

Factors Affecting Stress among Youth



Shiney Chib, Kanchan Dewal, Amruta S. Bhuskute, Kanchan Artani, Chitralkha Potnis

Abstract: College life is one of the most memorable experiences which everyone want to cherish. The ecosystem including vibrant environment, friends and the various academic and co-curricular activities chisels the overall personality of a person. They paves the way to the future. In this highly competitive era, they need to prepare themselves for their future life and career. Sometimes the expectation from the various spheres of their surroundings leads to pressure, which ultimately leads to anxiety, stress and mental trauma. In order to represent youth, researchers have considered students undergoing postgraduate in Business management studies. This paper identifies the factors leading to stress among management students.

Keywords : Vibrant Environment, Emotional, Self-growth, Relationship Problems.

I. INTRODUCTION

Stress is defined as a feeling of emotional or physical tension. There are many factors which leads to stress. It also depends upon the capacity of an individual to make adjustments. Stress is not always negative. There are positive stress also. This study is to identify the various factors which causes stress among the management students.

II. LITERATURE REVIEW

Stress is the form of mental or physical reaction in an individual, when he interacts with the environment. Every individual has a varied capacity to respond to the stimulus and it results in stress. It's a very common phenomenon in the daily life. It is unavoidable because it relates to any external event, which may result in pleasure or anxiety. Positive stress leads to self-growth, but over stress causes problems and discomfort and will have adverse effect on an individual. (Lazarus & Folkman, 1984). Now a day's stress has become very common among students. In some cases, it is due to the perceived factors. (Agolla, 2009). Academic stress has both positive and negative impact and it should be managed properly. (Stevenson & Harper, 2006).

Academic stress is basically due to the pressures and tensions, the students face in their academic life. It may show different symptoms, reasons and has different impact also. (Chang & Lu, 2007). Academic institutes should maintain a conducive environment, which will encourage students not only for better learning, but also help in their personal growth (Goodman, 1993).

Pressure to perform well in academic activities, fulfilment of their personal goals, as well as their parent's expectation is very stressful (Erkutlu & Chafra, 2006). Their struggle to fulfil the expectations from all the spheres may give arise to stress among the students, it may have an adverse physical and psychological impact among the students. (Fairbrother & Warn, 2003).

III. CAUSES OF STUDENT STRESS

Management education is a very demanding stream and apart from the regular curricular activities, students need to take part in various co-curricular and extracurricular activities. Due to outcome based education and continuous evaluation system, students are evaluated based on all these activities. It results in a very hectic academic schedule and students hardly get any time for recreation and enjoyment. Being a Professional education, they need to face many challenges. Being a post graduate course, they face the tension of good Placements also. Apart from this, they also face family pressure, financial worries, relationship problems etc.

IV. RESEARCH METHODOLOGY

Primary Data for this study is collected with questionnaire. It was classified in 2 parts. The first part was, demographic data and the second part was statements related to positive and negative stress coping strategies. Respondents were students pursuing M.B.A. Program. A total number of 120 questionnaires were distributed, out of which 109 responses was received back.

V. OBJECTIVES OF THE STUDY

Objective of the study was as follows:

To identify the factors resulting in stress among Management Students.

VI. HYPOTHESIS

1. Level of Stress is high in final year students.
2. Gender influences the level of stress among the students.

VII. PRIMARY DATA

Questionnaire having 52 questions was used to collect the primary data. The questions are classified into demographic and non-demographic variables.

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Number of demographic questions = 12

Number of stress related questions = 40
The survey was conducted on a sample size of 120 students. Responses was measured with 5 point Likert Scale. Reliability test was conducted and value of Cronbach's alpha was 0.775.

Case Processing Summary

		N	%
Cases	Valid	109	100.0
	Excluded ^a	0	.0
	Total	109	100.0

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.775	40

VIII. STATISTICAL TOOLS USED FOR DATA ANALYSIS

Statistical tools used for data analysis includes

- Factor Analysis
- Demographic Analysis
- Independent t Test

The statistical package used for data analysis was SPSS 21.

