

# Relationship between Perceived Stress and Life Orientation among University Students

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## **Abstract**

*Excessive and chronic stress has negative effects that affect the physiological functions of the body, triggering various diseases and slow down futuristic thinking. The present empirical study aimed to assess and analyze the relationship between Life orientation and Perceived stress among university students, Annamalai University, Annamalai Nagar. The sample consisted of 100 students aged between 18 years to 23 years (boys 50, girls-50). The primary data were collected by using the Perceived stress scale developed by Cohan (1985) and the Revised Life Orientation Test (Scheier and Carver1994). For statistical analysis t-test, Pearson correlation applied by using SPSS 20.0 Version. The result of the present study revealed that girls are better Life orientation and high perceived stress than boys, simultaneously there is no gender difference in Life orientation and perceived stress. 21 to 23 years old students have high perceived stress than 18 to 20 years old. Result also revealed that there is a positive significant relationship between Life orientation and Perceived stress.*

**Key words:** age, gender, perceived stress, life orientation, empirical studies, university students.

## **INTRODUCTION**

Health is essential for every individual. WHO defines health is a state complete physical, mental, social well-being and not merely absence of disease. Stress is disease of civilization. Student wants to know overcoming ability of stress. The health and safety executive or extreme pressures, demands that may be placed upon stress of the individuals. Although different frameworks and theories to explain perceived stress, it can be seen as a psychological state that reflects the relationship between individuals and their environment. Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Hans Selye one of the original pioneers in modern stress research initially defined stress as essentially the rate of all the wear and tear caused by life. Later he defined stress as the non-specific result of the demand on the body be the effect mental or somatic. After schooling students recognize as a stressful environment that may have a negative effect on students' academic performance, physical health, and psychosocial well-being. Stress is an inevitable and important part of being a student. Eustress motivates and stimulates learning. However, chronic, intense distress can arouse feelings of fear, anger, incompetence and guilt. If it is not managed correctly, stress can lead to high levels of illness such as depression, substance abuse, relationship problems, anxiety, and suicide. Worldwide 10-20% of children and adolescents experience mental

disorder. The stressors can have a impact on well- being (Almelda, 2005; Schonfeld, Brallovskaja, Bieda, Zhang, Et Margraf, 2016)

Life orientation is the evaluation of the self in relation to others and society. It addresses skills, knowledge and values about the self, the responsible citizenship, a healthy productive life. Social engagement, recreation, physical activity, careers choices. Life orientation aims empower learners so, that they can use their talents realize their full bodily, spiritual, intellectual, personal, emotional and social potential. Life orientation helps learner to develop skills to conduct positive interaction. Life orientation requires that learners must be honest with themselves. A variety of task done throughout the year as part of area focuses on the fitness of the learners. It is required of them to take part in physical activities. Life orientation is holistic subject that attempts to develop the learner to all levels. Student needs life orientation, which guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapid changing and transforming society. Life orientation leads the leaner to make decisions about their healthy, environment, subject choices, further studies and careers. It implies the learners to exercise their constitutional rights and responsibility. Life orientation is an important construction personality interpretational studies and it has been explained as positive evaluation of life and balance between positive and negative effect in a holistic approach about the relationship of oneself with others and the community. The concept focuses on different aspects of personal growth such as physical, motor, spiritual, emotional, intellectual and social growth. Life orientation is primary etiological factors of balanced communication between people and play an important role in improvement of the quality of life. The review of literature indicated documented research on positive orientation, events mainly understood to consist of life satisfaction and optimism (Caprera and Steca, 2005).

## **PROBLEM OF THE STUDY**

Assess the Relationship between perceived stress and Life Orientation among university students.

## **OBJECTIVES OF THE STUDY**

- To assess the perceived stress and Life orientation among university students.
- To find out the demographic variable on perceived stress and Life orientation among university students.
- To understand the relationship between perceived stress and Life orientation among university students.

