



# Post Covid Stress Management Among Students Of Lovely Professional University

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## INTRODUCTION

Stress can be defined as any type of changes that causes physical, emotional, or psychological strain [1]. Things that cause us stress is called stressors. It can have different causes such as internal or external. For example, internal causes would include beliefs, low self-esteem, pessimistic approach/attitude, etc. Similarly external causes would include living environment, occupation, social groups etc. Whenever we come across a challenging situation our HPA axis (hypothalamus-pituitary-adrenal) gets activated and play a major role in releasing stress hormone called cortisol, which in turn trigger our body to get in flight, fight or fright response. Different internal or environmental factors may trigger this response.

The level of the stress is determined by how challenging the situation is [2]. There are two types of stress i) eustress ii) distress.

## Objectives

1. Understanding the variable of stress and its causes among students.
2. Understanding the symptoms and the effects of stress among students.

Objective 1. Understanding the variable of stress and its causes among students. affecting students.

### 1.1 Understanding the variable stress.

Stress, what is it? We are familiar with some. Tension, conflict, burnout, depression, and pressure are all synonyms for stress. Selye's (1983) original definition of stress was as follows:

Stress is a body reaction that is not specific. It is a natural thing that happens in all aspects of life. It's an emotional imbalance that can come from a variety of things, like tests, projects,

competition, specific subjects, financial worries at school, or uncertain employment prospects (Ross et al.,1999).Lazarus and Folkman (1984) state that stress can be mental or physical. Interaction with a stimulus is the cause of phenomena resulting from self-evaluations. The presence of stressors is necessary for stress to exist. Volpe (2000) and Feng (1992).

### Stressors: Challenges

The human body and mind are stimulated, and adaptability is improved. The environment is just one of the numerous causes of stress. Depending on the strength of the stimulus, psychological, biological, and social factors may have either good or negative effects on a person. Stress may be seen as a response, a stimulus, and a transaction based on the explanation above.

### Stress: response

In 1956, Hans Selye developed concept stress as a reaction model. Within the framework of his general adaptation syndrome (GAS) concept, he characterizes stress like a physiological response pattern. The stress theory was widely believed to have been developed by Selye, who was born in 1936 and died in 1974. He actually offered among the first comprehensive explanations of stress reactions and gave the

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area its term (Rockies, 1991). Selye defined stress in 1936 as "the body's general response to any strain imposed upon it. He suggested that the three levels of the stress response, or GAS, are the warning phase, the resisting phase, and fatigue.

### **Stage one: Alarm reaction**

The cannon's initial flight or fight response is represented by the alarm response. During this stage, the nervous system, followed by the endocrine system, cardiovascular, pulmonary, and musculoskeletal systems, are all activated. Until the threat has passed, the senses are kept on high alert.

### **Stage two: Resistance Phase**

During the resistance phase, the body tries to return to a psychologically calm state. physiological rest or homeostasis. Due to resistance the body remains active or excited, usually at a lower level than the alarm stage but high enough to maintain a higher metabolic rate. Enter the third and final stage.

### **Stage three: The stage of fatigue**

Fatigue occurs when the specific body part/organ can no longer meet the demand and fails to work properly. This can lead to organ death, organs (e.g., heart) stop working and can lead to death of the whole organism. Selye (1956) attempts to popularize the concept of stress. From a Physical and Mental Health Perspective. In contrast, his Conceptualization of stress and details of GAS failed the test of time.

The stress response was suggested by Selye's GAS model and another American physiologist, W.B. Cannon (1932), in his flight or fight model. According to Canon (1932), when an organism senses a threat, the body responds quickly through the sympathetic nervous system and the endocrine system to restore homeostasis. In his model, he linked emotional expression to physiological changes in the peripheral (McCarty, 2000).The system responds with "fight or flight."

As a result, it is referred to as the "fight or flight" response. Both the "early fight/flight model" developed by Cannon in 1932 and the "serie" model developed by GAS in 1936 assumed that the individual was automatically responding to an external stressor.

### **Stress: interaction between stress and environment.**

The most influential theory was the Transactional Theory of Psychological Stress (Lazarus & Folkman, 1984) makes the majority of the research. Lazarus and Folkman (1984) postulate that stress and health play a role. This theory states that stress only occurs when people believe their coping skills are insufficient to meet current demand (Rice, 1999).i.e., stress can have a significant effect on resistance, coping, and overall health and wellbeing. Stress can also be referred to as: Relationship between people and their environment. The theory explains two major processes—Cognitive Appraisal and Coping—as the mediators of stressful relationships between people and their surroundings (Lazarus and Folkman, 1984).

