Research paper ***IJBARR***
Impact factor: 0.314 *E-ISSN No. 2347 –685X*
ISSN 2348 – 0653

A STUDY ON STRESS AMONG UNIVERSITY STUDENTS IN INDIA

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Abstract
This paper endeavours to analyse and compare the levels of Stress, Anxiety and Depression among the Tamilian and non-Tamilian students of Pondicherry Central University. The data is collected from 243 students studying in different departments of the Pondicherry University. Statistical tools of Mean, ANOVA, Chi-square, Correspondence Analysis, Cluster Analysis, Correlation and Multiple Regressions were used to analyse the data. It has been found that student of Pondicherry University are subject to low level of Depression, Anxiety and Stress. Using cluster analysis, it has been found that Non-Tamilian students correspond to the low stressed group, while the Tamilian Non –hostler students correspond to the moderately stressed group and the Tamilian Hostler students correspond to the highly stressed group. It is further noted that anxiety largely contributes to the stress of University students. This study does not cover the aspect of financial pressure as a source of stress, which is also one of the major stressor to students. Tamilian Hostler students are encountering high level of Depression, Anxiety and Stress. Hence, special attention should be paid to them to address their problems and grievance, so that they may be helped to overcome their problems. The study reveals that anxiety highly contributes to stress among students. Hence, teaching faculty must concentrate on addressing anxiety of students, which will automatically reduce stress among the students.

Keywords: Depression, Anxiety, Stress, Tamilian Students, Non-Tamilian Students.

Introduction

The concept of stress has attracted the attention of many scholars in the recent past, with a remarkable change in the way of life of people belonging to all sections of the society. People from all walks of life face stress of many forms. Stress doesn't spare anybody; whether at work place or at home. Students are no exception to this. In fact, they are the ones who are worst hit by stress due to various factors. Stress results in various psychological disorders such as depression, anxiety, post-traumatic stress disorder, emotional strain (such as dissatisfaction, fatigue and tension), maladaptive behaviors (such as aggression and substance abuse), and cognitive impairment (such as problems in concentration and memory. These conditions may lead to poor concentration on work, and biological reactions causing cardiovascular disease.

Depression can be defined as "some kind of mood disorder. It may take the form of emotional, cognitive, motivational and physical; Sadness, rejection, feeling of hopelessness and negative thoughts, change in aptitude, low self-esteem, unhappiness, joylessness, dullness, sleeplessness, dissatisfaction, loss of interest in hobbies, family activities and recreation and loss of motivation, energy and gratification or pleasure in life may be the end results of depression". IFRED (2005) has categorized depression into three types, namely major depression, dysthymia, and Bipolar disorder. Anxiety is a subjective state of internal discomfort, dread, foreboding, which manifests itself in cognitive, behavioral and physiological symptoms, such as worrying, impaired attention, poor concentration, memory problems, hyperventilation, sweating, diarrhea, trembling and restlessness. The five major types of anxiety are panic disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder, Generalized Anxiety Disorder and Phobias. Stress can be defined as a consequence of inability to cope up with some physical or psychological requirements or demands. Lazarus (2000) in his study he defines "stress as a complex, multidimensional negative emotion". Caulfield, *et al*., (2004) explains stress straightly related with psychological features such as creativity,

broadening, relaxation and reframing. Authors like Kahn and Byosiere, (1992) argues that stress may lead to heart disease, blood pressure fluctuations and psychological problems.

Need for the Study

Stress is a mental phenomenon. It leads to disastrous consequences if not properly redressed. Stress is prevalent in all walks of life. To derive at effective stress coping strategies, one must understand whether stress is existent or not. Stress among students is an important concept to be addressed properly, failing which consequences may be serious.

