

## A REVIEW ON IMPACT OF STRESS ON THE WELL BEING OF COLLEGE STUDENTS

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### **Abstract**

Stress represents a state of psychological unease experienced by individuals with meticulous personalities, stemming from challenges within their environmental and social spheres, and often resulting in a range of health issues. The period of adolescence emerges as a pivotal phase, characterized by substantial life changes for students. In today's modern era, students navigate an exceedingly competitive world that places significant stressors on them, demanding their adaptation for survival. Stress emerges as an inevitable facet across all facets of human existence, creating emotional imbalances among students for various reasons including academic evaluations, assignments, and the competitive nature within their chosen fields. Additionally, concerns about financial matters related to education and future employment prospects contribute to this stress. In light of these considerations, a comprehensive research review was conducted to gauge the magnitude of stress, identify its causative factors, and discern its multifaceted impacts. Based on the existing study this research reveals an array of environmental, social, and personal triggers responsible for the stress experienced by college students. Moreover, the ramifications extend to their physical and mental well-being, profoundly impacting their holistic development.

### **Keywords**

Stress, Level of Stress, Impact, Factors, College Students

### **1. Introduction**

In today's cutthroat era each and every student might experience the consequences of stress at any spot in their time. Most of the students suffer more anxious while several students knob the pressure more competently however, no one can entirely compress the stress level from their day to day livings (Rana, et.al, 2019). Stress is an unpreventable component of life usually affects a large group of inhabitants with no consideration to their sexual characteristics, age, socio - economic status or else educational status. Regardless of this reality, stress, hopelessness as well

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as apprehension are creating intellectual wellbeing troubles amongst college students. These students experience frequent learning, communal, ecological as well as psychosomatic adjustment issues in the novel college environment which possibly will influence their psycho - social well-being and education performance. The expected reason for this stress may be that innovative tertiary instructive structure has a huge dissimilarity in its method of philosophy, educational necessities, kind of associations among faculty members as well as the relation between students (Yikealo, et.al, 2018).

The sudden revolution of a college setting that is deficient in the usage of up to date knowledge to the extremely cognitive intensity of knowledge resulted to worrying situation. Consequently, the students barely figure out with innovative teaching in classroom as well as practice educational differences. During their time in college the students need to muddle through with the values of advanced learning, the fast-paced learning and teaching circumstances and measures (Bulo & Sanchez, 2014). College students frequently encountered stress associated change in life due to improved workload, innovative tasks, as well as interpersonal associations. Excessive level of anxiety may be able to deter work efficiency and result in poor educational outcomes as well as slow destruction of their future (Sebastian, 2018).

The pressure generating factors amongst college students can occur from the difficulty or from the surroundings. Those stressors are related to instructional, socio-economic and private successes in which the challenge's failure to overcome ends in pressure. Students regularly meet their future companions in their respective colleges. Along with it, they also require coaching and cognizance to perform properly in educational works of numerous topics and disciplines (Yikealo, et.al, 2018).

### **1.1 Impact of Stress on Well Being of College Students**

Students are grappling with elevated stress levels across various facets of their lives. Juggling the demands of education and a bustling lifestyle has contributed to feelings of stress and depression. While moderate stress can be advantageous, potentially fostering exceptional performance, unchecked stress holds the potential to trigger exhaustion, depression, and a range of other ailments. The stressors encountered by students have the capacity to assess their coping mechanisms and adaptability. Examining the ramifications of stress on students offers multiple perspectives for analysis.

#### **a) Impact of stress on academic well being**

In today's fiercely competitive landscape, students encounter a range of academic challenges. These encompass the pressures of exams, a waning enthusiasm for attending classes, and struggles with grasping complex subjects. Predominantly, academic stress stands out as a pivotal factor, particularly among adolescents, potentially giving rise to diminished self-worth. Research has indicated a significant link between psychological issues like depression and even instances of suicide, often stemming from the erosion of self-esteem (Nikitha et al., 2014).

**b) Impact of stress on social well being**

Inherent social creatures, students possess a fundamental requirement and desire to maintain beneficial social connections. These relationships provide nourishment, cultivate a sense of belonging, and contribute to overall reproductive achievements. Any factor that undermines or jeopardizes their interactions with others can trigger social stress. Ultimately, these social repercussions tarnish the reputation of students exhibiting such behaviors, consequently detrimentally impacting their academic journey.

