

Assess Stress Related Factors, Level of Stress and Self Reported Practice Regarding Stress Reduction Among P U College Students in Selected P U Colleges of Vijayapur

Shilpa Hotakar¹, Appanagouda Patil², Ninganagouda Patil³

¹ Department of Psychiatric Nursing, Sri Siddhartha College of Nursing, Tumkur
^{2,3} Department of Psychiatric Nursing, Sri B M Patil Institute of Nursing Sciences, Vijayapur, RGUHS University, Tumkur, India

Corresponding Author: Shilpa Hotakar

DOI: <https://doi.org/10.52403/gijhsr.20221001>

ABSTRACT

BACKGROUND: Stress is fact of life that every human deals with on the daily basis. It is familiar condition known to everyone. Stress is derived from the Latin word “stringi” which mean “to be drawn tight” The concept of stress is as old as medical history. Hans Selye is generally considered as the father of stress research who introduced the concept of stress in 1936. Selye defined stress as the non specific response of the body to any demand regardless of its nature.

Methods: Total 96 (Science, Arts and commerce) Various P U College students selected by using stratified random sampling methods, Here stress related factors, Level of stress and self reported practice regarding stress reduction is assessed using stress scale (PSS) and self prepared 3 point likert scale

RESULT: Majority of students had average stress related factors (79.166%) and 20.83% students had low stress related factors. No students had the high stress related factors. Among all P U students 68.78% had moderate level of stress, 31.25% students had more stress. All P U college students (100%) had average self reported practice regarding stress reduction. Stress level score and self reported practice score means are 19.125 and 30.42, medians are 19 and 30, SD 2.79 and 3.78 respectively. There is a mild correlation between level of stress and self reported practices ($r=0.16$).

There is no significant association between levels of stress scores with their selected

demographic variable except mothers' education, it shows association. (chi square and P values is 13 and 0.0233 respectively). There is association between self reported practice scores with their selected demographic variable like religion, course, year of the study and number of siblings). There is no association between self reported practices scores with their selected demographic variables like age in years, gender, type of accommodation, type of family, father's education, mother's education, father and mother's occupation and income

Conclusion: The study evaluated the stress related factors, level of stress and self reported practice regarding stress reduction among P U college students. The students had average stress related factors and had moderate level of stress and average self reported practice.

Keywords: Assess, Stress related factors, Level of stress, Stress reduction and self reported

INTRODUCTION

As a matter of fact, stress may harmful or it may not be it totally dependent upon the circumstances. According to Selye, a Canadian endocrinologist, stress could be classified as Distress and Eustress. Distress is that stress which is harmful and can cause one to feel helpless, frustrated and disappointed. It can cause physical or psychological damage. Novel situation that do not overwhelm the individual and that allow eventual mastery and controls give

meaning, interest and challenges to life. Under such conditions the same physiological arousal that might be interpreted as uncomfortable anxiety may be interpreted as euphoria in certain situations when an individual seeks a challenge, watches an exciting sporting event or anticipates a positive outcome of change in life, the resulting stress, which is perceived positively, is called as Eustress.¹

Stress is a universal experience. It is a part of being alive. Stress is a person environment interaction. From the birth till the death of an individual stress can occur. An individual is an invariably exposed to various stressful situations. It is a physical and emotional state always present in the individuals as a result of disturbance in living. Stress reactions are purposeful and initially protective. Stress on positive side helps to maintain equilibrium to increase motivation, learning, creativity, development productivity and satisfaction, on negative side stress is noxious, unpleasant or damaging stress. Complete freedom from stress is death or a non-existent state.

Predisposing factors of stress are biological factors, psychological factors and a socio cultural factors, biological factor includes genetic background, nutritional status, biological sensitivities, general health and exposure to toxins. The psychological factors include intelligence level, verbal skills, honesty, personality, previous experiences, self concept, motivation, psychological defenses and control or a sense of control over one's own fate. Socio-cultural factors include age, gender, education, income, occupation, social position, cultural background, religious upbringing and beliefs, political affiliation, socialization experiences and level of integration or relatedness.