Methodology

The research proposed to be conducted is descriptive in nature. Secondary and primary data were collected for the study. Secondary data were collected from articles in various journals related to stress. Primary data were collected by administering a well-structured and non-disguised schedule, comprising of four sections. The first section consists of questions on the demographic profile of the respondents, while the second question consists of 14 statements relevant to Depression, the third section consists of 14 statements related to Anxiety, and the third section consists of 14 questions related to Stress. The students opinion about the 42 statements were collected in a Likert's five point scale and the data collected were represented in tabular and diagrammatic forms. The SPSS package has been used to analyse the data using the statistical tools of Mean, ANOVA, Chi-square, Cluster Analysis, Correspondence Analysis, Correlation and Multiple Regression.

The schedule was tested for reliability, and the Cronbach's Alpha value in respect of the variables related to depression was 0.827, 0.787 in respect of variables related to Anxiety, and 0.858 in respect of variables relating to stress. The sample frame for the study is Pondicherry University, and the sample population consists of the students of the Pondicherry University. The sample size for the study shall be 243 and the sample method adopted is Random Sampling. Pondicherry University displays a cosmopolitan look as students from different states with different cultures and languages are undergoing various Post Graduation and Doctoral courses. The regional language of the area of the University is Tamil, while there are numerous students in the University who have mother language as other than Tamil. Students from far away states of the country and those wishing to innovate in their studies, prefer to pursue their education in Pondicherry University because of low fees, Central University status, variety of courses offered, dynamic teaching faculty and curriculum design, close cultural relationships, soft skill development, and high recognition to the certificates issued by the University. As a result of these positive factors, students from far flung areas of the country are staying in the University campus for acquiring quality education. It is quite obvious that such students who are compelled to migrate from their local nativity and stay in a new area with new language may find it difficult to adapt to the new requirements, and consequentially, develop high levels of stress, depression and anxiety. These factors motivated the researchers to undertake a study to compare the depression, anxiety and stress levels among the Tamil speaking students and the other students of the University. The null hypothesis for the study is, "There is no significant difference in the levels of depression, anxiety and stress among the Tamil speaking students and the other students of Pondicherry University".

Results and Discussion

Demographic Profile of Respondents

The sample size for this study is 243, of which 156 (64.2%) are males and 87 (35.8%) are females; 30 (12.3%) are Tamilian Hostellers, 88 (36.2%) are Non-Tamilian Hostellers and 125 (51.4%) are Non-Tamilians; 164 (67.5%) are living in a Nuclear family set up and 79 (32.5%) are living in Joint family set up.

Relationship between Depression and Demographic Profile

The level of depression among the students is measured on a five point scale. The level of depression is compared among the male and female students and those living in a joint family and nuclear family set up, and the results are displayed in Table 1.

Table 1: ANOVA and Depression

	Respondents	**Mean**	**F**	**Sig.**
Gender	Male	2.3654	0.063	0.803
	Female	2.3424		
Nature of Family	Nuclear Family	2.3907	1.204	0.274
	Joint Family	2.2875		
Overall		2.35		

It can be observed from Table 1 that the students have quite a low level of depression in general. It can further be said that both the male and female students and those living in nuclear and joint family set up are experiencing the same degree of low level of depression.

Cluster Centres for Depression

The next step of the study is to categories the Pondicherry University students into groups based on the level of depression. Table 2 portrays the groups that may be formed using cluster analysis.

Table 2: Final cluster centres for Depression

Variables	**CLUSTER**		
	1	**2**	**3**
I get upset even for trivial things	2	2	4
My mouth dries off frequently	2	2	3
I had lost positivity in my feelings	2	1	3
I experienced breathing difficulty	2	2	2
I struggle to get going	2	2	3
I over react to situations	2	2	3
An element of shakiness had engulfed me	2	2	3
relaxation has become difficult for me	2	2	3
I was cornered by anxious moments, overcoming which relived me a lot	2	4	4
I had a feelings that I will not be benefited by anything	1	1	3
I easily get upset	2	2	4

I am experiencing a feeling of tremendous loss of nervous energy	2	3	4
Feeling of sadness and depression engulfed me frequently	2	3	3
I get impatient whenever delayed by external forces	2	4	3

It can be observed from Table 2 that three groups can be formed using Cluster Analysis. These groups may be labeled as "Low Depressed Students", "Moderately Depressed Students", and "Highly Depressed Students".