Cognitive appraisal is the human evaluation of whether a particular interaction exists. Dealing with the environment is related to their well-being. Lazarus and Folkman (1984) proposed three assessments. In the primary assessment, individual sees if the stressor poses a threat. Secondary appraisals relate to that of an individual. that is Evaluating the resources or coping strategies to address perceived threats. The re-evaluation process is an ongoing process. Continuously assess and reassess the nature of the stressor and the Resources available to respond to stressors.

### **1.2 Sources/causes of stress.**

According to Bernstein et al. (2008), "arbitrary situations or events that threaten or compel a person's daily functioning to be adjusted" are the definition of "causes of stress. "The term "stressors" refers to these stressors. According to Lazarus & Cohen (1977), stressors are demands of the internal or external environment that upset the balance and affect the body. Those in need's psychological well-being requires immediate measures to restore balance. They come with varying degrees of severity and duration, but what is stressful for one person may not be stressful for another. Cherian and Charian (1998) found this. The primary causes of stress among students were:(in descending frequency order) category

- i) Research
- ii) career, work, and future



- iii) Trust and Sensitivity
- iv) issues with finances and facilities
- v) Disorders of mild anxiety
- vi) marriage and sex
- vii) autonomy and self-planning
- viii) social problems
- ix) physical and mental well-being
- x) self and mental self-portrait.

In 1985, Wills and Shiffman categorized three types. Stressors with span impacts. The second type is problems in everyday life, such as being enraged when dealing with a bus crowd, waiting in line, or arguing with someone. These are referred to as "major life events" because they are initially acute but relatively short-lived.

Examples include illness, moving to a new location, and the death of a loved one. Persistent life stress is the third type. long-term pressures of playing the role, like having a college student or an adolescent child. According to Pereira (1997), stress can be broken down into four main categories. personal issues (such as homelessness, loneliness, suicidal ideation, shyness, and family issues); academic issues (such as low motivation, exam anxiety, withdrawal and dropout, academic institutions, other students, and ethnicity issues); monetary and family issues (monetary issues) issues, lodging) and wellbeing issues (sexual issues) Attack, viciousness at understudy get-togethers, harassing, drugs, liquor)

Objective 2: To examine the signs, symptoms, and the effects of stress on students.

2.1 Symptoms of stress and the behavioral patterns among students.

The symptoms of stress include the majority of the following signs which are experienced for days weeks and months. The symptoms are divided into physical, and emotional basis.

### 2.1.1 Physical Symptoms of stress

#### 1. Headaches

Headaches are one of the most prevalent symptoms of stress. When we talk about stress it can always be deduced to having migraine triggers and headaches.

#### 2. Aches and pain in the body

Stress causes the muscles to tightness soreness, stiffness and pain its same like the stage two of

resistance phase. If the stress levels are not reduced overtime, then the increased level of cortisol hormone in the body causing hypertension. Prolonged stress on the body causes it to produce cytokine molecules which causes inflammation in the joints and in some cases lead to artheritis.

#### 3. Sleeping problems.

It is true that stress affects one's ability to sleep. And occasionally it becomes challenging for the sufferer to tell whether he is stressed out due of sleep deprivation or whether the tension is keeping him from falling asleep. A stress hormone called cortisol is released whenever you experience anxiety or stress. This hormone causes an energy surge that makes it possible for you to react. And the disruption in your tension is brought on by this energy.

#### 4. Problems in digestion

Your gut is impacted by stress. The duration of your stress has an impact on how strong the effects are. Short-term stress might make your stomach unbalanced and cause you to lose appetite. when persistent stress causes gastrointestinal (GI) problems for digestion, such as upset stomach, constipation, and diarrhoea.

#### 5. Weak immunity

The immune system defends the human body like an army from invaders. Additionally, a large number of white blood cells make up our immune system (called lymphocytes and phagocytes). Lymphocytes and phagocytes defend the body against bacteria, viruses, and other dangerous cells.

However, while you're under stress, your immune system's ability to fend off intruders is suppressed by the stress hormone cortisol. The cortisol hormone accomplishes this by decreasing lymphocyte counts and obstructing cell communication.

### 2.1.2 Emotional symptoms of stress.

#### 1. Anxiety or Irritability

You will or can feel anxious and agitated when you are stressed. One possibility is that stress is the body's response to physical, emotional, or mental pressures. However, when you are unable to control your stress and it takes over your personality and life, anxiety and sadness



become even more severe.

