicated that majority of the respondents experience moderate to high levels of perceived stress across various situations. 20% of the respondents experienced a high level of stress followed by 79% experiencing a moderate level of stress as per the Perceived stress scale score. It was interesting to note that only 1% of the respondents experiencing very low stress. Stressors related to academics, unexpected events, lack of control and negative emotions like anger and nervousness appeared to be particularly common.

Figure 4.15



The figure 4.15 depicts the perceived stress score (PSS Score) of the respondents. In this bar diagram, it shows that majority of the respondents have moderate stress (N = 82), 21 students have high stress and 1 respondent have low stress.

Figure 4.16

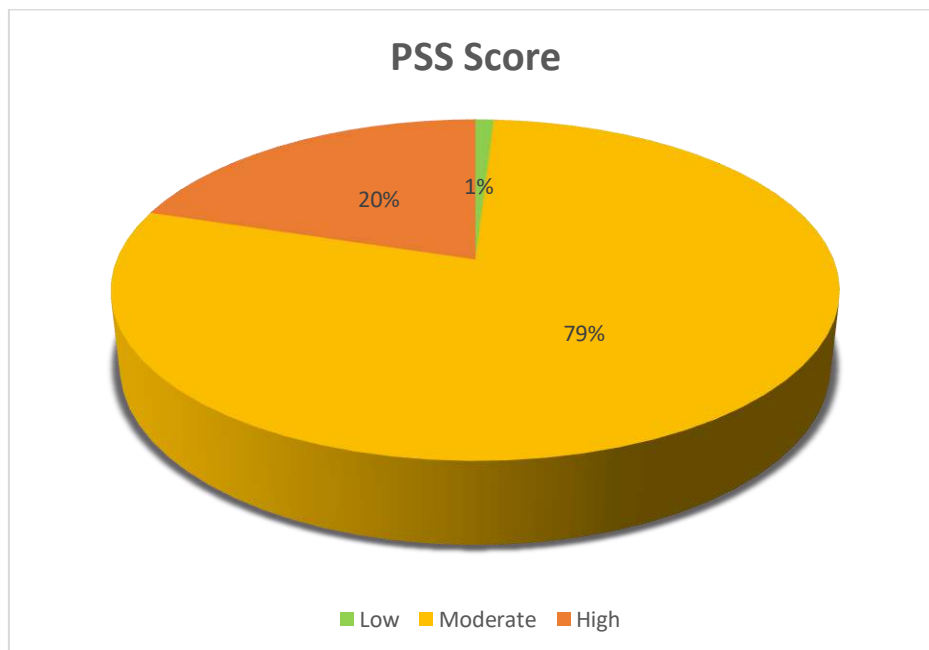


Figure 4.16 illustrates the of PSS score of respondents. 79% of respondents have moderate stress. 20% of students reported to have High stress and 1% of students have low stress.

4.4. Causes of stress among college students.

Table 5
Causes of stress among college students.

| Sl. No | Causes of Stress | % (N = 104) |
|--------|------------------------------|---------------|
| 1 | Academic Stress | 48.1% (N=50) |
| 2 | Feeling unprepared for tasks | 27.88% (N=29) |
| 3 | Relationship with family | 11.53% (N=12) |
| 4 | Romantic relationships | 8.65% (N=9) |
| 5 | Relationship with friends | 1.92% (N=2) |
| 6 | Financial issues | 1.92% (N=2) |

Table 5 illustrates the common seen stressors among college students. 48.1% of the responders have academic stress. 27.88% students are stressed due to feeling unprepared for tasks. 11.53% of respondents were stressed because of the issues in their relationship with family. 8.65% of students have stress due to issues with their romantic partner. 1.92% of students have stress because of their troubled relationship with friends. Finally, 1.92% of students have stress due to financial issues.