Table 3: ANOVA for the three Clusters Regarding Depression

Variables	**Cluster**		**Error**		**F**	**Sig.**
	Mean Square	**df**	**Mean Square**	**df**		
I get upset even for trivial things	87.336	2	0.910	240	96.021	0.000
My mouth dries off frequently	34.425	2	1.563	240	22.019	0.000
I had lost positivity in my feelings	25.131	2	1.212	240	20.730	0.000
I experienced breathing difficulty	14.791	2	1.358	240	010.895	0.000
I struggle to get going	38.229	2	0.993	240	38.495	0.000
I over react to situations	36.093	2	1.303	240	27.694	0.000
An element of shakiness had engulfed me	43.144	2	1.056	240	40.867	0.000
relaxation has become difficult for me	8.536	2	1.149	240	7.428	0.001
I was cornered by anxious moments, overcoming which relived me a lot	72.091	2	1.073	240	67.159	0.000
I had a feelings that I will not be benefited by anything	50.000	2	0.757	240	66.047	0.000
I easily get upset	91.704	2	0.849	240	107.962	0.000
I am experiencing a feeling of tremendous loss of nervous energy	81.476	2	1.067	240	76.364	0.000
Feeling of sadness and depression engulfed me frequently	79.287	2	0.990	240	80.121	0.000
I get impatient whenever delayed by external forces	100.353	2	1.030	240	97.451	0.000

Table 3 depicts that the mean value in respect of the 14 variables related to Depression differ significantly among the three clusters. This implies that the 14 selected variables pertaining to depression, exercise significant influence on grouping depressed students into three clusters.

Table 4: Number of cases in each cluster

		Frequency
Cluster	1	114
	2	55
	3	74
Valid		243
Missing		0.000

It can be observed from Table 4 that 114 students (46.9%) constitute the Low Depressed Group, while 55 students (22.6%) constitute the Moderately Depressed Cluster, and 74 students (30.5%) constitute the Highly Depressed Category.

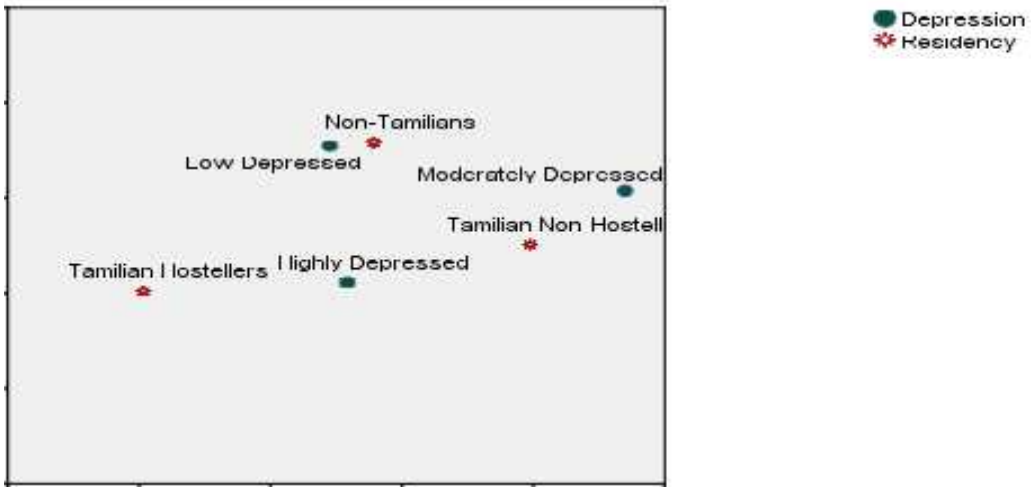
Table 5: Association between Demographic variables of University Students and level of Depression

