A Study on Emotional Discontent among College Students

V. Jansi William
Student Counsellor,Bishop Heber College, Tiruchirappalli.

Abstract: This paper is aimed to report the findings of a study done on emotional discontent among college students in Tiruchirappalli city. The data were collected from 408 undergraduate college students studying in leading college in Tiruchirappalli. A questionnaire consisted of general information and Depression, Anxiety and Stress – 42 (DASS) was used collect the data from them. The final data were analyze and it was found out that the level of perception of depression, anxiety and stress among the students are not equal but various. There is no significant differences in perception of depression, anxiety and stress based on the domicile of the students. But there are significant difference found in depression, anxiety and stress among students based on their gender and stream of study. Further it was observed that there is significant correlation among these three factors of discontent among their students.

Keywords: Depression, Anxiety, Stress and college students.

I. Introduction

Performance of student's life demands all aspects of well- being, those that include physical, social, emotional, spiritual, and psychological well- being (Crystal, Chen, Fuligni, Stevenson, Hsu, Ko, Kitamura & Kimura, 1994). Students who are physically and psychologically stable are expected to perform better compared to those who are not physically, mentally and psychologically fit. In other words, those who are experiencing psychological problems, such as depression, anxiety and stress, may have other problems too.Over the past few years, the burden of academic work and expectations on the students has increased significantly. The ill effects of this have begun to show in the form of increased depression, anxiety, stress and suicides among college students. The stress on college students has become a matter of national concern and a need to change the methods of imparting education is being strongly felt more often.

According to the World Health Organization and Global Burden of Disease study ranked depression as the fourth leading cause of all disease, accounting for 4.1% of total burden (Murray C, et al.1996)3. By the end of year 2020 it will rise from the fourth to the second leading cause of daily mussels. It will then be second only to increase heart disease among both sexes. Depression is a mood disorder characterized by feeling of hopeless-ness, unhappiness, loss of motivation & suicidal tendencies. Anxiety is a subjective state of internal discomfort. It is a normal emotion with adaptive value and symptoms include worrying, impaired attention, poor concentration, and memory problems.Students in rural areas of India are trapped between two worlds, the breakneck competition of the outside world and local traditions. Researchers have noted the particular vulnerabilities of rural youth, who tended to be more isolated & have fewer educational, recreational and other public health resources. Relative to urban community rural settings may be characterized by greater isolation, fewer educational and public health resources and higher levels of poverty.The measures taken to address this issue are largely concentrated on altering exam patterns and changing methods of evaluation. With this background in mind the research intends to explore the extent of depression, stress, anxiety and there causes among the arts, and science students.

II. Objectives

- To find out the level of depression, anxiety and stress among college students.
- To find out is there any significant difference among the comparable sub groups of students with reference to gender, domicile and stream of study.
- To find out is there any significant relationship between depression, anxiety and stress among the college students.

III. Methods

As the present study is a descriptive one a survey technique was followed to collect the primary data from the students.A sample of 408 students were selected randomly from the students studying undergraduate students from leading college in Tiruchirappalli. Sample non stratified random sampling technique was adopted based on their grouping variable as gender, residence of students, and stream of study.

IV. Tool For Data Collection

In order to collect the data a tool based on self-report measure was used by their researcher. The name of the tool was DASS – 42 (Depression, Anxiety and Stress scale) developed by validated by Lovibond & Lovibond, 1995. It has 42 items used to assess the depression, anxiety and stress based on 4- point Likert type ranging from 0 (did not apply to me) to 3 (applied to me most of the time). Separate scores for depression, anxiety and stress were obtained by this scale. Earlier the internal consistency and construct validity and the reliability of the tool have been verified by the researcher by conducting a pilot study on selected sample of 30 students.

V. Results And Findings

Table – 5.1: The Distribution of the Frequency of the Respondents

Gender	Frequency (N=408)	Percentage
Male	175	42.9
Female	233	57.1
Total	408	100.0
Domicile	**Frequency (N=408)**	**Percentage**
Rural	164	40.2
Urban	244	59.8
Total	408	100.0
Stream of Study	**Frequency (N=408)**	**Percentage**
Arts	161	39.5
Science	247	60.5
Total	408	100.0

The observed from the above table that the demographic characteristics of the respondents (N = 408) of these 175 (42.9%) of male, 233 (57.1%) of female. The majority of the respondents 244 (59.8%) were coming from urban area. The majority of the respondents 247 (60.5%) have studying in science group stream.

Table No. 5.2: Distribution of the Respondents by their Perceived Level of Depression, Anxiety and Stress

	Normal		Mild		Moderate		Severe		Extremely Severe	
	No.	%	No.	%	No.	%	No.	%	No.	%
Depression	132	32.4	78	19.1	134	32.8	60	14.7	4	1.0
Anxiety	123	30.1	38	9.3	172	42.2	65	15.9	10	2.5
Stress	125	30.6	91	22.3	132	34.1	53	13.0	0	0

It is observed from the above table that 32.4% of the respondents' perceived normal level of depression, 14.7% of the respondents perceived severe level of depression and extremely severe level of depression identified with 1% of the respondent.It is inferred from the above table 30.1% of the respondents have normal level of anxiety, 15.9% of the respondents perceived severe level of anxiety and 2.5% of the respondents have extremely severe level of anxiety.It is observed from the above table 30.6% of the respondents have normal level of stress, 13% of the respondents perceived severe level of stress. There is no respondents have extremely sever level of stress

Table No. 5.3: The Mean, standard deviation and 't' values of Depression, Anxiety and Stress among the respondents of comparable sub groups