Figure 4.17

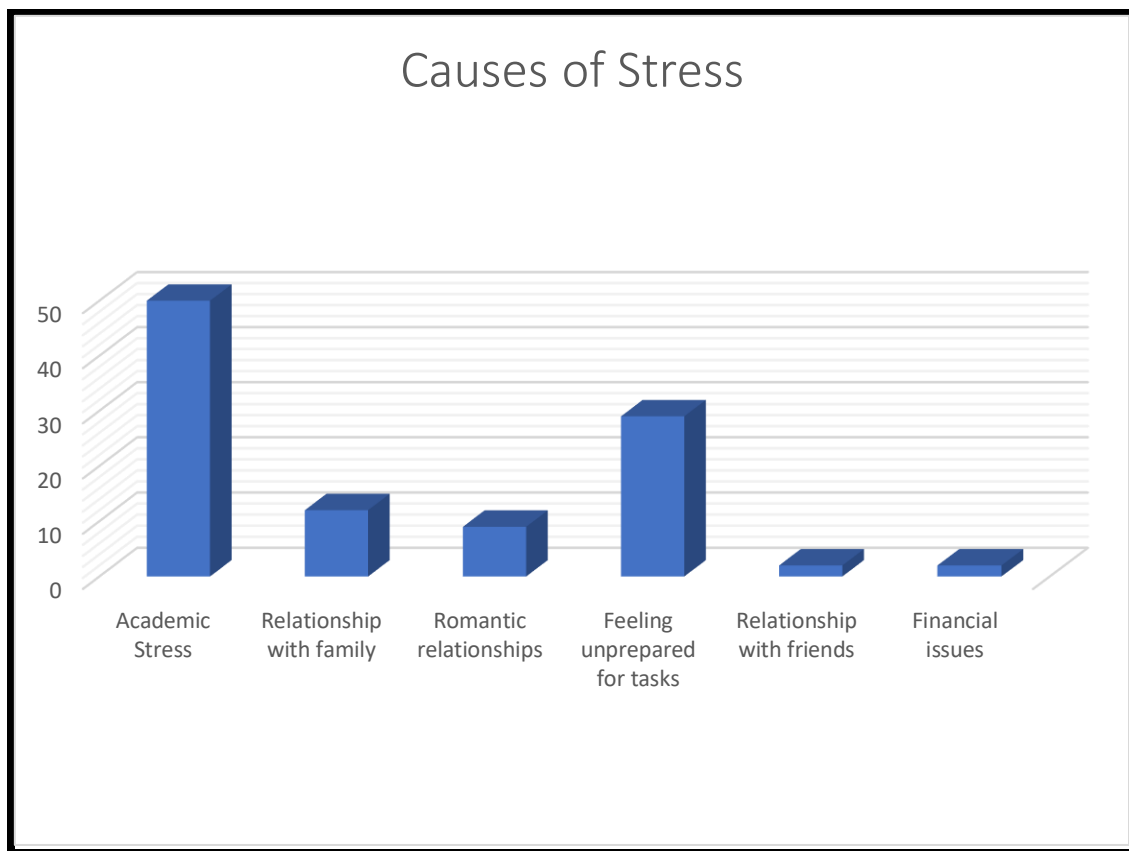


Figure 4.17 illustrates the common seen stressors among college students. from table 3 and the above figure, it is clear that the majority of the students have academic stress.

4.5. Impact of stress among college students

Table 6

Extent to which stress affects the subject

| Sl. No | Response | % (N=104) |
|---------------|-----------------|------------------|
| 1 | Very much | 55.76% (N=58) |
| 2 | Slightly | 43.26% (N=45) |
| 3 | Not at all | 0.98% (N=1) |

Table 6 depicts the extent to which stress affects the respondents. majority of the students are affected by this very much (55.76%). 43.26% are affected slightly. There is only 0.98% of the respondents that that is not affected by stress at all.