	Respondents	Low Depressed	Moderately Depressed	Highly Depressed	Total	Asymp. Sig. (2-sided)
Gender	Male	58	49	49	156	0.000
	Female	56	6	25	87	
	Total	114	55	74	243	
Nature of Family	Nuclear	69	40	55	164	0.022
	Joint	45	15	19	79	
	Total	114	55	74	243	

It can be inferred from Table 5 that 114 students have low level of depression, while 55 students have moderate level of depression and 74 of them have high degree of depression. It can further be noted that a shade below two-third of the female students have low degree of depression, while a shade above one-third of the males have low level of depression. It can be said that male students have greater degree of depression than the female students. The P value of 0.000 (<0.05) suggests that there is a significant association between gender and the level of depression among the University students.

It can further be understood that just a shade under quarter of the students living with joint families encounter high degree of depression, while almost one-third of those living with nuclear families experience high degree of depression. It can also be noted that the percentage of students belonging to the former group experiencing low level of depression is way more than the latter group. The P value of 0.022 (< 0.05) clearly suggests that there is a significant association between the nature of family with which the students are associated with and their level of depression.

Figure I: Correspondence Analysis



It can be inferred from Figure I that the Non-Tamilian students of the University fall under the "Low Depressed Students" category, while the Tamilians not staying in hostels constitute the "Moderately Depressed Students" category, and the Tamilian hostellers fall under the "Highly Depressed Students" group.

Relationship between Anxiety and Demographic Profile

The response of the university students about their level of anxiety has been measured in five point scale and the results are discussed in Table 6.

Table 6: ANOVA for Anxiety

	Respondents	**Mean**	**F**	**Sig.**
Gender	Male	2.2381	1.329	0.250
	Female	2.1754		
Nature of Family	Nuclear Family	2.1490	0.905	0.342
	Joint Family	2.2333		
Overall		2.17		

It can be inferred from Table 6 that the students have a very low level of anxieties. It can further be noted that male and female students and those living with nuclear and joint family are subject to a same low level of anxiety.

Cluster Centers for Anxiety

Table 7: Final Cluster Centres for Anxiety

Variables	**Cluster**		
	1	**2**	**3**
I experienced feeling of faintness	3	2	2
I develop a feeling of losing interest in almost everything	3	2	1
I feel that I had lost my worthiness	3	2	1
I am becoming rather touchy	2	3	2
I get easily perspired due to rising temperatures and hard work leaving to tiredness	3	3	2
an element of unreasonable sadness creeps to me frequently	3	2	1
I had developed a feeling that my life has lost its worthiness	3	1	1
I couldn't windup down easily	3	2	2
Swallowing has become difficult for me	2	2	1
I had lost enjoyment of doing things	3	2	1
I could see my heartbeat during times when there is no physical exertion	4	3	2
I had a feeling of being defeated hearted and blue	3	3	2
I had become irritable	3	3	2
I used to panic quite often	3	2	2

It can be observed from Table 7 that three groups can be formed using Cluster Analysis. These groups may be labelled as "Low Anxious Students", "Moderately Anxious Students", and "Highly Anxious Students".