The vast repertoire of human responses to stress and person's ability to modify the environment in response to stress are not merely individual's behavior but are products of social life and culture.

Stressors are biological, psychological, social or chemical factor that cause physical or emotional tension or stressor is the stimuli proceeding or precipitating a change. It may be internal (fear, guilt) or external (trauma, peer pressure) the trigger that promotes the stressful reaction is called a stressor. These are events with the capacity to cause stress that include major personal and psychological events. Acute stressors are life change events and chronic stressors are persistent life difficulties, role strain, social groups, community wide strain, daily haste, positive situations, and negative situation. Stress management involves the using of coping strategies in stressful situations. These Coping strategies are adoptive when individual is protected; from the harm strengthen the individual ability to meet challenging situations. Adoptive responses help restore to the body and impedes the development of disease of adaptation. Energy resources become depleted as the body struggles to arousal being experienced.

Scientific evidence shows that multi-factorial nature of stress among students. Data reviewed from previous studies shows that academics, examination, fear of failing, clinical training, financial resources, fear of facing parents after failure cause major stress in students.

Stress is an integral part of life, especially for a college student. In fact, not all stress is bad. At time little stress makes us to become more alert an aware of our surrounding, causes us to take more time to make decision.

This can be beneficial but when one recognizes that the stress is detrimental to one's life, we need to action. There are number of techniques to help the college students to minimize the stress. Managing stress will help the students cope with the daily pressure of college and gives them more time and energy to enjoy their college experience. Stress it is a life event that causes imbalance in person's life. An unhealthy response to stress occurs in college experience.

Stress event can initiate fight or flight responses. If the external environment is disturbed, the internal balance also disturbed. Sympathetic nervous system and endocrine nervous system are the two channel balancing the fight or flight responses. Both depend on each other in maintain the equilibrium. If stressful situation is not resolved, he or she may become chronically stressed and result in pathological changes such a physical and emotional problems.

Lazarus and Folkman coping as a constantly changing cognitive and behavioral effort to manage specific internal and external demands that are assessed by the above resources of the person. There are two general coping strategies have been distinguished. Problem solving strategies and emotion focused coping strategies. Problem solving strategies are effort to do something active to minimize the stressful circumstances. Whereas emotion focused coping strategies involve effort to regulate emotional consequences of stressful or potentially stressful events. Many people use both types of coping strategies and techniques to combat most stressful events.

Stress has regarded as a common part of pre university education because after the 12th the students are going to choose their other graduation or professional courses.

To choose the courses and decide their future this P U academic performance is very important. In this condition if the students' fails to coping the stress which arises during this period the students may not be reach their goal. To combat these problems students has to know what the stress related factors, what stress level is and what to do to reduce the stress which exerted. This study only finds the stress related factors, level of stress and self reported practice for stress reduction. No any specific interventions conducted to reduce the stress.

LITERATURE REVIEW

A cross sectional study was conducted on perceived sources of stress among dental

college students. The study objectives were to address various sources of stress among dental school students and its relation with gender and year of the study. The study results shows that majority of students felt stress about academic performance, clinic/patient related stress and career related stress in that major stressors are exam grade stress and fear of failing in the examination. The researcher concludes that worries about fulfilling clinical requirements, academic exams, exam stress and insecurity regarding career were the major sources of stress.

A study was conducted on comparing levels of psychological stress and its inducing factors among medical students. The objectives of the study were to determine and compare degree of psychological stress and inducing factors there among 1st to 5th year medical students. The study results show that the highest prevalence of physiological stress was found among first year students. Stress scores significantly decreased with advancement in the year of the study, except for the final year. Independent risk factors of stress academic stress, presence of physical problems and being married are the risk factors of the stress in medical students.

A study was conducted on prevalence of depression, anxiety and stress among young male adults in India. The study objectives were to determine prevalence of current depressive anxiety and stress related symptoms on a dimensional and categorical basis among young adults in Ranchi city of India. The study results shows that mild to extremely severe depressive symptoms were prevent, co-morbid anxiety and depression was high among the students and also suffering from anxiety disorders. The researcher concludes that detecting depressive, anxiety and stress related a symptom in the college population is a critical preventive strategy, which can help in preventing disruption to the learning process.