Figure 4.18

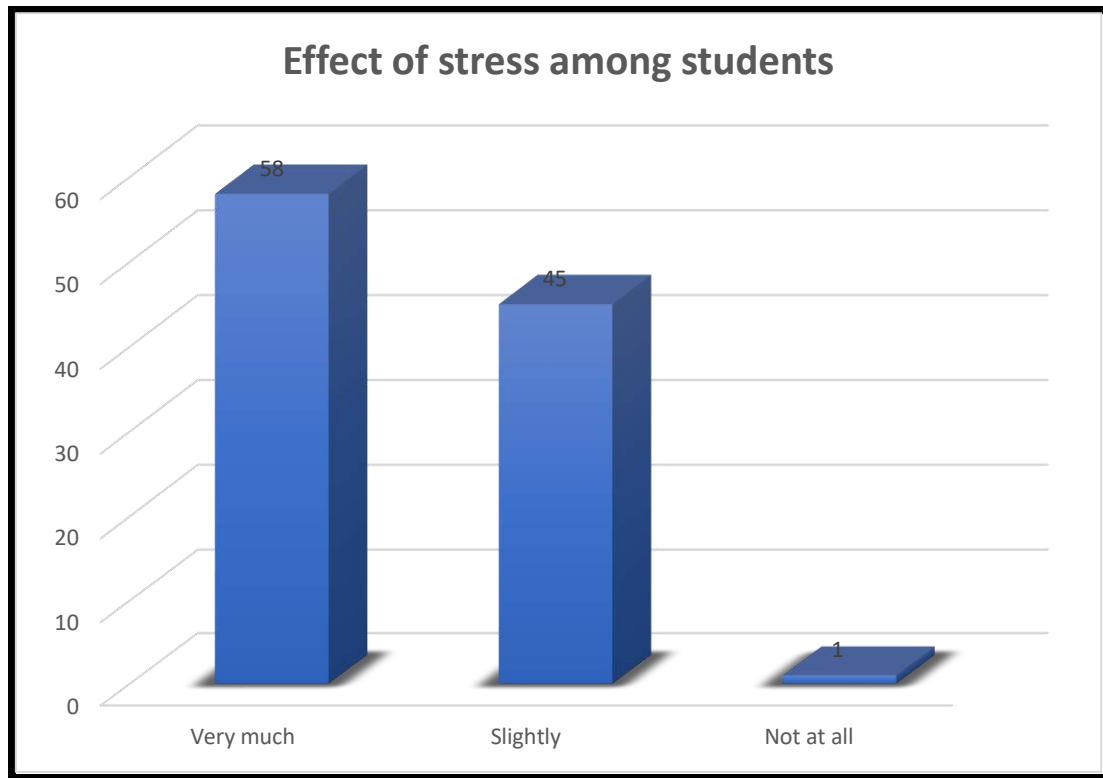


Figure 4.18 illustrates the effect of stress among college students. 58 respondents have been affected by stress very much, 45 students are slightly affected. There is only 1 student is not at all affected by the stressors.

4.6. Stress management among college students.

Table 7

Confided to others about stress.

| Sl. No | Response | % (N=104) |
|--------|----------|--------------|
| 1 | No | 62.5% (N=65) |
| 2 | Yes | 37.5% (N=39) |

Table 7 depicts whether the respondents confided in others about their stress. Majority of the students confided in other people (62.5%). 37.5% of students have not confided in anyone.