## **Hypotheses of the study**

Ho 1 - University students do not differ in Life orientation basis of their gender.

Ho 2 - University students do not differ in perceived stress basis of their gender

Ho 3- University students do not differ in Life orientation basis of their age.

Ho 4 - University students do not differ in perceived stress basis of their age.

Ho 5 - There is no significant relationship between Life orientation and perceived stress.

## Methods

### Variables

The psychological variables in this study Life orientation and perceived stress. While as demographic variables are gender and age.

### Sample

In the present study 100 students (50 boys and 50 girls) participated and adopted random sampling method. The investigator collected 100 samples in Annamalai University, Annamalai Nagar.

### Tools

**Perceived Stress Scale (1983):** Perceived Stress Scale constructed and standardized by Sheldon Cohen The scale consist of 10-item self-reporting questionnaire and 5- point rating scale adopted for rating the response. The Individual scores on the perceived stress scale can range from 0 to 40. The reliability of the scale checked by Cronbach's alpha consistency method and was found .86.

**Life Orientation Test Revised 1994 (LOT- R):** Life orientation Test(R) developed by Scheier, M. F., & Carver, C. S., & Bridges, M. W. The 10-item self reporting questionnaire were to measure the optimism versus pessimism. Of the 10 items, 3 items measure optimism, 3 items measure pessimism, and 4 items serve as fillers. Respondents rate each item on a 4-point scale: 0 = strongly disagree, 1 = disagree, 2 = Neutral, 3 =agree, and 4 = strongly agree. The reliability of the scale checked by Cronbach's alpha internal consistency method and was found .72.

### Procedure

In the present study all the students taken during data collection was approached individually. The investigator established proper rapport with each subject before administration of the test. A brief overview of the study was given then questionnaire was handover to the subjects and was asked to read all the instruction carefully before giving the response, after 20 minutes the subjects hand over the questionnaire and were thanked by the investigator for their co-operation. Hence the data was collected.

### Results

The present study mainly strived to investigate the perceived stress and Life orientation among university students. For this purpose the data was collected from the student of Annamalai University. The obtained scores

were assigned for different responses according to the item. Later these scores were arranged in tabulation form then mean and t- test was applied for statistical analysis. Results are given in table.

**Table -1 Showing Mean, SD, and t- value, level of significant of participants with respect to Life orientation on the basis of gender.**

Variable	Gender	NO	Mean	S.D	t- value	Level of significant
Life orientation	Boys	50	21.20	3.93	1.30	NS
	Girls	50	22.28	4.35		

