RELATIONSHIP BETWEEN LIFESTYLE AND STRESS AMONG COLLEGE STUDENTS

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Abstract:

Stress and lifestyle are the main components of human life. The present study's main objective is to study the relationship between lifestyle and stress among college students (18 – 25 years). The sample for this study consists of 60 graduate students of different courses. The questionnaires used to test lifestyle include 8 domains and 42 items and for stress has 10 items. Both the questionnaire used was of the rating scale. The survey method was used to collect the data from the students, the results obtained were interpreted using the guideline scores of the questionnaire and were analyzed by using the normality test, Pearson correlation test, spearmen's roh correlation test. The findings of the study suggest that there is a significantcorrelation between lifestyle and stress among college students.

Keywords: Lifestyle, Stress, Health, Environment.

Introduction:

Noncommunicable diseases are becoming more common in India. Factors operating at all phases of life increase the risk of noncommunicable illnesses. (World Health Organization 2015).Most risk factors emerge throughout the adolescent and adolescent transition phases. The behavioral patterns developed throughout this formative stage impact their present health condition and the chance of getting various chronic diseases later in life (Lawrence et al., 2009). Inadequate time, poor time organization, lack of interest, lack of information, lack of accessibility, peer influences, media effects, studying as a priority, and a lack of family and cultural support are the most prevalent impediments to healthy lives among young (Sajwani et al., 2009).The WHO classifies youth as persons aged 15 to 24 (Tomy e al., 2019). According to the 2011 census, the population aged 15–24 years in India accounts for 18.4 percent (189.98 million) of the total population (Tomy e al., 2019).A way of life that includes eating a low-fat diet, frequent physical activity, keeping a healthy body weight and refraining from smoking in young adults, smoking and stress aid to avoid many chronic medical conditions (Musavian et al., 2014).

Any disruption to homeostasis, or the body's inherent sense of equilibrium, is classified as stress. It might present as either eustress or distress. Eustress, properly translated as "good stress," is a positive type of stress that stimulates people to keep working. Distress occurs when this tension becomes intolerable and/or controllable. Distress, often known as 'bad stress,' occurs when the positive tension becomes too great to handle or cope with. When stress begins to mount and there is no longer any enjoyment in the struggle, or when there appears to be no respite or end in sight, this is an indication that a change has happened. This type of stress is well-known and has been linked to poor decision-making. Over-aroused; tight or unable to relax; sensitive, quickly disturbed or irritated; easily startled or fidgety, and exhibiting intolerance of any interruption or delay are common traits of a distressed

individual. Excessive stress increases the prevalence of psychological issues such as depression, anxiety, drug misuse, and suicidal thinking (Waghachavare et al., 2013).Stress is a huge issue among college students, negatively damaging their entire health. Students, particularly freshmen, are expected to bear challenging academic demands at a faster rate while also adjusting to new social settings. Furthermore, recent stress data suggest that stress reactions may differ by gender and ethnicity. This study's findings back up earlier research findings that college students are "overwhelmed," "experience emotional ups and downs," "have problems going asleep," and "experience anxiety." Implementation in Health Education Practice: The ineffectiveness of coping mechanisms among students clearly suggests that genders and races react differently, and that "one size fits all" health education stress management programs may not be beneficial for college students (Welle et al., 2011).

Materials and method.

An exploratory research design was used to carry out this study. Considering the nature of the population purposive sampling served as a method of sampling. The sample consisted of 60 students wherein 30 males and 30 females participated in the test. The collected samples include participants between the age of 18 and 25, with the exclusion criteria Individuals with co-morbidity of any other major health problems, are not considered. The inferred objective of the study is to find the relationship between lifestyle and stress among college students. with the directional hypothesis statingthat there will be a relationship between lifestyle and stress among college students and there will be a relationship between lifestyle and demographic variables.

Demographic data sheet: This is used to collect the personal information of the participant as well as their consent for the further process of answering the questionnaire. This sheet includes the Name, Age, Gender, Education, Hobbies, Domicile, Parents' Education and Occupation, Number of siblings, order of birth, and Socio-Economic Status.

Lifestyle and habit questionnaire a brief version: The original measure was designed by Nevid and colleagues (1998) containing 80 items. Lather in 2013 Thomas J Dinzeo and colleagues cut down this questionnaire and made a new one containing 42 items with 8 domains. The tool assesses the dimensions of Health and Exercise, Psychological Health, Substance Use, Nutrition, Environment Concern, Social Concern, Accident Prevention/Safety, and Sense of purpose. This measure is rated on a scale from 1- "strongly disagree", 2- "disagree", 3- "neutral", 4- "agree", 5- "strongly agree".

Perceived stress scale: This tool is designed by Sheldon Cohen in 1983. This tool is designed to understand how the situation affects an individual's feelings and also measures the feelings and thoughts of the individual during the last month. This scale has 10 items with a rating on a scale from 0- "never", 1- "almost never", 2- "sometimes", 3- "fairly often", 4- "very often".