**c) Impact of stress on physical well being**

Continual stress can escalate into distress, characterized by a detrimental stress response. This distress can manifest in physical ailments, directly impacting a student's health. Moreover, stress can trigger shifts in behavior, exemplified by habits like nail biting, heavy breathing, teeth clenching, and hand wringing. Physical manifestations of stress encompass sensations like cold extremities, fluttering sensations in the stomach, and occasional elevated heart rate—typical physiological reactions often linked with anxiety. Frequently, physical and psychological reactions to stress are intertwined, especially when stressors intensify. For instance, mild chest discomfort can trigger a psychological stress response revolving around concerns of experiencing a heart attack. These psychological reactions to stress often materialize as fluctuations in emotions, cognitive processes, and behaviors.

**d) Impact of stress on emotional well being**

Stress causes irritability and bad temper in students. Students who stressed easily get annoyed with the Little-little things. Stress in its own way kills the tolerance of student making them vulnerable to temper issues. Student tries to be calm but because they are worried and disturbed they lose their control easily. Psychiatrists have expressed concern at the emergence of education as a serious source of stress for school-going children, leading to an incidence of suicide deaths. Many adolescents in India are referred to a psychiatrist for school related distress, depression, high anxiety, frequently missing out school, phobia, physical complaints, irritability, weeping spells, and decreased interest in school work (Rana,2019).

**1.2 Causes Of Stress**

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

- b) **Family factors:** The family can also be a source of stress for undergraduates' college students. Some families place a great deal of stress on students by telling them that they need to acquire good grades. In addition, families with constant conflicts are characterized by a lack of parent-child communication and shallow understanding of each other's expectation.
- c) **Financial factors:** stress resulting from personal financial difficulties is worth exploring in more detail given the challenge college students and recent graduates face regarding the growing burden of student loans. The institutional environment surrounding the college education decision has changed dramatically – grants and other forms of aid have not kept pace with the rapid increase in tuition (College Board, 2011; Draut, 2007). As a result, students are relying more heavily on student loans in order to pay for their education (Draut, 2007). “Working your way through college” is no longer realistic since tuition has increased more rapidly than inflation for the last few decades.
- d) **Relationships:** During this developmental stage, a significant number of students are engrossed in establishing relationships with individuals of the opposite gender. The desire to connect and gain approval from their peers is strong. For college students, forging new friendships also serves as a wellspring of social connections. The process of relinquishing or altering existing friendships, while simultaneously cultivating novel ones, frequently becomes a stress-inducing endeavor linked to the college experience (Shukla & Kaur, 2020).

### 1.3 Objectives

1. Ascertain the level of stress among college students.
2. Assess the impact of stress on well being of college students.
3. Find out the contributing factors for stress among college students.

## 2. Methodology

To carry this study and gather relevant information regarding “impact of stress on well being of college students” secondary data was incorporated. The Secondary data was collected from various books, journals, Research articles, websites and other appropriate sources.

### 2.1 Data Collection

Relevant information was collected after an in - depth search on research papers done by academicians at national and international level. Various research papers, review papers and research articles related to stress and well being of college students was used to understand the parameters of the research carried out by various scholars, professors and other researchers. The study focused on stress, causes of stress & impact of stress on college students.

## 2.2 Study Selection

Titles, abstracts & results of original research papers were scrutinized with a focus on content related to the present research topic. Studies carried out on college students including both boys and girls of different specializations was considered for the study.

## 3. Results

For this study 30 studies from different background were identified and reviewed. Majority of the research taken into consideration for this study were carried out in India. While as very few from Pakistan and Oman were reviewed after a critical analysis. Majority of the studies done in previous years were taken into consideration to understand the current status of stress and its impact on well being of college students. Almost all the research papers were based on primary data and the researcher used both qualitative & quantitative methods to collect the relevant information from the respondents. Various statistical tools like ANOVA, Pearson Correlation, Quartile, were implemented by the researcher for the analysis of data.