Significance 0.01 level

### Graphical presentation

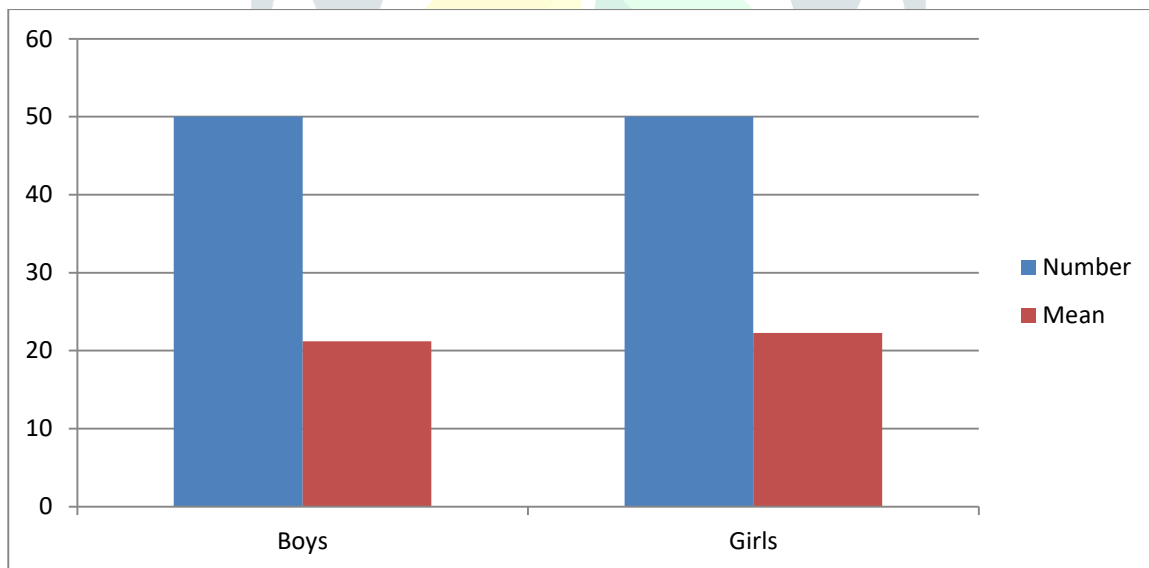


Figure- 1

**Hy- 1:** University students do not differ in Life orientation based on their gender.

The above given table- 1 shows the Mean, SD, t-value and level of significant of Life orientation with respect to gender. The mean, SD of boys scored ( $M = 21.20$ ,  $SD = 3.93$ ), girls ( $M = 22.28$ ,  $SD = 4.35$ ) and obtained t-

value 1.30 and not significant at 0.01 level. Girls scored higher than the boys. Further it reveals that there is no significant difference based on their gender.

**Hypothesis were accepted.**

**Table- 2 Showing the Mean, SD, t- value and level of significant of participants with respect to Perceived stress on basis of gender.**

Variable	Gender	No	Mean	SD	t- value	Level of significant
Perceived stress	Boys	50	18.98	3.06	0.70	NS
	Girls	50	19.56	4.92		

Significance 0.01 level

### Graphical representation- 2

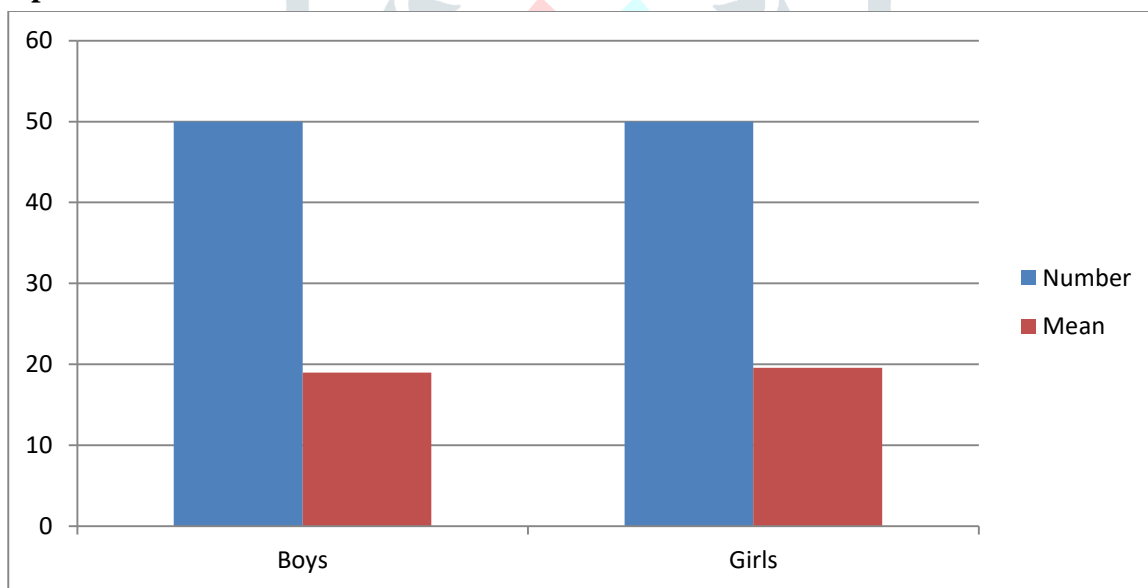


Figure- 2

**Hy:** University students do not differ in perceived stress on basis on their gender.

The above given table shows the mean, SD, t- value and level of significant of participants with respect to perceived stress, on the basis of gender. The mean, SD of boys group was found (M = 18.98, SD = 3.96), girls (M = 19.56, SD = 4.92), obtained t- value 0.70 and not significant at 0.01 level. The girls scored higher value than the boys. The result indicated that there is no significant gender difference with respect to perceived stress.