Table 8: ANOVA for Anxiety Cluster

Variables	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
I experienced feeling of faintness	30.359	2	1.266	240	23.980	0.000
I develop a feeling of losing interest in almost everything	71.111	2	1.046	240	67.959	0.000
I feel that I had lost my worthiness	32.133	2	1.401	240	22.929	0.000
I am becoming rather touchy	32.143	2	1.413	240	22.748	0.000
I get easily perspired due to rising temperatures and hard work leaving to tiredness	23.811	2	1.197	240	19.892	0.000
an element of unreasonable sadness creeps to me frequently	55.484	2	1.145	240	48.461	0.000
I had developed a feeling that my life has lost its worthiness	69.228	2	0.677	240	102.263	0.000
I couldn't windup down easily	52.060	2	0.766	240	67.970	0.000
Swallowing has become difficult for me	10.488	2	0.975	240	10.762	0.000
I had lost enjoyment of doing things	32.158	2	1.047	240	30.704	0.000
I could see my heartbeat during times when there is no physical exertion	58.131	2	1.549	240	37.534	0.000
I had a feeling of being defeated hearted and blue	59.581	2	1.121	240	53.169	0.000
I had become irritable	63.488	2	1.447	240	43.891	0.000
I used to panic quite often	32.894	2	1.187	240	27.717	0.000

Table 8 depicts that the difference in mean value of the 14 variables related to Anxiety is significantly different among the three clusters. This signifies that all the 14 variables relating to Anxiety have significant influence on categorizing anxious students into three clusters.

Table 9: Number of Cases in each Cluster

		Frequency
Cluster	1	52
	2	89
	3	102
Valid		243.000
Missing		0

It can be observed from Table 9 that 52 students (21.39%) constitute the Highly Anxious students, 89 students (36.6%) constitute the Moderately Anxious Group, and 102 students (41.97%) constitute the Low Anxious Student group.

Table 10: Association between Demographic Profile and Anxiety

	Respondents	High Anxiety	Moderate Anxiety	Low Anxiety	Total	Asymp. Sig. (2-sided)
Gender	Male	27	56	73	156	0.013
	Female	21	33	33	87	
	Total	48	89	106	243	

Nature of Family	Nuclear	25	71	68	164	0.003
	Joint	23	18	38	79	
	Total	48	89	106	243	

It can be inferred from Table 10 that majority of the male and female students experience low level of anxiety. However, the number of female students experiencing moderate level of anxiety is equal to those with low level of anxiety, whereas the percentage of male students encountering high degree of anxiety is more than the corresponding percent for their female counterparts. The P value of 0.013 (< 0.05) suggests that there is significant association between the level of anxiety among the University students and their gender. It can further be noted that the students living in nuclear families encounter moderate level of anxiety while majority of those living in a joint family set up seem to face low level of anxiety. It can further be noted that the percentage of students living in joint family set up experiencing low level of anxiety is higher than the percentage composition of the students living in nuclear family set up.

Figure II: Correspondence Analysis

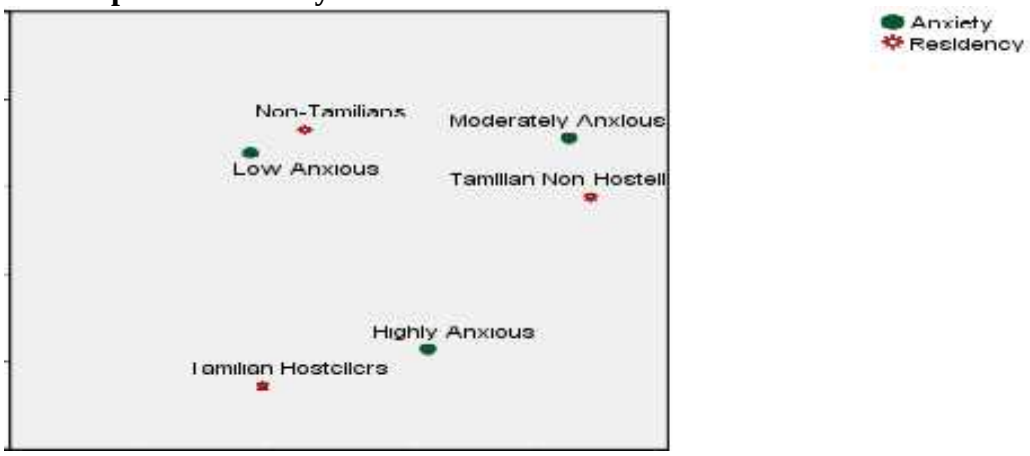


Figure II indicates that the Non-Tamilian students constitute the “Low Anxious Students” group, while the Tamilians not living at hostels constitute the “Moderately Anxious Students” group and the Tamilian Hostellors constitute “Highly Anxious Students” group.