## 2. Depression

Your life becomes virtually unable to move. You can't figure out what to do, where to go, or how to do it. Because you are caught in the middle of something, you think there is no way out. Depression and stress are linked in both directions. The first can be caused by either the first or the second. Both have the potential to make the situation of the other person worse.

## 3. Panic Attacks

The degree of your stress may occasionally be too much for you to handle. Panic attacks are brought on by stress, such as that brought on by a sense of impending death, divorce, or unemployment. Your body and mind become unable to manage certain situations while you are having a panic attack.

Individuals react to stress in different ways depending on their personalities, early experiences, and upbringing. Everyone's stress response is unique to them. Some of us are aware of our own stress reaction patterns and can identify the root of the issue by assessing the severity of our own symptoms or behavioural changes. The following are a few typical stress-related symptoms.

1. Due to inadequate nighttime sleep, students may be becoming agitated.
2. They could be unable to focus on their studies or their sport.
3. Students may be experiencing unexplainable anxieties or concerns.
4. Students distance themselves from peer or family bonds.
5. Students can be using alcohol and drugs.
6. Students may express complaints of migraines or stomachaches.
7. Students might have weak immune systems and poor appetites.

## 2.2 Effects of stress on students.

In many aspects of their lives, students are under a lot of stress. Stress and despair are brought on by a busy lifestyle and education. Low levels of stress are advantageous and may lead to outstanding performance. Unmanaged stress, however, can result in fatigue, depression, and a number of other illnesses. Students' capacity for coping with and adapting to stress can be put to the test. There are many

ways to examine how stress affects students.

Stress has an impact on students' academic performance as well as their social, physical, and emotional health, according to Centre (2010).

### 2.2.1 Academic impact of stress.

In today's fiercely competitive environment, students deal with a variety of academic issues, such as exam stress, a lack of enthusiasm in going to class, and a lack of understanding of the subject. Teenagers' primary source of stress is academic pressure, which can also lead to low self-esteem. Low self-esteem is a major contributing factor to the majority of the Integrated Journal of Social Sciences Integr. J. Soc. Sci., 2019, 6 (2), 44-48 47 psychological issues, including depression and suicide (Nikitha et al., 2014).

According to Hussain et al. (2008), government school students' levels of adjustment were much better than those of public-school students, who had significantly greater levels of academic stress. While Singh and Upadhyay (2008) noted that first-year students experienced higher levels of academic stress than third-year students and that female students perceived more academic stress than male students, reverse but significant relationships between academic stress and adjustment have been found for both the student group and each school type.

### 2.2.2 Social impact of stress.

Due to a fundamental need and a desire to maintain positive social relationships, students are social beings by nature. Social connections can provide nourishment, promote feelings of social belonging, and promote successful reproduction. Social stress can be brought on by anything that interferes with or poses a threat to interfere with their interactions with others (centre, 2010). According to Arun and Chavan's 2009 research, there is a strong link between students' perceptions of life as a burden and the classes they were taking. Munni and Malhi (2006) found that adolescents exposed to violence had worse academic performance and adjustment ratings. Long-term social consequences offer children engaging in these behaviours a terrible reputation and status, which will have a negative impact on their academic success.



### 2.2.3 Physical impact of stress.

Distress is a harmful stress response. Physical issues might arise as a result of stress. Stress has a physical influence that mostly affects a student's health (centre, 2010). Additionally, stress can cause changes in a person's behaviour, such as hand wringing, heavy breathing, teeth clenching, and nail biting. Individuals may experience cold hands and feet, butterflies in the stomach, and even an elevated heart rate when they are stressed out. These are all frequent physiological symptoms of stress that can be linked to anxiety (Auerbach & Gramling, 1998). Stress usually results in a combined physical and psychological reaction, especially when stressors intensify. For instance, if you have modest chest pain, you might worry that you're having a heart attack as a result of psychological stress. Changes in emotions, attitudes, and behaviours can result from psychological reactions to stress (Bernstein et al., 2008).

### 2.2.4 Emotional impact of stress

Students who are under stress tend to get agitated and snappish. Students who experience stress often become irritated by the little things. Student tolerance is systematically destroyed by stress, leaving them open to behavioural problems. Student strives to remain calm, but because they are anxious and upset, they are prone to losing their composure (centre,2010). Psychiatrists are concerned about the rise in suicide fatalities among school-age children as a result of education becoming a significant cause of stress for them (D' Mello, 1997). According to Chawla (1997) and Ranga swamy (1982), many adolescents in India are referred to psychiatrists for symptoms such as school-related stress, depression, high anxiety, frequent absences from school, phobia, physical complaints, irritability, weeping spells, and decreased interest in schoolwork.

