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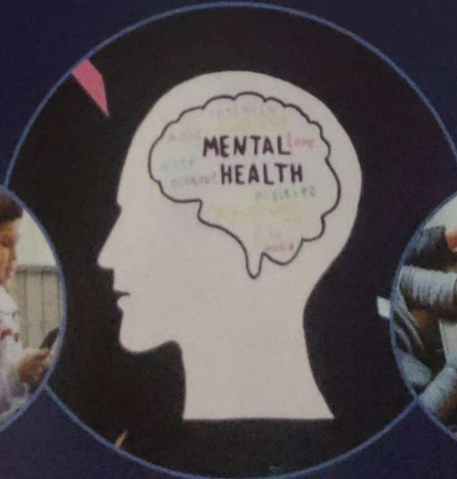


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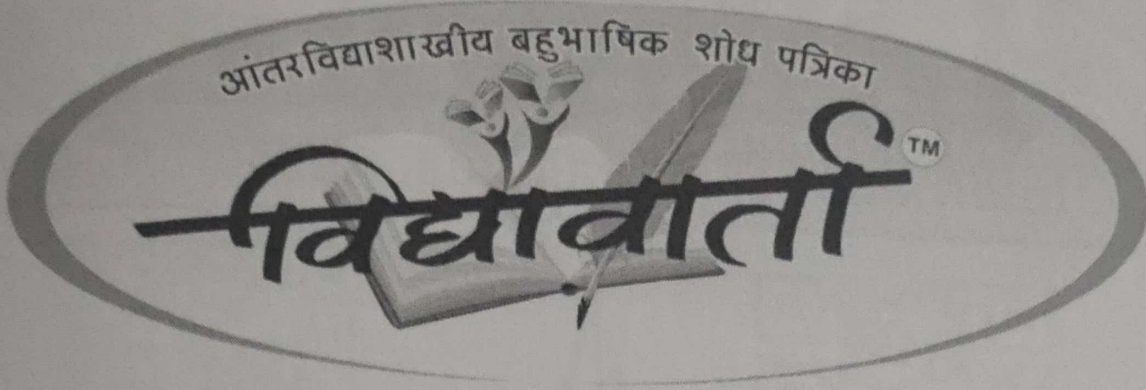
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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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## Anxiety, Stress and Psychological Wellbeing among First Year Undergraduate Students

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### Abstract

The purpose of the study is to study the Anxiety, Stress and Psychological Well-Being among First year undergraduate students. The purposive sampling method was used to data collection. The sample consists of 84 first year undergraduate students of 17 to 19 age group. The tools used for the measurement of variables were extended, Beck Anxiety Inventory developed by Aaron T. Beck (1988). Students stress scale developed by Dr. Manju Agrawal (2012) and psychological wellbeing scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012). The data collected on the variables were analyzed using mean, standard deviation Pearson correlation coefficient were used. The result shows that the anxiety and stress among first year undergraduate students is positively related. Anxiety and psychological well-being among first year undergraduate students is not significantly correlated, and stress and psychological well-being among first year undergraduate students is not reach statistically

significant.

**Keywords:** Anxiety, Stress, Psychological wellbeing, undergraduate students

**INTRODUCTION-**In the lives of first-year undergraduate college students, especially those entering the first year of their degree, numerous challenges arise that include personal, academic, and more. These individuals face not only personal obstacles but also mental health issues, which can manifest as anxiety, depression, stress and distress. In addition, adapting to a new social environment and adapting to an unfamiliar curriculum or college routine presents a significant learning curve for first-year students. A May 2022 survey by Rakuten Insight Perception in India found that 50 percent of respondents aged 24 to 34 reported increased levels of stress or trauma. Similarly, 28 percent of respondents between the ages of 16 and 24 indicated experiencing stress or anxiety the same way as before. These findings suggest that young adults between the ages of 16 and 24, particularly students, are vulnerable to psychological challenges. Many students face stress and anxiety during their college journey.