Relationship between Stress and Demographic Profile

The level of stress encountered by the university students measured using the Likert’s five point scale is portrayed in Table 11.

Table 11: ANOVA for stress

	Respondents	**Mean**	**F**	**Sig.**
Gender	Male	2.2106	1.370	0.243
	Female	2.3268		
Nature of Family	Nuclear Family	2.2622	.091	0.763
	Joint Family	2.2315		
Overall		2.25		

It can be inferred from Table 11 that the University students are experiencing a very low level of stress. It can further be noted that the male and female students and those living a nuclear and joint family set up are subject to almost the same degree of low level of stress.

Cluster Centers for Stress

Table 12: Final cluster centers for stress

Variables	Cluster		
	1	2	3
I find it difficult for me to relax after being upset	4	4	2
a feeling of fear of being defeated by trivial tasks always overcome me	3	3	2
I couldn't gain enthusiasm from anything	3	3	1
I couldn't tolerate my deeds being interpreted	4	3	2
I frequently develop tension and nervous	4	3	2
I am engulfed by the feeling of being worthless	3	2	2
I was doing I can't tolerate to hindrances that coming in my way	4	3	2
I felt terrified	3	2	2
I feel that my future is hopeless	3	2	1
I am of the feeling that life is meaningless	3	2	1
I find myself often getting agitated	4	2	2
I always worried about situations which lead to panic and restlessness	4	3	2
I experienced trembling	3	3	2
I felt very difficult to make new initiatives	4	2	2

It can be observed from Table 12 that three groups can be formed using Cluster Analysis. These groups may be labeled as "Low Stressed Students", "Moderately Stressed Students", and "Highly Stressed Students".

Table 13: ANOVA for Stress Cluster

Variables	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
I find it difficult for me to relax after being upset	135.116	2	1.115	240	121.223	0.000
a feeling of fear of being defeated by trivial tasks always overcome me	35.197	2	1.103	240	31.901	0.000
I couldn't gain enthusiasm from anything	62.831	2	1.098	240	57.215	0.000
I couldn't tolerate my deeds being interpreted	47.193	2	1.276	240	36.981	0.000
I frequently develop tension and nervous	60.365	2	1.139	240	53.015	0.000
I am engulfed by the feeling of being worthless	24.270	2	1.133	240	21.424	0.000
I was doing I can't tolerate to hindrances that coming in my way	40.137	2	1.185	240	33.868	0.000
I felt terrified	51.545	2	1.048	240	49.173	0.000
I feel that my future is hopeless	69.175	2	.907	240	76.293	0.000
I am of the feeling that life is meaningless	26.933	2	1.143	240	23.572	1.000
I find myself often getting agitated	62.870	2	0.826	240	76.123	0.000
I always worried about situations which lead to panic and restlessness	102.468	2	1.224	240	83.728	0.000

I experienced trembling	55.049	2	0.867	240	63.492	0.000
I felt very difficult to make new initiatives	70.601	2	1.039	240	67.923	0.000

Table 13 depicts that the difference in mean value of the 14 variables related to Stress is significantly different among the three clusters. This signifies that all the 14 variables relating to Stress significantly influence in categorizing anxious students into three clusters.

Table 14: Number of Cases in each Cluster

		Frequency
Cluster	1	45
	2	73
	3	125
Valid		243
Missing		0.000

It can be inferred from Table 14 that 45 students (18.5%) constitute the Highly Stressed Students, 73 students (30%) constitute the Moderately Stressed Students, and 125 students (51.5%) constitute the Low Stressed Students.