IX. DATA ANALYSIS

Out of 109 respondents 61% was boys and 39 % were girls. 45% were from first year and 55% from second year. In case of 82% respondents, both the parents are alive and in case of 18 % respondents either one parent or both the parents were not alive. 53% were the eldest son/daughter of their parents, 18% were the middle son/daughter of their parents and 29% were the youngest son/daughter of their parents.

Demographic characteristics of the Respondents

Variables and categories	N=109	%
Gender		
Male	67	61
Female	42	39
Academic Year		
First Year	49	45
Second Year	60	55
Both Parents Alive		
Yes	89	82
No	20	18
Number of kid you are for the parents		
Eldest	58	53
Middle	19	18

Youngest	32	29
History of Academic Failure		
Never	64	59
Once/twice	28	26
Three/four	17	15
Have own vehicle		
Yes	86	79
No	23	21
Staying away from home		
Yes	18	17
No	91	83
Health Issues		
Yes	19	17
No	90	83

In case of academic performance, 59% were not having any track record of failure, 29% were having the failure record of once/twice and 15% were having the track record of three/four times. 79% were having their own vehicles. 83 % were staying at home and attending the college and 17% were staying away from home for study purpose. 83 % were not having any health issues.

X. RESULTS

Factor analysis was conducted in order to identify the factors that affect stress among the management students.. Factors were identified using the Eigen value criteria that suggests extracting factors with Eigen value greater than 1.0 Principal Component Analysis and Varimax Rotation were considered for obtaining a component matrix. For confirming the adequacy and sphericity of the data set, Kaiser-Meyer-Olkin(KMO) and Bartlett's Test values were also obtained.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin		.657
Measure of Sampling Adequacy.		
Bartlett's Test of Sphericity	Approx. Chi-Square	2784.71
	df	666
	Sig.	.000

Kaiser-Meyer-Olkin(KMO) and Bartlett's Test value obtained is .657. Any value above .5 is acceptable. The value obtained is 0.730, which is above 0.5. Hence factor analysis can be done.

Communalities

	Initial	Extraction
VAR002	1.00	.629
VAR003	1.00	.547
VAR004	1.00	.748
VAR005	1.00	.760
VAR006	1.00	.782
VAR007	1.00	.797
VAR008	1.00	.743
VAR009	1.00	.779
VAR010	1.00	.754
VAR011	1.00	.664
VAR013	1.00	.652
VAR014	1.00	.564
VAR015	1.00	.668
VAR016	1.00	.638
VAR017	1.00	.802
VAR018	1.00	.741
VAR019	1.00	.690
VAR020	1.00	.631
VAR021	1.00	.685
VAR022	1.00	.721
VAR023	1.00	.683
VAR024	1.00	.737
VAR025	1.00	.819
VAR026	1.00	.688
VAR027	1.00	.716
VAR028	1.00	.634
VAR029	1.00	.674
VAR031	1.00	.677
VAR032	1.00	.754
VAR033	1.00	.749
VAR034	1.00	.719
VAR035	1.00	.696
VAR036	1.00	.655
VAR037	1.00	.496
VAR038	1.00	.700
VAR039	1.00	.542
VAR040	1.000	.636