Figure 4.19

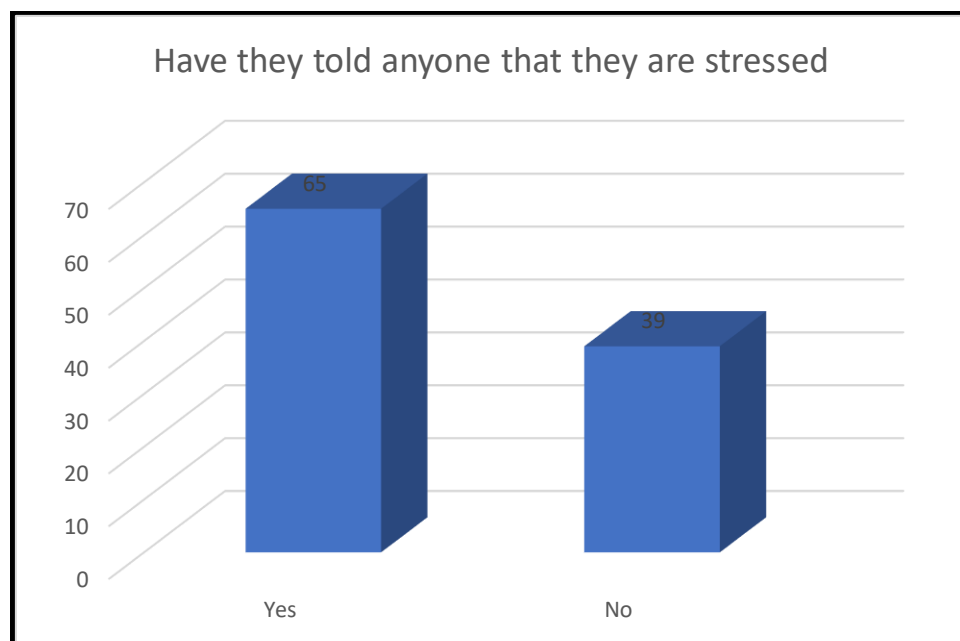


Figure 4.19 illustrates whether the respondents confided in others about stress. 61 respondents have confided in others about their stress, 43 students haven't told anyone about their stress.

Table 8

Disclosure of stress: People to whom respondents reported sharing their stress

| Sl. No | Response | % (N=65) |
|--------|----------|--------------|
| 1 | Friends | 73.8% (N=48) |
| 2 | Family | 26.2% (N=17) |

(Only respondents who answered 'yes' to the question 'have you told anyone that you are stressed?' were included in this analysis.)

Table 8 depicts the disclosure of stress among respondents who reported sharing their stress. Among them, 73.8% of respondents stated that they disclosed their issues to friends, while 26.2% disclosed their stress to family members.

Figure 4.20

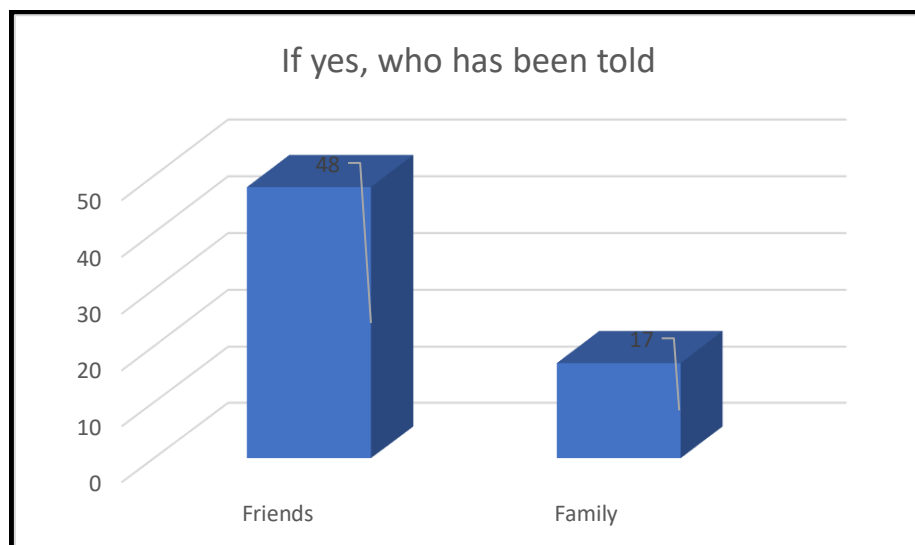


Figure 4.20 illustrates the disclosure of stress among respondents who reported sharing their stress. Among them, 48 respondents stated that they disclosed their issues to friends, while 17 disclosed their stress to family members.