Hypothesis were accepted.

**Table- 3 Showing Mean, SD, t-value, level of significant of Life orientation based on their age**

Variable	Age	No	Mean	SD	t- value	Level of significant
Life orientation	18-20	61	21.28	4.26	2.00	Significant
	21-23	39	22.87	3.82		

Significance 0.01 level

**Graphical presentation- 3**

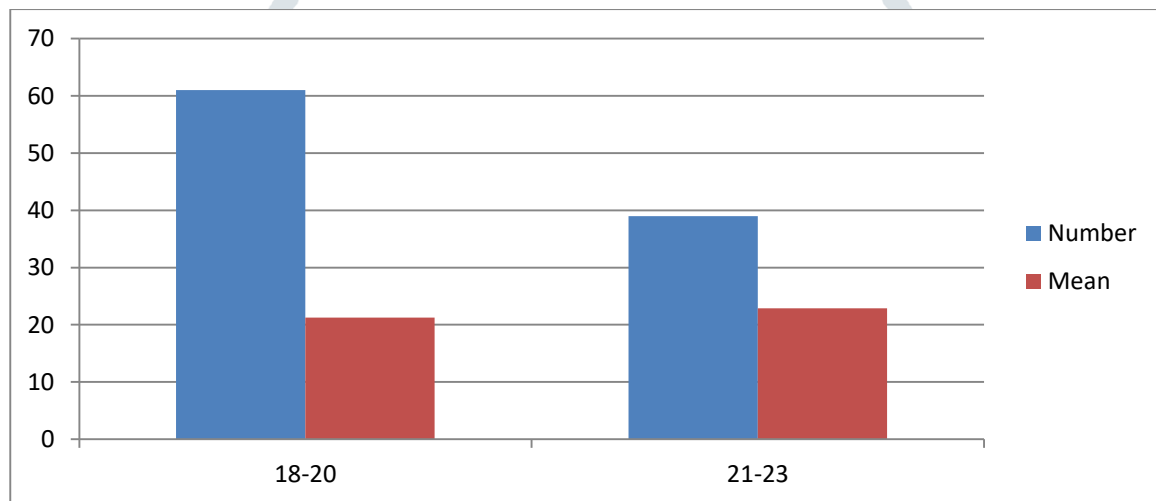


Figure- 3

**Hy-** University students do not differ in life orientation on basis of their age.

The above given shows the mean, SD, df, t- value and level of significant with respective orientation on the basis of their age. The mean, SD of 18- 21 years old (M= 21. 08, SD= 4.26), 21to 23 years of old (M = 22.77, SD = 3. 82), and obtained t- value 2. 00 and significant at 0. 01 level. The result shows mean score of 21 to 23 years are better Life orientation than 18 to 20 years old. There is significant difference were found between 18 to 20 years and 21to 23 years old.

**Hypothesis were rejected****Table – 4 Showing the Mean, SD, t- value and level of significant with respect to perceived stress basis of their age.**

Variable	Age	No	Mean	SD	t- value	Level of significant
Perceived stress	18-20	61	18.59	3.80	0.97	NS
	21-23	39	18.77	4.51		