The following sections provide the critical analysis of 30 studies as they are organized into three sections Vis a Vis Level of Stress, impact of stress and contributing factors of stress among college students.

### 3.1 Level of Stress

Stress is more prevalent when people are confronted with an overwhelming circumstance and believe they are incapable of dealing with it. According to the definitions, stress is a psychophysical phenomenon that arises as a result of a constant interaction between the individual and the environment. To put it another way, whereas college students, for example, frequently face pressures related with obtaining a career or a potential life partner, such stressors do not generate worry or tension on their own. Instead, stress is caused by the combination of stressors and students' perception and behavior to those stresses (Yikealo et al, 2018).

Ahmad et al. (2021) investigated the level of stress among college students. A random sample of 30 participants (N = 30) completed the Perceived Stress Scale to determine their stress levels. According to the findings of the study, the majority of college students are under considerable stress. However the study shows that loss of truthful grading structure, academic overload, complicatedness in handling one's educational issues, and poor area under discussion and academic proficiency of instructor had been among the educational stressors that impose excessive strain. Moreover, no statistically significant variation among the extent of stress & gender were discovered experiencing a mild stage of pressure. The most common academic stress among college students was spending too much time on their studies along with inadequate educational facilities which makes it hard for them to carry on with their academics.

Vijayashree & Srinavas (2021) in her paper concluded that the students are essentially stressed by the insufficiency of right support. There are numerous non-public and social elements that make contributions to stress college students. The lack of clear explanations for students and the absence of accessible career consultants contribute to one-sided goals. This persists even after students graduate, leaving them bewildered and susceptible in their job pursuits, hindering them from achieving their aspirations. The demands of academics, extracurricular activities, and responsibilities have exceeded all reasonable bounds. Parents anticipate their children's involvement in the competitive race, striving to elevate their social status above their peers. In this era of intense competition, the prevailing trend revolves around fixating on statistics – a harsh reality, albeit true. Each child possesses uniqueness, underscoring the importance for parents to guide their children in recognizing their strengths. Encouraging them to pursue careers aligned with their talents and capacities becomes pivotal amidst the backdrop of this cutthroat rivalry.

Edjah, et.al. (2020), administered a study on “Stress and its Impact on Academic and Social Life of College Students”. The study's results unveiled that throughout their academic journey, college students inevitably experience various forms of stress. These stressors predominantly originate from academic responsibilities, institutional obligations, and external pressures, such as navigating intimate relationships. This collective array of stressors remarkably contributes to the advancement of both students' academic prowess and their social adaptability within the university setting. Consequently, the authors propose that the university, through its Affairs and Counseling Sections, should persist in equipping students with strategies to effectively handle and navigate stress, thereby fostering an enriched academic experience.

In a study of Reddy et al. (2018), the findings reveal that stress level among students varies as per their specializations. It's far critical to address strain at private, social and institutional stage. Treatments inclusive of feedback, yoga, life talents education, mindfulness, meditation and psychotherapy had been discovered useful to deal with strain. To discover the primary reason of strain is the important thing to cope with it. Specialists can broaden tailor made techniques to cope with pressure. The incorporated well being of the students is crucial no longer simplest for the man or woman but for the institute as properly.

The findings from a study conducted by Jain & Singhai (2018) indicated that the primary source of stress for students is the insufficient availability of proper support. The established assessment process restricts students from exploring and challenging their limits to achieve excellence. Numerous individual and societal factors contribute to stress among students. Unclear guidance and the absence of effective career counselors result in undefined objectives. Consequently, even after graduation, students often lack direction in their careers and feel uncertain about job prospects. The pressure of academic demands, supplementary commitments, and coursework has escalated beyond the scope of evaluations. Parents look forward to their children to be a component of competition and do better than their competitor, to decorate their very own social fame within the society.



Sharma and colleagues (2016) conducted a study affirming the efficacy of diverse strategies in managing anxiety. Engaging in a significant daily exercise routine emerged as a potent means of addressing stress. Additionally, employing various time management techniques and participating in enjoyable activities were identified as beneficial approaches for students. The research also proposed the creation of a conducive college environment to mitigate anxiety. A transformative shift in teaching methodologies, coupled with the provision of mentors, has the potential to infuse vitality into the educational process.