Table 9

Perceived source of support for managing stress

| Sl. No | Response | % (N=104) |
|---------------|-----------------|------------------|
| 1 | Friends | 58.7% (N=61) |
| 2 | Family | 32.7% (N=34) |
| 3 | Myself | 6.7% (N=7) |
| 4 | No one | 1.9% (N=2) |

Table 9 depicts the perceived sources of support in managing stress, as reported by the respondent. Among them, 58.7% believes that friends could help them manage their stress. 32.7% believes that their family could help. 6.7% believes that they could manage it on their own, and only 1.9% felt that no one could help them.

Figure 4.21

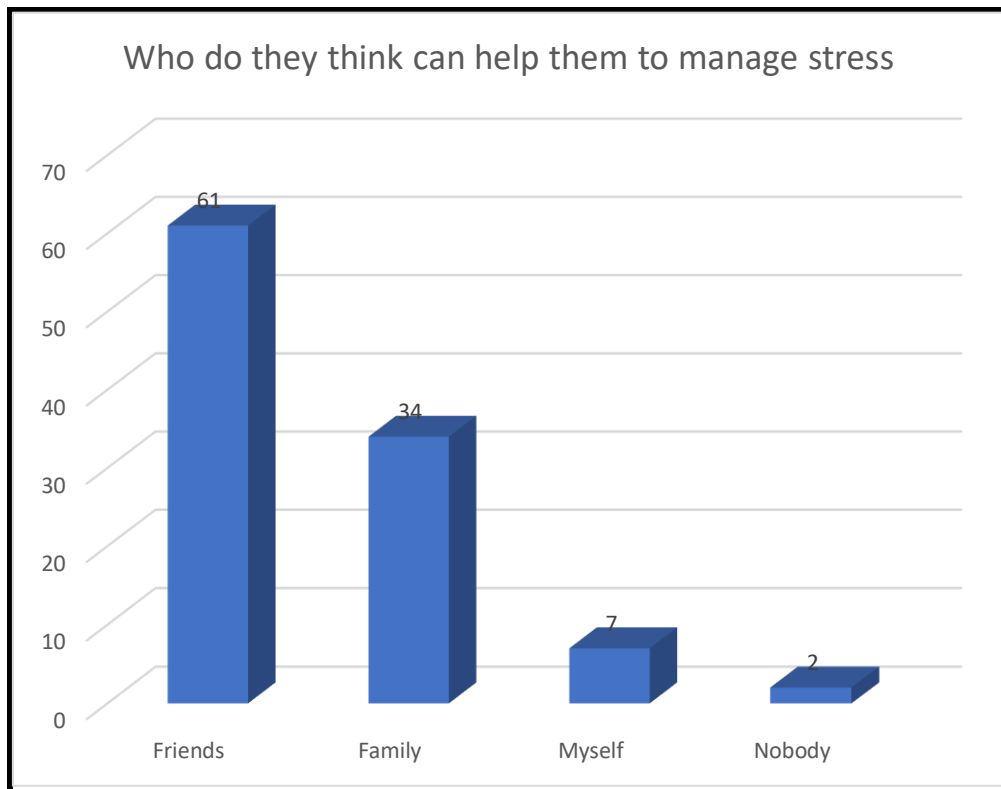


Figure 4.21 illustrates the perceived sources of support in managing stress, as reported by the respondent. Among them, 61 respondents believe that friends could help them manage their stress. 34 believe that their family could help. 7 believe that they could manage it on their own, and only 2 students felt that no one could help them.