MATERIALS & METHODS

Study design: A correlative descriptive design

Setting of the study: The setting of this study area is BLDEA's K C P and S B Arts Science P U College Vijayapur.

Sample size: 96

Sampling Technique The probability proportionate stratified random sampling technique.

Study selection criteria

Inclusion Criteria:

1. Students who are studying P U courses in SB Arts and KCP Science College Vijayapur
2. Male and female students who are willing to participate

Exclusion Criteria:

1. Students who are willing to participate in the study
2. Students undergone counseling program

RESULTS

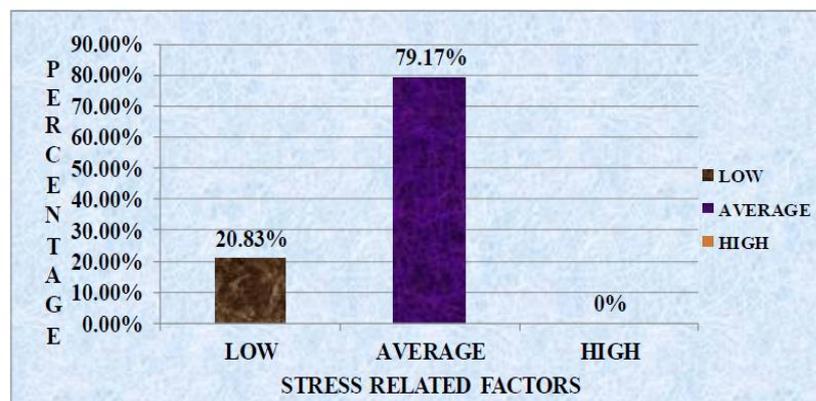
SI No	Demographic Variable	Frequency	Percentage
1	Age in years		
	17	59	61.25%
	18	28	29.16%
	19	07	7.29%
2	Gender		
	Male	42	43.75%
	Female	54	56.25%
	Religion		
3	Hindu	56	58.33%
	Muslim	24	25%
	Christian	15	15.625%
	Others	01	1.041%
4	Course		
	Science	32	33.33%
	Arts	32	33.33%
5	Year of the study		
	First	48	50%
	Second	48	50%
6	Type of accommodation		
	Home	35	36.45%
	Hostel	49	51.04%
	Paying guest	08	8.33%
7	Type of family		
	Joint	44	45.83%
	Nuclear	40	41.66%
	Extended	12	12.5%
8	Number of siblings		
	1	08	8.33%
	2	52	54.16%
	3	29	30.20%
9.1	Father education		
	Primary	10	10.41%
	High-school	24	25%
	PUC	18	18.75%
	Degree	24	25%
9.2	Mother education		
	Primary	21	21.87%
	High-school	26	27.08%
	PUC	10	10.41%
	Degree	17	17.70%
	Post graduate	07	7.29%
	Illiterate	15	15.62%

Table To Be Continued...

10.1	Father occupation		
	Farmer	24	25%
	Business	23	23.95%
	Government employee	30	31.25%
	Private employee	10	10.41%
	Cooli	08	8.33%
	No work	01	1.041%
10.2	Mother occupation		
	Farmer	24	25%
	Business	06	6.25%
	Government employee	10	10.41%
	Private employee	15	15.625%
	Cooli	09	9.37%
	No work	32	33.33%
11	Income		
	<20000	51	53.125%
	20001-40000	25	26.041%
	40001-60000	19	19.79%
	>60001	01	1.041%