Procedure: Approval of the institution and department was obtained prior to collecting the data. A total of 60 participants were seated in a room provided by the institution and their consent was taken in prior to answering the questionnaire. The participants were instructed to read the questions and answer them without omitting any statements. The questionnaire was answered in pen-paper form. There was no time limit provided to the participants to answer the questionnaire.

Data analytic plan: The collected data were scored and were subjected to computer analysis using SPSS. Descriptive statistics and inferential statistics like the Pearson Correlation test were conducted to draw the results.

Results

The aim was to study the correlation between stress and lifestyle among college students. Lifestyle and habit questionnaire a brief version, Perceived stress scale was administered to college students aged between 18-25 years. The scales were scored and the Mean, SD, and 'r' value were determined using SPSS 21.

Table 1: Showing details of demographic variables

Type of family	Frequency	Percent
nuclear	46	76.7
joint	14	23.3
Total	60	100.0
Gender	Frequency	Percent
female	30	50.0
male	30	50.0
Total	60	100.0
Domicile	Frequency	Percent
urban	46	76.7
rural	14	23.3
Total	60	100.0
SES	Frequency	Percent
low	10	16.7
middle	19	31.7
high	31	51.7
Total	60	100.0

Table 2: Descriptive of variables in the study

Descriptive Statistics			
	Mean	Std. Deviation	N
Stress	19.3333	5.24539	60
Lifestyle	159.3333	21.61345	60
Gender	1.5000	.50422	60
Type of family	1.2333	.42652	60
Domicile	1.2333	.42652	60
SES	2.3500	.75521	60
Health & exercise	20.0833	4.67337	60
Psychological health	26.7167	4.52897	60
Substance use	33.2333	7.23777	60

Nutrition	12.3833	3.24738	60
Environmental concern	18.0667	3.73198	60
Social concern	20.8167	4.39758	60
Accident prevention	16.0000	3.52233	60
Sense of purpose	12.6333	2.61006	60

Table 3: Correlation between variables present in the study

Correlation between lifestyle and stress "r"		Stress	Lifestyle
Stress	Pearson Correlation	1	-.259[*]
Lifestyle	Pearson Correlation	-.259[*]	1
Gender	Pearson Correlation	-.122	-.131
Type of family	Pearson Correlation	.139	-.132
Domicile	Pearson Correlation	-.058	-.338[**]
SES	Pearson Correlation	-.227	.129
Health & exercise	Pearson Correlation	-.204	.514[**]
Psychological health	Pearson Correlation	-.435[**]	.778[**]
Substance use	Pearson Correlation	-.186	.523[**]
Nutrition	Pearson Correlation	.182	.515[**]
Environmental concern	Pearson Correlation	-.074	.681[**]
Social concern	Pearson Correlation	-.110	.768[**]
Accident prevention	Pearson Correlation	-.202	.657[**]
Sense of purpose	Pearson Correlation	-.502[**]	.636[**]

*Correlation is significant at 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Table 4: Regression between stress and lifestyle

R	R Square	Adjusted R Square	Std. Error of the Estimate
.259	.067	.051	5.11005

Results and discussion

The current study's result shows that there is a correlation between stress and lifestyle at 0.05 level with the r value 0.259. Domicile, Health& exercise, psychological health, Substance use, Nutrition, Environmental concern, social concern, Accident prevention, Sense of purposeare correlated with lifestyle at 0.01 level. Psychological health, Sense of purpose are correlated with stress at 0.01 level.

A study by Singh, A. K. concludes that adolescents' lifestyle is associated with risk factors like blood pressure, BMI,and other non-communicable diseases. Several studies have demonstrated that primary prevention of these conditions by risk factor education in the community outperforms secondary prevention in terms of cardiovascular mortality and morbidity.

A study by Tomy and others in 2019. Adolescents and kids frequently face barriers to healthy lives, particularly those connected to stress and food. Except for physical exercise, males faced more hurdles to leading a healthy lifestyle than females. Counseling sessions to aid with stress management, as well as health education workshops on nutrition, activity, and addictions, should be held on a regular basis. Physical exercise should be incorporated into the curriculum to promote a healthy lifestyle.

Conclusion: the study concludes that there is a strong influence of stress on the lifestyle of students, in many aspects like Physical health, Mental health, social and environmental concern among life aspects.

Scope of further study.

Lifestyle over-stress study may have increased or decreased impact on each other in the future and this can increase the scope of the study. Changing lifestyles among students and their peer groups will have stress included upon them. Stress is an unavoidable factor among human beings and they play a major impact in life.

Further, the tendency of this study can be used over a large group of subjects and different variables can also be included. The study can be focused on other cultural, regional, national, and domicile students.

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