Table 15: Association between Demographic Profile of Students and Stress

	Respondents	**Highly Stressed**	**Moderately Stressed**	**Low Stressed**	**Total**	**Asymp. Sig. (2-sided)**
Gender	Males	25	49	82	156	0.003
	Females	20	24	43	87	
	Total	45	73	125	243	
Nature of Family	Nuclear	34	59	71	164	0.001
	Joint	11	14	54	79	
	Total	45	73	125	243	

It can be inferred from Table 15 that almost half of the female students experience low level of stress, whereas more than half of the male students are experiencing low level of stress. Similarly, the percentage of males experiencing high level of stress is less than the percentage of females encountering high degree of stress. The P value of 0.003 (< 0.05) suggests that there is a significant association between stress level among the students and their gender. It can further be noted that more than half of the students living in joint family set up are experiencing low degree of stress, whereas less than half of the students living in nuclear families are experiencing low degree of stress. It can further be noted that there is no big difference in the percent of joint family students experiencing moderate and high level of stress, while there is quite a gap between the percent of nuclear family students experiencing moderate and high degree of stress. The P value of 0.001 (< 0.05) indicates that there is a significant association between the level of stress the students are subject to and the nature of family with which they are living.

IJBARR
E-ISSN No. 2347 –685X
ISSN 2348 – 0653

Figure III: Correspondence Analysis

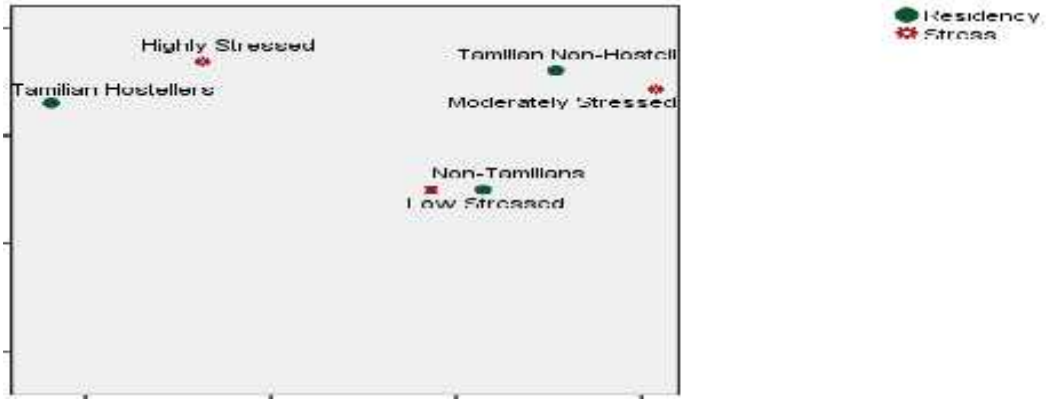


Figure III portrays that the Non-Tamilians constitute the "Low Stressed Students" Group, while the Tamilians staying not in university hostels constitute the "Moderately Stressed Students" group and Tamilian Non-Hostellors constitute the "Highly Stressed Students" group.

Table 16: Correlation between Stress and Depression

Variables	**Stress**	**Depression**
Stress	1.000	
Depression	0.599	1.000

Error! Reference source not found. represents the correlation between Stress and Depression and it clearly reveals that
Table 16 portrays that the correlation coefficient is 0.599, implying that stress and depression have a high degree of positive correlation.

Table 17: Correlation between Stress and Anxiety

Variables	**Stress**	**Anxiety**
Stress	1.000	
Anxiety	0.794	1.000

Error! Reference source not found. represents the correlation between Stress and Anxiety and it clearly reveals that it can be inferred from Table 17 that the correlation coefficient is 0.794, proving the existence of a high degree of positive correlation between stress and anxiety.