	Gender	N	Mean	S.D	t	Significant
	Male	175	13.87	5.0		P < 0.05
Depression	**Female**	233	12.55	4.72	2.713	**Significant**
	Male	175	11.54	4.17		P < 0.05
Anxiety	**Female**	233	10.61	4.09	2.252	**Significant**
	Male	175	19.25	5.34		P < 0.05
Stress	**Female**	233	17.88	5.05	2.640	**Significant**
Depression	**Rural**	164	13.35	4.93		P > 0.05
	Urban	244	12.96	4.85	0.803	Not Significant
Anxiety	**Rural**	164	11.08	4.08		P > 0.05
	Urban	244	10.97	4.20	0.272	Not Significant
Stress	**Rural**	164	18.60	4.91		P > 0.05
	Urban	244	18.38	4.41	0.422	Not Significant
Depression	**Arts**	161	14.53	5.11		P < 0.05

	Science	247	12.20	4.50	4.837	**Significant**
Anxiety	**Arts**	161	12.62	4.12		P < 0.05
	Science	247	9.97	3.83	6.624	**Significant**
Stress	**Arts**	161	20.03	5.48		P < 0.05
	Science	247	17.44	4.77	5.043	**Significant**

It is observed from above table that there are significant differences found in the perception of depression, anxiety and stress between male and female respondents. In general male respondents faced this emotional discontent more than the female students.It was also observed from the table that there are no significant differences found in the perception of depression, anxiety and stress between rural and urban area respondents.It is inferred from the above table that there are significant differences found in the perception of depression, anxiety and stress between Arts and Science respondents. In general Arts respondents faced this emotional discontent more than Science respondents.

Table No. 5.4 The Correlation Co-efficient values between the study variables

	Depression	Anxiety	Stress
Depression	-	0.898	0.814
Anxiety	0.898	-	0.838
Stress	0.814	0.838	-

P is < 0.01

It's observed from the table that there are significant positive and high correlation exist among the three emotional discontent factors among the respondents. It is inferred here that the state of Depression, Anxiety and Stress contributes and enhance each other factors among the students.

VI. Discussion

The results support the previous studies on the level of psychological problems of the students in relation to their academic achievement. According to previous literature, students who have high depression tend to perform poorly in academic performance compared to those with low depression (e.g. Fine & Carlson, 1994, Stark & Brookman, 1994). Similarly, students with high anxiety level (e.g. Vogel & Collins, 2000), and high stress level (e.g. Demakins & McAdams, 1994) also do not do well in their academic performance. These studies support the idea that the level of emotional discontent of the students does affect their academic performance.Some degree of stress is helpful for individuals in meeting the new challenges, but persistently high and unrelieved stress can lead to psychological, physical and behavioral ill health. Several factors related to the outcome of stress, such as life –style change, financial pressures, grades, castes, loneliness, love and sex etc.

VII.   Conclusion

In an attempt to understand the relationship between psychological well- being and academic performance, the level of depression, anxiety and stress of students are measured. Life is a race every one try to become a first. So the student try may hard to get high grades. Then only they have to get good opportunities. This is also may lead to high level of anxiety among the students. Love and sex can be an important source of satisfaction, but at the same time, a common source of stress and worry. Anxiety, guilt, frustration, being in love, is very much a part of collegiate life. According to Knox, Schacht, & Zusman (1999), 94 % of the sample group had experienced a love relationship.However, there is no significant differences in perception of depression, anxiety and stress based on the domicile of the students. But there are significant difference found in depression, anxiety and stress among students based on their gender and stream of study. Further it was observed that there is significant correlation among these three factors of discontent among their students. These findings can be used to counseling the Indian students on the discussed factors and also for further study.

References

[1].   Arun P, Chavan BS. . (2009). Stress and Suicidal ideas in Adolescent Students in Chandigarh. *Indian Journal of Medical Sciences*, 63: 281-287.

[2].   Bhasin SK, Sharma R, Saini NK. (2010). Depression, anxiety and stress among adolescent students belonging to affluent families: a school-basedstudy. *Indian Journal of Pediatrics.*, 77(2):161-5.

[3].   L. Mundia. (2010). The Prevalence of Depression, Anxiety and Stress in Brunei Preservice Student Teachers. *The Internet Journal of Mental Health*, Vol 6 (2).

[4].   Maya Samaha and Nazir S. Hawi (2016) Relationships among Smartphone addiction, stress, academic performance, and satisfaction with life, Computers in Human Behavior, Volume 57, April 2016, Pages 321–325.

[5].   Makaremi, A., (2000). Relation of depression and anxiety to personal and academic problems among Iranian college students, 209.

[6].   Marmorstein, N.R. & Iacono, W.G. (2001). An investigation of female adolescent twins with both major depression and conduct disorder. Journal of the American Academy of Child and Adolescent Psychiatry. 40(3):299-306. Psychol Rep, 87(2):693-8. Iran.

[7].   Michie, Frances; Glachan, Marlin & Bray, Diane (Roehampton Inst. London, School of Psychology London England) (2001). An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and reentry students in higher education. Educational Psychology, Dec. Vol. 21(4), 455-472.

[8].   Rodrigo C, Welgama S, Gurusinghe J, Wijeratne T, Jayananda G, Rajapakse S;. (2010, March 24). Symptoms of Anxiety and Depression in Adolescent Students; A Perspective from Sri Lanka. *Child Adolescent Psychiatry & Mental Health* , p. 4:10 PMID: 20334654 [PubMeb].

Declaration

- Articles shall be accompanied by a declaration by author/s to that effect the article is original
- It has not been published or submitted elsewhere for publication
- It does not contain any offensive/libelous/defamatory or unlawful statements
- It does not in any way infringe the rights of others
- If any copyright/plagiarism issue arise, only the author/s are solely responsible for all
- Consequences and not the Journal or Publishers or Editor/s is responsible
- The author/s is/are ready to allow the article to the public domain.