## 3.1 Data Analysis and results.

**Table 1.** Age wise classification.

Age Group	No of respondents	Percentage
18-20	54	54%
21-23	33	33%
24-26	13	13%
Total	100	100%

The age breakdown of the study's respondents can be seen in the table above.54% of respondents were between the ages of 18 and 20, 33% were between the ages of 21 and 23, and 13% were between the ages of 24 and 26. These age groups comprised the majority of the sample.

**Table 2.** Gender wise classification.

Gender	No of respondents	Percentage
Male	43	43%
Female	32	32%
Prefer not to say	25	25%
Total	100	100%

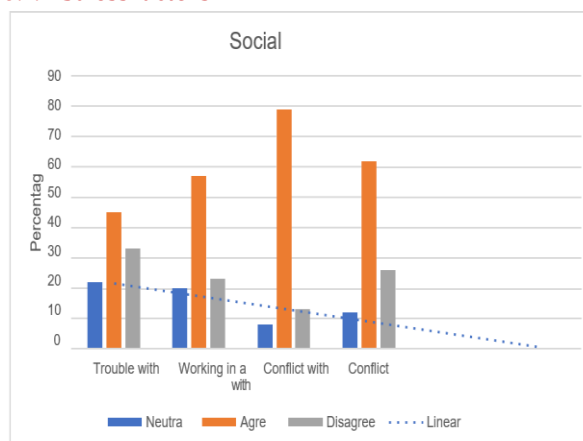
The respondents' gender classification is shown in the table above.It is evident that only 32% of respondents were female, while 43% of respondents were male.The remaining respondents also refused to specify their gender.

**Table 3.** Qualification wise classification

Qualification	No of respondents	Percentage
Undergraduate	79	79%
Post-graduate	21	21%
Total	100	100%

The respondents are sorted by qualification in the aforementioned table.It very well may be seen that 79% of the respondents were under graduates, 21% of the respondents were from postgraduates.

### 3.1.1 Stress factors

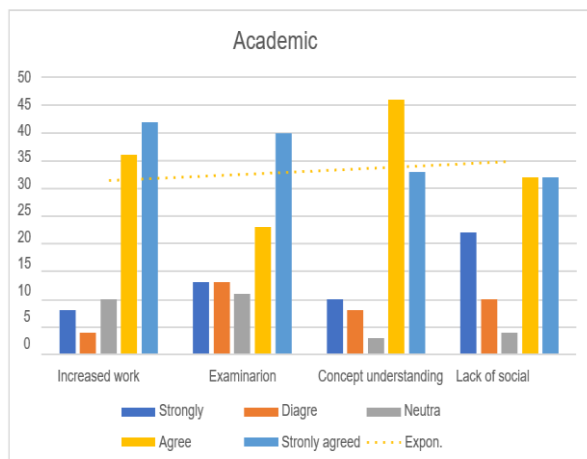


The above figure shows social relationship factor-wise order of the respondents. Working with new teammates, problems with friends, disagreements with parents, and disagreements over apartment or roommates are just a few examples. Working with new teammates was cited as a source of stress by



57% of those polled; problems with friends were cited as a source of additional stress by 45% of those polled; disagreements with one's parents were cited as a source of additional stress by 62% of those polled; and roommate or apartment conflict was cited as a source of additional stress by 79% of those polled.

activities can all help.



The respondents' academic factor classifications are shown in the table. Different elements incorporate expanded class responsibility, absence of help, assessments, and comprehension of ideas. Around 42% of them were feel high pressure in expanding class responsibilities, 32% of the respondents feels pressure because of absence of help, 40% of them feels pressure because of assessments and 33 percent of the respondents were feels pressure in comprehension of their subjects

### Conclusion

The main stressors identified through the study are directly related to how stressed- out students are. These are not the only possible causes of stress. It differs depending on the pupils and how they view psychology. Relationships, education, have a significant impact on the emergence of stress. The most significant pressures for students are academic-related, so it is necessary to take specific, targeted actions to significantly reduce these issues. The needs of the students should be taken into account while developing teaching strategies and college environments so that everyone can benefit. Utilizing student welfare services already in place effectively, creating environments that are more "student- friendly," and holding frequent, shared extracurricular