4.7. Coping strategies used by college students.

Table 10

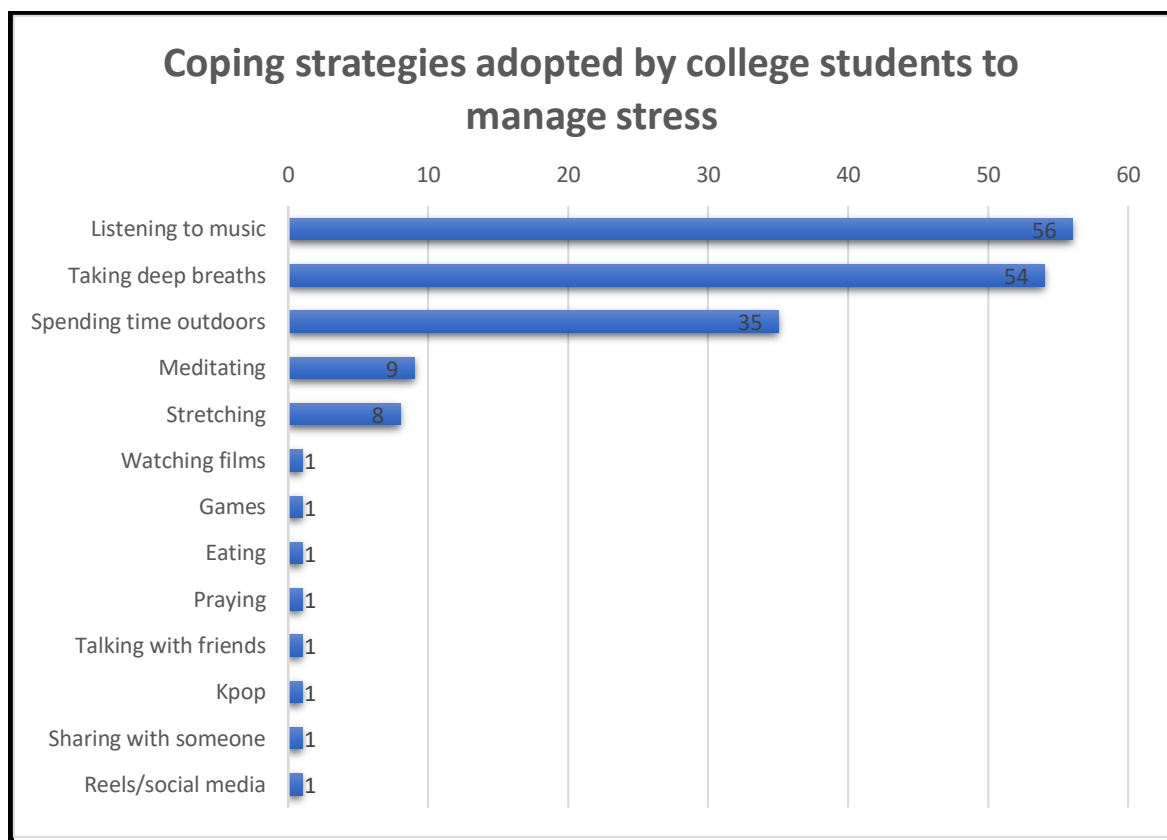
Coping strategies used by college students to manage stress

| Sl. No | Responses | % (N=107) |
|---------------|------------------------|------------------|
| 1 | Listening to music | 32.94% (N=56) |
| 2 | Taking deep breaths | 31.76% (N=54) |
| 3 | Spending time outdoors | 20.58% (N=32) |
| 4 | Meditating | 5.29% (N=9) |
| 5 | Stretching | 4.7% (N=8) |
| 6 | Watching films | 0.59% (N=1) |
| 7 | Games | 0.59% (N=1) |
| 8 | Eating | 0.59% (N=1) |
| 9 | Praying | 0.59% (N=1) |
| 10 | Talking with friends | 0.59% (N=1) |
| 11 | K pop | 0.59% (N=1) |
| 12 | Sharing with someone | 0.59% (N=1) |
| 13 | Reels/social media | 0.59% (N=1) |

Note: This question allowed multiple responses, and therefore the total count of responses (N=170) is higher than the total number of respondents (N=104).