A study carried out by Dimitrov (2017) on 200 college students by applying random sampling technique from various educational institutes in Tamil Nadu, shows that stress might be tackled through ensuring that students provide their wellness utmost importance. The study also concluded that the system of education is extra linked to the college qualifications & does no longer accurately cause students' holistic increase. College students are often molded to avoid embracing challenging situations due to the overemphasis on academics, neglecting their psychological development in the process. The options for educational mediums are limited, with only English serving as a barrier for rural students. Numerous courses pertinent to specific careers remain inaccessible. Recent graduates lack comprehensive communication skills, which are pivotal for substantial personal and professional growth. This necessitates enhanced investment in skill development.

Menaga & Chandrasekaran (2014) analyzed data using descriptive and differential statistical approaches. It was discovered that there is a considerable variation in academic stress among higher secondary students based on their gender, family type, school type, and stream of study. A total of 250 samples were gathered from the chosen population. Students from several government and private schools in and around Thiruvannamalai District were selected. The survey also discovered that there is no substantial difference in academic stress among higher secondary students based on their family income or stream of study.

Manikandan & Devi (2013) determined the level of stress among adolescent students (both male and female between the ages of 13 and 19). The authors wanted to evaluate stress in four dimensions: physical stress, emotional stress, social stress, and academic stress. The study discovered that the degree of stress among adolescent learners is moderate, and that there is a substantial variation between adolescent learners based on gender, medium of instruction, location of residence, kind of school, and socioeconomic status.

Elias et al. (2011) stress has always been a problem for undergraduate students, and previous research has demonstrated that stress is strongly related to academic performance. The purpose of this study is to determine the levels of tension among undergraduates at a local institution. In addition to ensuring that students progress in both cognitive and psychological dimensions, this research contributes to the need for student stress therapies. The findings of this study indicate that undergraduates are moderately susceptible to stress, with academic stressors atop the list. Medical students and seniors were more likely than other students to experience elevated stress levels. The relationship between stress and academic achievement was found to be significant, albeit weak

and negative. Despite the recent finding that undergraduate students experience low levels of tension, similar studies are encouraged to be conducted frequently in Malaysia. This is essential for determining the current state of psychological health and novel sources of stress among undergraduates. Students can be instructed on how to reduce their tension levels, thereby enhancing their academic performance.

### **3.2 Impact of Stress**

In the contemporary competitive landscape, every student is bound to experience the impact of stress at some juncture in their life. While certain students encounter higher levels of stress compared to their peers, some manage it with greater adeptness. Nonetheless, the eradication of stress from one's life entirely remains implausible. Consequently, stress stands as an inescapable reality across various dimensions of human existence (Rana, et al., 2019).

From November 2018 to July 2019, Hailu (2020) performed a cross-sectional study on 633 individuals at Mekelle University. A bivariate analysis was conducted to determine the relationship between the independent variable and the outcome variable at the p 0.25 significance level. The process of selecting meaningful variables for multivariate analysis. 367 (58%) of Mekelle University's undergraduate students displayed poor stress management skills, whereas 266 (42%) demonstrated effective stress management practices. Furthermore, the gender, year of education, monthly income, self-efficacy status, and social support status were found to be significant predictors of college students' stress management behaviors.

Shukla & Kaur (2020), carried out a study in which total of 88 respondents were involved from commerce, humanities and science background. The sample consisted of 17% male and 83% female students in the age of 18-23 years. The results show a statistically significant difference between stresses due to workload among students of all streams. Result of Pearson correlation indicated that there was a significant positive association between workload & lack of time for hobbies/recreation/interest. Statistically significant difference in academic stress among students of all years was found and stress due to future uncertainty is felt equally by all college year students determined. The level of perceived stress is similar among males and females.

Kamble & Minchekar (2018) investigated academic stress and depression among college students. A total of 360 participants (180 males and 180 females) between the ages of 17 and 21 were recruited for this study. The study's findings revealed a significant gender difference between academic stress and depression among college students. Students' levels of depression rise as their academic stress levels rise. Student depression has a major impact on the level of academic stress. A significant positive relationship between academic stress and depression was discovered among college students. According to the study, female college students are more depressed than male college students.