Regression Model
The under-stated represents the general form of OLS:
$y_i = \alpha_0 + \beta_1 x_{1i} + \beta_2 x_{2i} + \beta_3 x_{3i} + \ldots\ldots + \beta_n x_{ni} + \varepsilon_i \ldots\ldots$ *(1)*
where
y_i represents dependent variable
$x_{1i}, x_{2i}, x_{3i,\ldots} x_{ni}$ represents independent variables
α_0 represents intercept
$\beta_1, \beta_2, \beta_{3,\ldots} \beta_n$ represents the parameters to be estimated
ε_i represents the error term
The model designed for this particular study is given below in equation (2):
$Stress = \alpha_0 + \beta_1 Depression + \beta_2 Anxiety + \varepsilon_i \ldots\ldots\ldots\ldots\ldots\ldots\ldots$ *(2)*

Table 18: Results of Multiple Linear Regression Analysis

Independent Variable	**Coefficient**	**t-value**
Constant	0.115	1.02
Depression	0.129	(2.49)**
Anxiety	0.709	(13.69)*
R-squared	0.64	
F-statistic	213.10	

The values of t-statistics are displayed within parenthesis. **-significant at 1% level. **-significant at five percent level.*

The above regression model has been worked out to derive the cause and effect relationship between stress on the one hand (taken as the dependent variable) and Depression and Anxiety at the other hand (by taking them as independent variables).
Table 18 portrays the results emerging from the multiple regression analysis. The value of coefficient of determination ($R^{2)}$ which shall predict the relationship between the dependent and independent variables is 0.64. This implies that 64% of the total variance constituting the dependent variable of stress is accounted for by the two independent variables, namely depression and anxiety. The F-Statistic result displayed in the table further illustrates the fact that the model is statistically significant at 1% level as the overall significance of the model considered for this study as 213.10*. The table further signifies that the independent variable "Depression" is positive and significant at five% level, and the other variable "Anxiety" is positive and significant at 1% level.

Conclusion

The study reveals that the students in Pondicherry University are subject to very low level of depression, anxiety and stress. Further, there is no difference in the level of depression, anxiety and stress among the male and female students, and those living with nuclear or joint family set up. This confirms the study of O'Hara *et al*., (1985) which revealed that there is no significant difference in stress level among male and female students. Further, the University students have been grouped into three clusters by employing Cluster Analysis and majority of students constitute the low depressed category, the low anxious category and the low stressed category. Furthermore, there is a significant association between the demographic variables of the students studied and the level of depression, anxiety and stress, they are subject to. It can further be noted that the Non-Tamilians students in the University Campus constitute the "Low Depressed", the "Low Anxious" group and the "Low Stressed" group. This shows that the Non-Tamilians are not subject to depression, anxiety and stress at levels more than their Tamilian counterparts. Perhaps, they might be used to hostel life more than the Tamilian students. Hence, the null hypothesis of the study is rejected. The study further reveals that anxiety highly contributes to stress among students. Hence, teaching faculty must concentrate on addressing anxiety of students, which will automatically reduce stress among the students.

Limitations of the Study

This study does not cover the aspect of financial pressure as a source of stress, which is also one of the major stressor to students. Financial aspects can also cause depression, which according to several studies have found that there is a negative relationship between financial strain and depression. Especially, lower income is associated with the depressive symptomatology (Blazer *et al*., 1989). O'Hara *et al*., (1985) in their study over 2100 elderly community residents, Kennedy (1989) and his colleagues found a "highly significant" inverse relationship: as income increased the prevalence of depression decreases. Depression, Anxiety and Stress Another factor may have

positive relationship with stress for university student is the grade. Students attach paramount important to grades. Authors subject Greenberg (1996) and Abouserie (1994) have highlight the positive impact of students endeavor to achieve good grades and there stress levels. However, this study did not cover the stress factor resulting due to the endeavors of the students to get good grades. To conclude, Non-Tamilian students had lower levels of depression, stress and anxiety as compared to the Tamilian students. This can be considered as a good sign as it can be said that Pondicherry University is offering ambiance and conditions which suits the students coming from faraway places.

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