Everyone has worries and fear, even the rich and famous. According to Freud that anxiety can be adaptive if the discomfort that goes with motivates people to learn new ways of approaching life's challenges. But whether it is adaptive or normal adaptive, the discomfort can be intense. The term anxiety is usually defined as a diffuse, vague, very unpleasant feeling of fear and apprehension. Anxiety is a complex blend of unpleasant emotion and cognition that is both more oriented to the future and much more diffuse than fear (Barlow, 1988, 2002a). But like fear, it has not only cognitive/subjective components but also psychological and behavioral component. At the cognitive/subjective level, anxiety involves negative mood, worry about possible future threat or danger, self-preoccupation, and a sense of being unable to predict the future threat or to control it if it to oc-

curs. At a psychological level, anxiety often creates a state of tension and chronic over arousal, which may reflect readiness for dealing with danger should it occur ("something awful may happen and I had better be ready for it if it does"). Although there is no activation of the fight-or-flight response as in fear, anxiety does prepare or prime a person for the fight-or-flight response should the anticipated danger occur. At a behavioral level, anxiety may create a strong tendency to avoid situation where danger might be encountered, but there is not the immediate urge to flee with anxiety as there is fear (Barlow, 1988, 2002a).

The term stress has been derived from the Latin Word 'Stringere' which means to 'draw tight'. The term was used to refer to hardship, strain, adversity or affliction. Various terms have been synonymously used with stress, i.e., anxiety, frustration, conflict pressure, strain etc. Osier (1910) while delivering Lumleian lectures on 'Angina Pectoris' in 1910, equated 'stress and strain' with hard work and worry. Cannon (1914) stated using phrases such as 'great emotional stress' or 'time of stress'. In 1935, Cannon modified the use of the term, 'stress' to describe physical stimuli and used the term strain for organism's response to the stressor.

Psychological wellbeing is the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the word of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively, hence the emphasis is on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/physiological conditions. Thus, defined and conceptualized, the general well-being may show some degree of positive correlation with quality of life, satisfaction level, sense of achievement etc. and negatively related with

neuroticism, psychoticism, and such variables.

### Objectives of the study:

1. To study the relationship between anxiety and stress level among first-year undergraduate students.
2. To study the relationship between anxiety and psychological well-being among first-year undergraduate students.
3. To study the relationship between stress and psychological well-being level among first-year undergraduate students.

### Hypotheses:

1. There will be positive relationship between anxiety and stress level among first-year undergraduate students.
2. There will be no significance relationship between anxiety and psychological well-being among first-year undergraduate students.
3. There will be no significance relationship between stress and psychological well-being among first-year undergraduate students.

### Methods:

**Sample:** In the present study, purposive sampling technique was used. 84 participants were selected from Vidya Pratishthan's Arts, Science, and Commerce College, Baramati. All the participants were first-year undergraduate students, and their age group ranged from 17 to 19 years old.

### Research Tools:

**Beck Anxiety Inventory:** The Beck Anxiety Inventory (BAI) is a rating scale used to evaluate the severity of anxiety symptoms. The scale was developed by Aaron T. Beck, MD (1988). The Beck Anxiety Inventory (BAI) contains 21 self-report items. The items reflect symptoms of anxiety, including numbness or tingling, feeling hot, wobbliness in legs, ability to relax, fear of the worst happening, dizziness or lightheadedness, pounding or racing heart, unsteadiness, feeling terrified, feeling nervous, feeling of choking, hands trembling, feeling shaky, fear of losing control, difficulty breathing, fear of dying, feeling scared, indigestion or abdominal discomfort,

faintness, face flushing, and sweating. Each item allows the patient four choices from no symptom to severe symptom. For each item, the patient is asked to report how he or she has felt during the past week. The items are scored as 0, 1, 2, or 3. The score range is 0–63. A total score of 0–7 is considered minimal range, 8–15 is mild, 16–25 is moderate, and 26–63 is severe. The Beck Anxiety Inventory (BAI) can be given to the same patient in subsequent sessions to track the progression or improvement of anxiety. The test is designed for self-report in individuals aged 17 and up.

**Students Stress Scale:** Students Stress Scale developed by Dr. Manju Agrawal. In the present scale is a culturally appropriate scale for university students to assess their level of distress. This scale measures the dimensions that have been empirically found to be predictors of strain. The scale scores will help parents and teachers identify the major sources of stress and areas requiring emotional and professional support for students/children. The scale consists of 64 life event items that need to be rated on a 7-point scale. It has nine subscales: Financial, Family, Social, Education, Ego-Threat, Bereavement, Separation, Personal Setback, and Health of Others. This test used for boys and girls in the range of 16-25 years studying in university at graduate and postgraduate levels. The face validity is used to examine validity of this test. And reliability of this test 0.964 by using internal consistency method and by using test-retest reliability was 0.88.

**Psychological Well-Being Scale:** In the present research, Psychological Well-being Scale (PWBS-2012) developed by Dr. Devender Singh Sisodia and Pooja Choudhary was used. The scale consisted of 50 items and covered five dimensions, namely satisfaction, efficiency, sociability, mental health and interpersonal relations. The test-retest reliability was found to be 0.87 and the overall consistency value of the scale was 0.90. PWBS has also a sufficient degree of content

validity beside the external criteria and coefficient obtained was 0.94. The scores of each dimension were added separately to have the dimensional scores and the sum total of these scores gave the overall well-being score.

**Statistical analysis:** For the present study Mean, and S.D. used as a part of descriptive statistics. To find out the relationship Anxiety, Stress and Psychological wellbeing among first year undergraduate students Pearson correlation coefficient was used.

**Table No 1: Descriptive Statistics for all variables**

Variable	N	Mean	Standard Deviation
Anxiety	84	25.083	8.19
Stress	84	56.20	22.55
Psychological well being	84	180.42	44.89

The above table no.1 provides a summary of the descriptive statistics mean and the S.D. of each variable within sample. For example, in the case of Anxiety, the mean score is 25.083, and the standard deviation is 8.19, indicating that the scores vary around the mean by approximately 8.19 units on average. Similarly, for Stress, the mean score is 56.20, with a standard deviation of 22.55, showing a wider spread compared to Anxiety. And for Psychological Well-Being, the mean score is 180.42, with a standard deviation of 44.89.

**Table 2: Pearson Correlation matrix test to examine the relationship between Anxiety, Stress and psychological wellbeing among First Year Undergraduate Students.**

Variable	Anxiety	Stress	Psychological well being
Anxiety	1		
Stress	0.63	1	
Psychological well being	0.16	0.19	1

The relationship between anxiety and stress level is 0.63, indicating a positive correlation between anxiety and stress among first-year undergraduate students. This supports the hypothesis of a positive relationship between anxiety and stress levels. Hypothesis second is there will be no significance relationship be-



tween anxiety and psychological well-being among first-year undergraduate students. The relationship between anxiety and psychological well-being level is 0.16, suggesting a weak positive correlation, but it is relatively low compared to the coefficient for stress. This may indicate that the relationship between anxiety and psychological well-being is not significant, supporting the hypothesis of no significant relationship. The third hypothesis is there will be no significance relationship between stress and psychological well-being among first-year undergraduate students. The coefficient relationship between stress and psychological well-being level is 0.19, similar to the coefficient for anxiety and psychological well-being. Again, this suggests a weak positive correlation, but not strong enough to establish a significant relationship. This supports the hypothesis of no significant relationship between stress and psychological well-being.

In summary, the coefficients support the hypothesis that there is a positive relationship between anxiety and stress levels among first-year undergraduate students, while indicating no significant relationship between anxiety/stress and psychological well-being levels.

#### Conclusions:

1. There is positive relationship found between anxiety and stress among first-year undergraduate students.
2. Relationship between anxiety and psychological well-being is not significant among first-year undergraduate students.
3. There is no significant relationship found between stress and psychological well-being among first-year undergraduate students.

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