Hemamalini et al. (2018) studied the impact of stress on students and how students manage stress. The primary objectives were to determine or identify the extent to which stress affects the academic progress, health, and overall lifestyle of students, as well as to investigate the effects of extant stress in students. Quantitative methods were used for data collection and analysis. Approximately forty percent of students are anxious about getting assistance from faculty members, fearing exams, not understanding the material, and feeling more stressed about academic achievement, according to the findings. The findings also indicate that there is no distinction between the sexes when it comes to the impact of stress on performance, with both sexes experiencing the same impact. Parveen (2016), there is a considerable variation in the stress levels of students enrolled in commerce and law courses based on their academic and intrapersonal lives.

Thus, the current study's findings indicate that stress is a significant psychological element that influences student achievement. The preceding statistics clearly suggest that students are more stressed in commerce courses than in legal courses. It is critical to emphasize that they are impeding pupils' academic lives. Stress has been linked to outcomes such as suicide, violent behavior, and even social disengagement, and addressing these concerns should be a top priority. In all three areas (academic life, social life, and intrapersonal life), males were shown to be more stressed than girls. Hostlers, on the other hand, were reported to be more stressful than day scholars. As illustrated in the graph, children deal with stressful situations in a variety of ways. Both areas (business and law) demonstrated various aspects to alleviate stress. Academic labor, on the other hand, is never without stressful activities. The study found that several of the stresses reported by 165 students are relatively intrinsic in nature, in the sense that they are common to students' academic lives. The University should address potential sources of stress efficiently to support students' health and well-being.

Khan et al. (2015) discovered that male students experience greater stress than their female counterparts, possibly due to elevated expectations from parents and society. It is suggested that conflicting outcomes in the correlation between gender and stress may arise from methodological issues and variations in samples.

In a study conducted by Bulo & Sanchez (2014), they administered a questionnaire based on the Student-Life Stress Inventory to 150 college students. The analysis employed frequency counts, percentages, ranks, means, and Pearson-r correlations. The findings indicated that students ranked interpersonal stressors highest and environmental stressors lowest. Notable outcomes within interpersonal stressors encompassed interactions with unfamiliar individuals, parental conflicts, and relationships with the opposite sex.

Rajasekar (2013) delved into the impact of academic stress on managerial students. Stress management techniques aim to equip individuals with effective coping mechanisms for psychological stress. Diverse expectations, goals, and values guide students' aspirations,

achievable through integration into the institution. The study aimed to ascertain current stress levels, stress sources, and stress management strategies for administration students. A comprehensive range of criteria, including physical, psychological, personal, demographic, and environmental stressors, were considered.

Khan and Kausar (2013) definitively concluded that stress detrimentally affects academic achievement, with no significant gender disparities observed. However, a substantial gap between junior and senior students was evident. The adverse influence of stress on learning efficacy and time management was underscored. Consistent daily study was advised to alleviate academic pressure.

Busari (2012) established a link between stress among secondary school students and depression, impacting academic performance. The introduction of preventive measures and coping strategies, including instructional competencies, was recommended.

Mazumdar et al. (2012) posited that students perpetually grapple with exam performance and job prospects. The authors highlighted physical, mental, familial, occupational, relational, and social factors as primary stress inducers. Gender-specific variations in stress symptoms were evident, with females exhibiting higher prevalence of conditions such as headaches, blood pressure issues, anxiety, back and neck pain, appetite changes, and skin rashes.

Hussain et al. (2008) noted that public school students experienced markedly higher academic stress levels than their counterparts in government schools. Paradoxically, significant associations were found between academic stress and adjustment, both within student groups and across different school types.

Singh & Upadhyay (2008) concluded that first-year students faced more pronounced academic stress than third-year students, and female students reported higher levels of academic stress compared to males.

### **3.3 Contributing Factors**

College students often experience stress due to the transitional adjustment required to adapt to the fundamental aspects of a higher education program. This indicates that the abrupt shift from a secondary school environment with limited use of modern technology to the advanced cognitive demands of higher-level learning leads to situations of stress. Consequently, they struggle to fully grasp new lessons in the classroom and encounter cultural differences.