The table 10 depicts the various coping strategies used by respondents to manage stress. The most commonly reported methods were listening to music (32.94%) and taking deep breaths (31.76%). Spending time outdoors was chosen by 20.58% participants, while 5.29% reported meditating and 4.7% mentioned stretching. A small number of respondents (0.59% each) mentioned other unique strategies such as watching films, praying, eating, or engaging in hobbies like crochet.

Figure 4.22



Note: since this question allowed multiple responses, the total number of responses exceeds the number of participants (N=104).

Figure 4.22 presents a horizontal bar diagram, illustrating the various coping strategies used by respondents to manage stress. The most commonly reported methods were listening to music (56 responses) and taking deep breaths (54 responses). Spending time outdoors was chosen by 35 participants, while 9 reported meditating and 8 mentioned stretching. A small number of respondents (1 each) mentioned other unique strategies such as watching films, praying, eating, or engaging in hobbies like crochet.

CHAPTER 5

SUMMARY AND CONCLUSION

This chapter presents the analysis and interpretation of data collected for the study entitled “Assessment of Stress level in College students”. The aim was to assess the perceived stress level among students aged 18 to 26, to explore the common causes and impacts of stress, and understand how students manage stress through various coping strategies. The data was collected through a structured questionnaire and analysed using descriptive statistics including frequencies, percentages, and graphical representations. The results were discussed under specific headings to provide a clear understanding of the trends and patterns observed in the study.

Findings

The findings of the study can be summarized as follows:

5.1 General Information of the Respondents

- Understanding the general profile of the respondents was essential for contextualizing the subsequent analyses. The data showed that the samples was predominantly composed of students aged 18 to 26 years. The majority of the students fall within the range of 21 to 23 years (54%). The demographic composition of the study participants revealed that a significant gender disparity, with 53.85% identified as females and 46.15% as males.

5.2. Academic details of the subjects

- The majority of the respondents were UG students (55.77%). PG students were 34.61% and 9.62% of the respondents were diploma students.
- 36.54% of the students were science majored. 25% of the respondents were engineering students. 16.35% of students each from both commerce and arts major were also

participated in this study. 3.85% of the students were medical students and 1.92% of respondents were psychology students.

5.3. Perceived stress scale of subjects.

- Students reported frequent feelings of stress, nervousness and being overwhelmed.
- The majority (79%) of respondents had moderate stress. 20% of students reported that they had high stress and 1% of students had low stress.

5.4. Causes of stress among college students.

- It is shown that the majority (48.1%) of the responders had academic stress. 27.88% students were stressed due to feeling unprepared for tasks. 11.53% of respondents were stressed because of the issues in their relationship with family. 8.65% of students had stress due to issues with their romantic partner. 1.92% of students had stress because of their troubled relationship with friends. Finally, 1.92% of students had stress due to financial issues.

5.5. Impact of stress among college students

- The majority of the students were affected by stress very much (55.76%). 43.26% were affected slightly. There is only 0.98% of the respondents that were not affected by stress at all.

5.6. Stress management among college students.

- Majority of the students confided in other people about their stress (62.5%). 37.5% of students had not confided in anyone. Among them, 73.8% of respondents stated that they confided in friends, while 26.2% confided in family members.
- Perceived support sources: 58.7% believes that friends could help them manage their stress. 32.7% believes that their family could help. 6.7% believes that they could manage it on their own, and only 1.9% felt that no one could help them.

5.7. Coping strategies used by college students.

- Coping strategies used by respondents to manage stress.: The most commonly reported methods were listening to music (32.94%) and taking deep breaths (31.76%). Spending time outdoors was chosen by 20.58% participants, while 5.29% reported meditating and 4.7% mentioned stretching. A small number of respondents (0.59% each) mentioned other unique strategies such as watching films, praying, eating, or engaging in hobbies like crochet.