Item	Total	% of	Cumulative	Total	% of	Cumulative	Total	% of	Cumulative
1	6.72	18.2	18.17	6.72	18.2	18.2	4.83	13.06	13.1
2	5.50	14.9	33.03	5.50	14.9	33.0	3.77	10.19	23.3
3	3.48	9.42	42.46	3.48	9.42	42.5	3.65	9.88	33.1
4	2.69	7.26	49.73	2.69	7.26	49.7	3.54	9.56	42.7
5	2.34	6.33	56.06	2.34	6.33	56.1	3.29	8.89	51.6
6	1.84	4.98	61.04	1.84	4.98	61.0	2.27	6.13	57.7
7	1.62	4.37	65.42	1.62	4.37	65.4	2.13	5.75	63.5
8	1.36	3.67	69.10	1.36	3.67	69.1	2.07	5.60	69.1
9	1.20	3.26	72.36						
10	1.03	2.80	75.16						
11	.96	2.60	77.77						
12	.82	2.24	80.01						
13	.75	2.02	82.04						
14	.73	1.97	84.01						
15	.62	1.69	85.70						
16	.56	1.53	87.24						
17	.53	1.44	88.68						
18	.43	1.18	89.86						
19	.39	1.06	90.93						
20	.38	1.02	91.96						
21	.33	.911	92.87						
22	.30	.81	93.68						
23	.28	.75	94.44						
24	.27	.75	95.19						
25	.23	.63	95.83						
26	.21	.59	96.42						
27	.20	.55	96.97						
28	.19	.53	97.51						
29	.17	.47	97.99						
30	.15	.42	98.41						
31	.14	.39	98.80						
32	.11	.31	99.11						
33	.08	.23	99.35						
34	.08	.22	99.57						
35	.05	.15	99.72						
36	.05	.14	99.86						
37	.04	.13	100.00						

Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings
1	6.72	6.72	6.72
2	5.50	5.50	5.50
3	3.48	3.48	3.48
4	2.69	2.69	2.69
5	2.34	2.34	2.34
6	1.84	1.84	1.84
7	1.62	1.62	1.62
8	1.36	1.36	1.36
9	1.20	1.20	1.20
10	1.03	1.03	1.03
11	.96	.96	.96
12	.82	.82	.82
13	.75	.75	.75
14	.73	.73	.73
15	.62	.62	.62
16	.56	.56	.56
17	.53	.53	.53
18	.43	.43	.43
19	.39	.39	.39
20	.38	.38	.38
21	.33	.33	.33
22	.30	.30	.30
23	.28	.28	.28
24	.27	.27	.27
25	.23	.23	.23
26	.21	.21	.21
27	.20	.20	.20
28	.19	.19	.19
29	.17	.17	.17
30	.15	.15	.15
31	.14	.14	.14
32	.11	.11	.11
33	.08	.08	.08
34	.08	.08	.08
35	.05	.05	.05
36	.05	.05	.05
37	.04	.04	.04

Extraction Method: Principal Component Analysis.
26 items got converged into 10 factors and the total variance explained is 69.104 %. This percentage is acceptable.

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It means the 37 items under study was able to explain 69.104 % and still there are other components which contributes to employee deviance behaviour. Remaining 30.89 % includes the other components, which may be the scope of further study.

Rotated Component Matrix^a

	Component							
	1	2	3	4	5	6	7	8
Am confident that I will be a successful student	.79							
The examination questions are usually difficult	.78							
The size of the curriculum (workload) is excessive	.75							
I am finding difficulty in following the routine.	.73							
Tension related to assignment & exams	.71							
I will achieve my career goals	.66							
I am habitual in bunking classes	.53							
I am a person with good time management		.86						
I am lazy by nature		-.79						
I think that my worry about examinations is weakness of character		-.73						
I can make academic decisions easily		.71						
I am worried about my placement		-.59						
I am clear about my goal in life		.52						
I feel I lonely			-.80					
I have health issues in my family			.79					
The unrealistic expectations of my parents stresses me out			-.76					
I have the habit of smoking, consuming alcoholic etc			.66					