Sharma (2021) conducted a comparative study and obtained findings indicating significant differences in academic stress between students enrolled in science and arts streams. Specifically, students in the science stream exhibited higher levels of academic stress in comparison to their

counterparts in the arts stream. The study revealed that the dimension labeled 'Environment' contributed to greater academic stress among students in the science stream, while the dimension of 'Interpersonal relationship' was associated with increased academic stress for students in the arts stream.

Interestingly, the comparison of academic stress between male and female students within the science stream showed no significant variation. However, distinct patterns emerged when analyzing the dimensions affecting academic stress. In the science stream, 'Interpersonal relationship' and 'Environment' were identified as sources of heightened academic stress for males, whereas 'Academic' factors induced greater stress among females. On the other hand, a distinct pattern was observed when evaluating male and female students within the arts stream. The comparison revealed significant differences in academic stress. Notably, male students in the arts stream exhibited higher levels of academic stress compared to their female counterparts.

A study carried out by Subramani and Kadiravan (2017) exposed the hyperlink among educational pressure and intellectual fitness amongst students. The authors advocated that educational strain and intellectual fitness are interconnected and that students are confined with the educational organization. Families and educational institutions exert an excessive amount of pressure on students to achieve better grades, which ends up demoralizing them. Furthermore, there is insufficient guidance provided by both families and schools. Students experience good mental well-being when they perform well within the academic sphere. The researchers also suggested that students attending private schools face higher levels of pressure compared to their counterparts in public schools, mainly due to the increased workload and academic assignments. A significant disparity in the mental health of these two groups of students was identified. Additionally, students in private schools receive distinct nurturing and extensive exposure compared to government school students who come from disadvantaged socioeconomic backgrounds and lack opportunities for exposure.

Gbetor, et al. (2015) conducted a cross-sectional study with 275 business students in Ghana and discovered that academic factors (e.g., getting good grades, exam stress, inadequate educational materials, and achieving academic goals), intrapersonal and self-stressors (e.g., fear of failure, dealing with personal issues, and study skills), relationship interpersonal and social stressors (e.g., academic competition, and social support), teaching quality, relations with and support from peers, and teaching. In addition, the study revealed that environmental, campus, administration, and transitional stressors constituted the most stressful category.

Prabhu (2015) investigated several social, financial, and environmental factors that influence stress levels. According to this survey of upper secondary pupils, male students are more stressed than female students. Academic stress is higher among urban pupils than among rural students. Private school students are more stressed than public school students. Students in the arts are less stressed than students in the sciences.

Deb et al. (2014) conducted research on 400 male students in grades 10 and 12 from five private secondary schools in Kolkata. 35% of pupils were found to have significant academic stress and 37% to have high anxiety levels. Students with lower grade point averages were said to be more stressed than students with higher grade point averages. Furthermore, pupils who participated in extracurricular activities were shown to be more stressed than those who did not.

Singh (2014) compared the stress and resilience levels of female college students, as well as the scores on these two variables among hostellers and day scholars. A sample of 30 female day scholars and 30 female college hostel students were recruited. Personal characteristics, such as outgoing, bright, and positive self-concepts; family support; and community, such as receiving support or counsel from peers, were identified as protective variables. According to the authors, girls who live in hostels are more resilient than girls who live at home.

Bataineh (2013) investigated academic pressures faced by university students in her study. The King Saudi University, Faculty of Education provided a total of 232 individuals and samples for this study. Overwork, unpleasant courses, insufficient study time, workload each semester, unpleasant tests, low motivation, and high family expectations can all lead to mild stress among students, according to the study's findings. Undergraduates' main source of stress was discovered to be disappointment-related panic. Finally, the study discovered no statistically significant differences in academic stress among students of various learning levels and specialities.

Nandamuri & Gowthami (2011) researched stress among professional students and found that curriculum and direction criteria were the most responsible for stress (86%), followed by placement, assessment, and team work challenges (63%). Estimates ranged between 41% and 24%. The investigation also discovered several microphone stress concerns, as well as 12 sub-problems connected to curriculum and training. When the sub-problems of each parameter are identified, the academic has enhanced his vision administrators to commence steps to reduce the intensity of student stress.

## **Conclusion**

The critical analysis of research studies aimed to evaluate the studies examining stress and well being among college students. Review addressed the different types of academic stressors faced by college students, level of stress, stress management, effects of stress and factors responsible for causing stress among college students. Moreover, the studies show that how greater academic demands, financial responsibilities, sexual identity and orientation, exposure to new environment and making decisions for own sake on a higher level affects the mental status of students and this laid a negative impact on students to succeed in making good impressions to their parents, peers and other people in the society.

After reviewing these empirical studies it can be concluded that most of the studies have identified the level of stress and sources of stress experienced by students and the consequences of stress among these college going students. Studies also focused on how stress level affects the academic success, health and general life style of college going students and also find out the gender difference in depression, anxiety and stress among students. The review gave a clear picture of the kinds of stress and the individual contribution towards the kinds of stressors to the academic as well as social life of college students.

Results of the studies revealed that the main reasons of stress among college students is the inadequacy of the right support at the right time, less exposure to the outside world, lack of clarity, unavailability of right career counselors, parent expectations and many other social and personal factors. College students were of the opinion that sometimes to avoid the negative effects of stress that opted to talk to their friends, spending time on social media, eating, listening music, sleeping as well as doing religious practices to cope up with the stress.

Findings concluded that education system in India is not helping to develop personality of students rather it produces only academic qualification. Students are not fully exposed to the outside world. Also the medium of language of our education system is also a problem which needs to be addressed.

According to research, stress has a negative impact on pupils' academic performance. This shows that kids who are excessively stressed out did less academically than their less worried colleagues. The consequence is that children who perform badly owing to stress may endure persistent stress - a constant fight to improve academic performance. As a result, these kids' efforts to enhance their academic performance will result in increased stress. As a result, the tension is prolonged. The strain imposed on students at higher educational institutions such as universities is based on the time limit and difficulty of standing out in exams or examinations, which makes them prone to stress.

Stress comes as a result of a person's demands and incapacity to meet those obligations. Stress can be either detrimental or positive for an individual, depending on the stress's strength and determination, the individual's personality, cognitive interpretation of the stress, and social support. The occurrence of stress is determined by the occurrence of stressors. Stressors are demands from an internal or external environment that upset the balance, harming an individual's physical and psychological well-being and necessitating prompt action to restore balance. As a result, it is a wake-up call for parents, teachers, and counselors to educate pupils stress coping techniques in order for them to have a better future and a healthy well-being.

#### **4. Recommendations**

After reviewing the relevant studies various recommendations are being put forth that may help students to overcome from this silent killer

- Colleges should establish a flexible career education course focused on students' future job development. This course must encompass psychological, mental, social, and cultural topics and be integrated into each department's formal curricula.
- More emphasis should be placed on improving teaching methods and the quality of the study environment on the college campus.
- There should be flexibility in rules and regulations.
- College management should provide more support & care to help students to cope up with various stressors and identify students having stress reactions as soon as possible. Besides, through use of emotion related questionnaires, colleges can keep a close eye on student's physical and mental conditions and provide consulting services to avoid development of physical or mental problems in students.
- Colleges should refer students to professional consulting institutions.
- Parents should collaborate to lower the level of stress experienced by students. This could be accomplished by providing the necessary support and encouragement to their children.
- Family members should endeavor to learn their loved ones' interests, specialties, and abilities in order to prevent having unrealistic expectations of them and causing them stress.
- Examinations conducted in the college should be on time and an academic calendar should be followed by the college administration.

## 5. Research Gap

The conclusion of this review study may not essentially be applied to postgraduate and distance students seeing as the study focused only on undergraduate regular students. Further research needs to be done to get in-depth information on different parameters of stressors among college students. There is a need to address all the issues related to stress causing factors. The current study was limited to secondary data, therefore more studies based on primary data should be done to get a practical experience of students facing stress at college level and how the stress affects their well being. Future studies might adopt diverse or manifold research methods to sustain a precise perception of college students' stress. Since the present study reviewed few studies, subsequently conclusions may not be satisfactory to simplify to other undergraduate students. For that reason, future research may be intended to reproduce the study by gathering relevant information through primary data to enhance the external validity of the conclusion.

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