Conclusion

The study provides a clear picture of how stress can affect college students, highlighting common nature moderate to high stress levels and the dominance of academic pressures. The reliance on peers for support and the use of simple coping strategies such as music and breathing exercises suggest that while students were aware of their stress, structured support system maybe lacking. These insights provide a valuable understanding of students well – being and reflect a positive awareness among youth in addressing their mental health. With continued encouragement and support, students were well equipped to navigate their challenges and maintain a balanced academic and personal life.

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APPENDIX - 1

Perceived Stress Scale

| | | |
|---|--|---------------|
| Name: | | Date: |
| <p>The Perceived Stress Scale can be used to determine a more precise measure of personal stress. The Perceived Stress Scale (PSS) is a well-known stress assessment tool. The tool is popular for assisting us in understanding how various situations affect our feelings and perceived stress. The questions on this scale ask about your feelings and thoughts over the previous month. In each situation, you will be asked how frequently you felt or thought a certain way.</p> <p>For each question choose from the following alternatives:</p> | | |
| <p>0 - Never 1 - Almost Never 2 - Sometimes 3 - Fairly Often 4 - Very Often</p> | | |
| Questions | | Rating |
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? | | |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? | | |
| 3. In the last month, how often have you felt nervous and stressed? | | |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems? | | |
| 5. In the last month, how often have you felt that things were going your way? | | |
| 6. In the last month, how often have you found that you could not cope with all the things that you had to do? | | |
| 7. In the last month, how often have you been able to control irritations in your life? | | |
| 8. In the last month, how often have you felt that you were on top of things? | | |
| 9. In the last month, how often have you been angered because of things that happened that were outside of your control? | | |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | | |
| Calculating Your PSS Score | | |
| 1. First, reverse your scores for questions 4, 5, 7, and 8. On these 4 questions, change the scores like this: | | |
| 0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0 | | |
| 2. Add up your scores for each item to get a total. My total score is _____. | | |
| 3. Your individual score on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress. | | |
| <p>➤ Scores ranging from 0-13 would be considered low stress.</p> <p>➤ Scores ranging from 14-26 would be considered moderate stress.</p> <p>➤ Scores ranging from 27-40 would be considered high perceived stress.</p> | | |
| <p><i>The results of the following self-assessment do not reflect any specific diagnosis or treatment plan. They are intended to be used as a tool to help you assess your level of stress. If you have any additional concerns about your current state of health, please seek the help of specialists.</i></p> | | |

APPENDIX – 2

Questionnaire used for survey.

1. Name
2. Age
 - 18 - 20
 - 21 - 23
 - 24 – 26
3. Gender
 - Male
 - Female
 - Others
 - Prefer not to say
4. Current Level of Education
 - UG
 - PG
 - PG Diploma
 - Diploma
 - Other:
5. Stream opted for Education
 - Arts
 - Science
 - Commerce
 - Medical
 - Engineering
 - Law

- Other:

(PSS – 10 is used for questions 6 to 15, which is given in appendix 1)

16. In your opinion, what is the cause of your stress?

- Relationship with family
- Relationship with friends
- Romantic relationships
- Academic Stress
- Feeling unprepared for tasks
- Alcoholism/Smoking/drug addiction (by family members)
- Alcoholism/Smoking/drug addiction (by self)
- Other:

17. How much does the above-mentioned problem affects you?

- Very much
- Slightly
- Not at all

18. Had you told anybody that you are stressed?

- Yes
- No

19. If yes, who has been told?

- Family
- Friends
- Relatives
- Teachers
- Neighbours

- Other:

20. Who do you think can really help you to manage your stress?

- Family
- Friends
- Relatives
- Teachers
- Neighbours
- Other:

21. What are your ways to cope with stress?

- Taking deep breaths
- Meditating
- Stretching
- Spending time outdoors
- Listening to music
- Other: