

Role of Resilience on Perceived Stress among Pre University and Under Graduate Students

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ABSTRACT:

In a day to day life we come across many hassles in our life and these hassles sometimes becomes stressors. Adolescent is a period of transitional stage with physical and psychological development wherein they face many such challenges and stressors. It depends on the individual ability, cognition and frame of life which help him to cope with stressors. Thus it is psychological resilience that is an individual's ability to adapt to stress and hardship which determines his ability to cope with stress.

The aim of the present study was to examine the difference in perceived stress among Pre University and Under Graduate students, as well studying the relationship between perceived stress and resilience among Pre University and Under Graduate students. In order to examine the same within group and between group designs was adopted and null hypothesis was formulated. Sample size of 50 Pre university students and 50 Under Graduate students were administered with Resilience scale and Perceived Stress Scale. The data was statistically analyzed and results indicated Pre University students had high level of Perceive stress and low level of resilience and Under Graduate students had moderate level of Perceive stress and high level of resilience. 't' score of ($t = 4.63, p < 0.01$) indicated significant difference between Pre University students and Under Graduate students in perceived stress, and r score of ($r = -0.70, p < 0.05$) indicated negative relationship between Perceive stress and resilience. These findings indicated that Perceived stress is high among Pre University students compared to Under Graduate students; as well there existed a high negative relationship between Perceive stress and resilience.

According to literature review it is found that resilience is related to positive emotions and these positive emotions during stressful experience have adaptive benefits in coping with stress (Tugad et al, 2004). Empirical evidence on resilient individual who have good coping strategies concretely elicit positive emotions, like humor, optimism, goal oriented behavior (Bergeman et al 2006)

Thus this result paves the way for academicians, policy makers and educational intuitions to provide resilience training program as a part of their curricular, so that young adults and adolescents will have better stress management abilities.

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INTRODUCTION:

Stress is a psychological and physical response of the body that occurs whenever we must adapt to changing situations, whether those situations be real or perceived, positive or negative. The challenges which we generally face in our day to day life can be a stressor some times. It depends on person's ability and personality typology to deal with the stressful situations.

Perceived stress is the feelings or thought that an individual has, it says how much stress they are under at a given point in time or over given time period. (Encyclopaedia of behaviour medicine) Perceived stress is not about measuring the frequency of stressful events rather it's about how an individual feels about the general stressfulness of their life and their ability to handle such stress.

The main source of perceived stress among the adolescent students is their examination/ Academic stress.

According to research evidence Students may feel stressed, by their own high academic expectations. Apart from this there are many other factors which tend to influence and make them feel even more stressful such as parents, teachers, school administrators influence (Lee & Larson, 2000; Schoolland, 1990; Verma & Gupta, 1990; Verma et al., 2002).

A large body of research suggests that parents have a particularly strong influence on their child's education in different manners. Studies have found that parents have high expectations for their child's future, hold positive beliefs about their child's abilities, and involve themselves in their child's education (Eccles, Jacobs, & Harold, 1990; Jodl, Michael, & Malanchuk, 2001).

According to 2012 National Crime Records Bureau figures show India's suicide rate has risen 11.4 per cent a year for 10 years. According to 2012 estimate, 2% of suicides is due to failure in examination and in terms of gender more number of male are involved in suicide compared to female and this include people between 15 and 29. WHO lists suicide among the top three causes of death in the age group 15-35. The motive when students kill themselves is invariably academic pressure – these accounts for 99 per cent suicides in the age group 12-18.

Research review indicated that there is a relationship between perceived stress and their academic achievement (Inam et al 2011), (Sandler 2001), (Talib et al 2012) and (Gaber et al 2012) few studies also reported that there is negative correlation between perceived stress and academic achievement (Sander et al 2002) and (womble 2003)

Studies have found that resilience act as a one of the stress management technique by building positive emotions and coping strategies among the trainees. (Bergeman et al 2006)

What is Resilience?

The term resilience stems from Latin (resiliens) and was originally used to refer to the flexible or elastic quality of a substance (Joseph, 1994).

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Psychological resilience is defined as an individual's ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial stressors, among others (APA 2014)

Hopf.S.M. opines that Resilience is generally considered as a “positive adaptation” after a stressful or adverse situation. In other words, resilience is one's ability to bounce back from a negative experience.

According to Benard (1995) research resilient children have four attributes in common:

Social Competence: Ability to obtain positive responses from others, thus these children has positive relationships with both adults and peers

Problem-solving skills: Planning that facilitates seeing oneself in control and resourcefulness in seeking help from others

Autonomy: these children will possess a sense of identity and an ability to act independently.

A sense of purpose and future: these children's are Goal oriented with educational aspirations, persistence, hopefulness, and have a sense of a bright future.

Research have showed that being resilient will helps adolescent to achieve better in their academics (Lee 2009)and there is a positive relationship between resilience and academic achievement (Hanson and Austin 203)

REVIEW OF LITERATURE:

K. S Tung et al 2014 study on Effect of resilience on self-perceived stress and experiences on stress symptoms a surveillance report aimed to examine the level of perceived stress, emotional syndromes and quality of life among students indicated that personal resilience affect the level of perceived stress experienced, and in turn affecting students' general well-being and hence, quality of life. This study concluded that, a high level of stress and psychological symptoms was associated with poor personal resilience in withstanding stress, as well as poor quality of life and general health among students.

Study by A. Abolghasemi 2010 on Resilience and perceived stress: predictors of life satisfaction in the students of success and failure aimed to determine the relationship between resilience and perceived stress with life satisfaction in the students of success and failure. The results showed that resilience and perceived positive stress are positively related to life satisfaction in the students of success and failure ($P < 0.01$). Also, perceived negative stress is negatively related to life satisfaction in the students of success and failure ($P < 0.01$). The results also indicated that increase of resilience and decrease of stress leads to more satisfaction indicating better and developed resources for living well.

Study by Olivia Solomon 2013 on Exploring the relationship between perceived stress, resilience and academic achievement on 162 students indicates negative relationship between perceived

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stress and academic achievement and resilience and positive relationship between resilience and academic achievement. It was also found that perceived stress and resilience together predicts Academic achievement. Thus low perceived stress and high resilience leads to high academic achievement.

Study by E. Wilks on Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students was to examine the relationship between academic stress and perceived resilience among social work students, and to identify social support as a protective factor of resilience on this relationship on 314 social work students (BSW=144; MSW=170) showed that moderate levels of academic stress and social support, and a fairly high level of resilience. Academic stress negatively related to social support and resilience. Social support positively influenced resilience. Academic stress accounted for the most variation in resilience scores. Friend support significantly moderated the negative relationship between academic stress and resilience.

Study by A.Singh et al 2013 on a descriptive study of perceived stress among the North Indian nursing undergraduate students reveals that, the mean perceived stress score of all 282 students was 28.67 (SD = 5.32), with a median of 26 (IQR = 22-34). Female students had more perceived stress score (31.33) than male students (26.01). The maximum mean perceived stress score (29.66) was observed in 2nd year students, and the least mean perceived stress score (26.28) was found in 3rd year students. Thus this study indicates high levels of psychological disturbance among nursing undergraduate students in the middle phase of the course.

Theoretical Framework:

Garmezy's (1991) triadic model of resilience provided a widely accepted ecological framework for understanding the resilience process. The triadic model described the dynamic interactions among risk and protective factors on three levels (individual, family, and environmental). The model also emphasized that resilience is a process that empowers individuals to shape their environment and to be shaped by it in turn.

Theory of Internal- External Locus of Control by Rotter(1954) is related to Resilience, person with Internal locus of control have the qualities like Hopefulness, and Optimism which is related to life purpose and planning ability (Rotter,1954). Resilient individuals have more internal locus of control (Campbell, Converse & Rodgers, 1976; Luthar, 1991; Murphy & Moriarty, 1976; Parker, Cowen, Work, & Wyman, 1990; Werner & Smith, 1992) and are more hopeful about their ability to create positive outcomes for themselves and others.

Thus it's clear from the above theoretical framework that perceived stress in one's life leads to negative orientation towards life which will not permit him to fight against stressful situation and makes the individual less Resilient.

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Need for the study:

The main intention of the study was to analyze if perceived stress and resilience is related, if so in what direction and the study is focusing on knowing about levels of perceived stress and levels of resilience among PUC students and Degree students. Since not many studies are done in terms of comparing PUC students with Degree students in Indian context, the present study is initiated.

METHODOLOGY:-

Objective:

1. To study the level of perceived stress among Pre University and Under Graduate students.
2. To study the level of Resilience among Pre University and Under Graduate students
3. To study the relationship between perceived stress and resilience among Pre University and Under Graduate students.

Hypothesis:

1. There is no significant difference between perceived stress among Pre University and Under Graduate students.
2. There is no significant difference between Resilience among Pre University and Under Graduate students.
3. There is no significant relationship between perceived stress and resilience among Pre University and Under Graduate students.

Sample:

50 Pre university students and 50 Under Graduate students were selected from Bangalore city.

Inclusion criteria:

Those students who are studying PUC and Degree were included for the present study.

Students belonging to Bangalore city were selected for the present study.

Exclusion criteria:

Other professionals course students like engineering, medical course students were excluded for the present study.

Students from other cities were excluded for the present study.

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Materials:

In the present study following material is used.

Description of the tool:

Name of the inventories and authors	Description of the tool
Perceived stress scale Sheldon Cohen	Contains 10 items with 5 point rating scale obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1 & 4 = 0) to the four positively stated items (items 4, 5, 7, & 8)
Resilience scale M.Wagnild & Heather M. Young	Contains 25 items with 7 point rating scale with the maximum score of 175 and minimum score of 25.

Analysis of results

Appropriate descriptive and inferential statistical analysis was used.

Table 1 shows total, mean and standard deviation of the Pre university students

	PSS	RS
Total	1675	5782
mean	33.5	115.64
SD	4.05	6.3

Table 2 shows total, mean and standard deviation of the under Graduate students

	PSS	RS
Total	926	7562
mean	18.52	151.24
SD	4.82	10.03

Table 3 showing relationship between variables

<i>Variables</i>	<i>Statistical Value</i>	<i>Results</i>
<i>Perceived Stress& Resilience</i>	$r = -0.70 (p < 0.05)$	<i>Significant Negative Relationship</i>
<i>Variables</i>	<i>Statistical Value</i>	<i>Results</i>
<i>Perceived Stress</i>	$t = 4.63 (p < 0.01)$	<i>Significant</i>
<i>Resilience</i>	$t = 2.40 (p < 0.05)$	<i>Significant</i>

HYPOTHESIS TESTING:

Hypothesis 1

1. Ho: There is no significant difference between perceived stress among Pre University and Under Graduate students.

The “t” values show that there is a significant difference among Pre University and Under Graduate students in levels of perceived stress. The null hypothesis is rejected and research hypothesis is accepted. It is concluded that there is a significant difference in perceived stress among Pre University and Under Graduate students.

Hypothesis 2

2. Ho: There is no significant difference between Resilience among Pre University and Under Graduate students.

The “t” values show that there is a significant difference among Pre University and Under Graduate students in levels of Resilience. The null hypothesis is rejected and research hypothesis is accepted. It is concluded that there is a significant difference in Resilience among Pre University and Under Graduate students.

Hypothesis 3

3. Ho: There is no significant relationship between perceived stress and resilience among Pre University and Under Graduate students.

The coefficient of correlation value ($r = -0.70$) shows that there is a significant negative relationship between Perceived Stress & Resilience of the respondents at 0.05 level. The null hypothesis is rejected and research hypothesis is accepted. It is concluded that Resilience is one of the factor in determining the level of Perceived Stress of the respondents.

RESULTS:

Table 1 shows the mean scores and SD scores of two variables of Pre university students. Accordingly majority of the respondents had a high level of perceived stress and low level of resilience. The mean score of the respondent is 33.5 with the S.D of 4.05 in Perceived stress and the mean score of the respondent is 115.64 with the S.D of 6.3 in resilience

Table 2 shows the mean scores and SD scores of two variables of Under Graduate students. Accordingly majority of the respondents had a moderate level of perceived stress and high level of resilience. The mean score of the respondent is 18.52 with the S.D of 4.82 in Perceived stress and the mean score of the respondent is 151.64 with the S.D of 10.03 in resilience

Table 3 shows the relationship between the variables. Accordingly The coefficient of correlation value ($r = -0.70$, $p < 0.05$) shows that there is a significant negative relationship between Perceived Stress & Resilience of the respondents at 0.05 level. The t – test value ($t = 4.63$, $p < 0.01$) shows that there is a significant difference among Pre University and Under Graduate students in levels of perceived stress at 0.01 level. The t – test value ($t = 2.40$, $p < 0.05$) show that there is a significant difference among Pre University and Under Graduate students in levels of Resilience at 0.05 level

DISCUSSION:

The study aimed to analyze the difference in perceived stress among Pre University and Under Graduate students, as well studying the relationship between perceived stress and resilience among Pre University and Under Graduate students. The study found that there is a significant difference in Resilience and Perceived Stress among Pre University and Under Graduate students. Pre University students have shown high level of perceived stress and low level of Resilience and Under Graduate have shown low level of perceived stress and high level of Resilience

The study also found that Resilience influences the perceived stress i.e. if the Resilience level is low the perceived stress will be high and vice versa.

CONCLUSION:

The analyzed and interpreted findings of the study have led to the following conclusions. There is difference in Perceived Stress and Resilience among the adolescents.

Care must be taken to enhance the coping mechanism among the adolescents so that the psychological health and psychological health can be improved

Resilience training, stress management, life skills and soft skills training should be a part of curriculum for the adolescents so that better coping abilities can be taught in early stages of life.

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