Significance 0.01 level

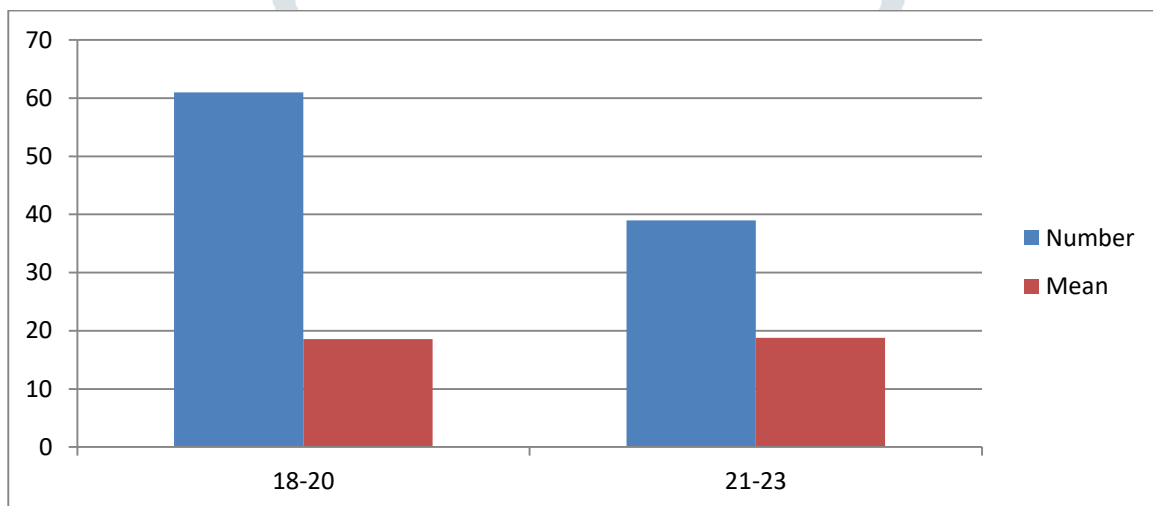
**Graphical presentation - 4**

Figure – 4

Hy- University students do not differ in perceived stress on basis of their age.

The above given table shows the mean, SD, t- value and level of significant with respect to Perceived stress based on their age. The mean, SD, OF 18 to 20 Years old (M = 18. 59, SD = 3.80), 21 to 23 years old (M = 18. 72, SD = 4.51), obtained t- value 0. 97 and No significant at 0. 01 level. The study revealed that 21 to 23 years old students scored higher than the 18 to 23 years old with respect to perceived stress. There is no significant difference were found between the 18 to 20 years of old and 21 to 23 years old.

**Hypothesis were rejected**

**Table- 5 Shows the correlation between the Life orientation and perceived stress**

Variable	Perceived stress
Life orientation	0.06

Correlation is significant at 0. 01 level (2- tailed test)

**H<sub>y</sub>** - There is no significant relationship between Life orientation and Perceived stress.

The above given table shows the correlation between Life orientation and Perceived stress. The coefficient correlation was 0. 06 and the level of significance at 0.01 level. Therefore the findings indicated positive correlation between Life orientation and Perceived stress.

**Hypothesis were rejected**

## CONCLUSION

The present study affirmed that girls are better Life orientation and high perceived stress than boys, simultaneously there is no gender difference on Life orientation and perceived stress. The students of 21 to 23 years old have high perceived stress than 18 to 20 years old. Result also revealed that there is positive significant relationship between Life orientation and Perceived stress. In the present situation stress is disease of civilization that may be eustress or distress. The students influenced by the stressor they must engage the leisure time into constructive activities like reading the interested books, playing in-door and out games, walking, yoga, fine arts such as music, dance, and involve in research activities in order to reduce stress. Students follow the regular exercise can secrete feel hormone endorphin. The endorphin triggers the positive feeling in the body. University students can develop social relationship skills, coping ability to enhance the academic performance and flourish their careers.

## SUGGESTION

The findings of the study reveal the relationship among perceived stress and life orientation and gender difference of university students. However additional researches are needed to study the moderating factors of life orientation among different professions, culture as well as age groups. The findings of this research could be compared with those found in other area of the world to decode similarities and differences.

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## CONFLICT OF INTEREST

The author declared no conflict of interests.

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