My teachers are critical of my academic performance				.57				
I don't feel like going to college				.54				
Exam duration is less to attempt all questions					-.85			
I get time for recreation activities					.81			
Examination times are very stressful to me					.64			
Assignment & submissions are too high					-.64			
Time allocation for classes are ok.					.63			
I have good friends					.55			
I feel I am a burden for my family						.84		
I have family issues						-.81		
My family environment is not supportive						-.73		
Teachers have unrealistic expectations of me						.66		
I sleep very late in night						.57		
I do my activities with proper planning							-.79	
I enjoy company of my friends							.73	
I am worried about placements.							.72	
I am a person with self confidence								-.83
I am facing pressure from family for placement								.76
I am comfortable in interacting with both the genders(male/female)								.85
I don't participate in any other activities, other than academics, in college								-.62

After iteration item No. 1, 12 & 30 was removed from the questionnaire, as they failed get factor loading.

Component Transformation Matrix

Component	1	2	3	4	5	6	7	8
1	.69	.29	.46	-.19	.027	.332	-.131	.209
2	-.39	.59	.15	-.17	.609	.077	-.011	-.222
3	.03	.01	.29	.91	.123	.063	-.153	-.168
4	-.33	-.42	.76	-.19	-.093	.070	.258	-.093
5	.17	-.38	-.25	.065	.550	.470	.474	.058
6	.16	.40	.02	.137	-.269	-.214	.808	-.147
7	-.12	.03	.12	.131	.248	-.385	.116	.852
8	-.40	.24	-.09	.120	-.410	.678	.046	.345

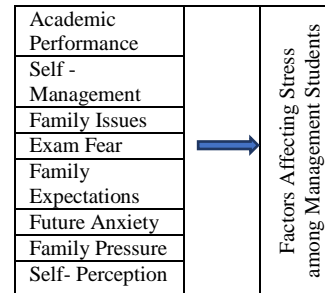
Factor 3	6	Family Issues
Factor 4	6	Exam Fear
Factor 5	5	Family Expectations
Factor 6	3	Future Anxiety
Factor 7	2	Family Pressure
Factor 8	2	Self-Perception

Study started with 40 items. But three items were removed as it failed to get factor loading. In total 37 items were considered for study and the items were converged into 8 factors. Below table exhibits the factor convergence.

Factor No.	No. of Items	Factor Name
Factor 1	7	Academic Performance
Factor 2	6	Self-Management

Academic year does not have any effect on stress level.

Derived Model:



Alternate Hypothesis 1 :

Level of Stress is high in final year students.

Null Hypothesis 1 :

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
stress	Equal variances assumed	1.511	.222	.194	107	.847	.006	.030	-.054	.065
	Equal variances not assumed			.211	82.191	.833	.006	.027	-.049	.060

Independent t test was used to validate this hypothesis. F value obtained is 1.511 at significance level 0.847. As the value is above 0.05, null hypothesis is accepted.

Conclusion : This study says that , Academic year does not have any effect on stress level.

Alternate Hypothesis 2 : Gender influences the level of stress among the students.

Null Hypothesis 2 : Gender has no influence on stress level.

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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
stress	Equal variances assumed	2.172	.143	.326	107	.745	.010	.030	-.050	.070
	Equal variances not assumed			.277	49.989	.783	.010	.036	-.062	.082

Independent t test was used to validate this hypothesis. F value obtained is 2.172 at significance level 0.143. As the value is above 0.05, null hypothesis is accepted.

Interpretation: **This study says that, Gender has no effect on stress level.**

Suggestions :

- Management students should learn to develop their physical and mental health. They should be aware of their own strengths as well as limitation. Having a positive approach will help them, to cope up with many problems.
- They should learn the art of emotional intelligence and this will be the remedy of many problems.
- Having Patientance, Adaptability & adjustment will also help the students to cope up with the problems related to stress.
- Instead of fearing stress, students should learn to convert the negative stress into positive one.
- They should make a self analysis of themselves to study the causes of stress in them and should make a plan to cope up with it.
- Seeking support from friends, family or counselor will also help the students to deal with problems of stress.
- Self management activities like physical workout, Yoga, meditation etc. also helps in stress management.

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