STRESS RELATED FACTORS AMONG P U COLLEGE STUDENTS N=96

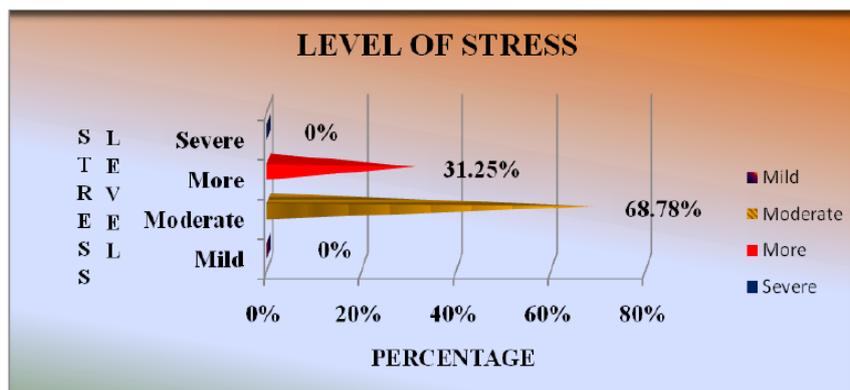
Level	Scores	Frequency	Percentage
Low	0-20	20	20.83%
Average	21-40	76	79.166%
High	41-60	00	0%



ASSESS THE LEVEL OF STRESS AMONG P U COLLEGE STUDENTS N=96

Level	Scores	Frequency	Percentage
Mild	0-10	0	0%
Moderate	11-20	66	68.78
More	21-30	30	31.25%
Severe	31-40	0	0%

Table Shows that level of stress among P U college students N=96



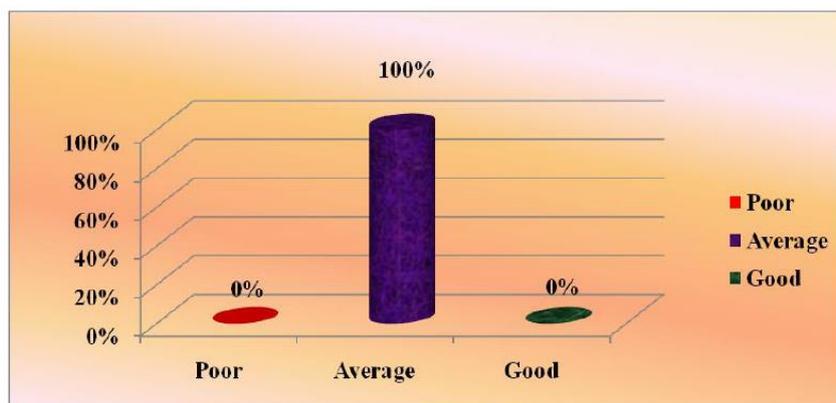
Pyramid diagram shows the level of stress among P U College students

Above table and diagram shows the level of stress among p u college students. In this 68.78% of students have moderate stress and 31.25% students have more stress and no one students have severe stress and no one reported mild stress also.

ASSESS THE SELF REPORTED PRACTICE REGARDING STRESS REDUCTION N=96

Level	Scores	Frequency	Percentage
Poor	0-20	0	0%
Average	21-40	96	100%
Good	41-60	0	0%

Table Shows that self reported practice to reduce the stress N=96



Cylindrical diagram shows that self reported practice to reduce the stress

Above table and diagram shows that everyone practicing the average self reported practice to reduce the stress level that is 100%

CORRELATION BETWEEN STRESS LEVEL SCORE WITH SELF REPORTED PRACTICE SCORE N=96

Variable	Mean	Median	SD	Range	R value	P value	Significance	Remarks
Stress level	19.12	19	2.79	14	0.16	0.1194	NS	Mild correlation
Self reported practice	30.42	30	3.78	16				

Above Table Shows that is there is a mild correlation between stress level score and self reported practice score (i.e $r=0.16$) Mean and SD of stress level scores is 19.125 and 2.79 respectively. The Mean and SD of self reported practice scores is 30.42 and 3.78 respectively.

Sl No	Demographical Variable	Df	Chi square	Table value	P value	significance	Remarks
1	Age in years	3	3.6877	7.81	0.297	NS	Null hypothesis is accepted and research hypothesis is rejected
2	Gender	1	2.958	3.84	0.085	NS	Null hypothesis is accepted and research hypothesis is rejected
3	Religion	3	3.222	7.81	0.358	NS	Null hypothesis is accepted and research hypothesis is rejected
4	Course	2	3.7818	5.99	0.15	NS	Null hypothesis is accepted and research hypothesis is rejected
5	Year of the study	1	2.638	3.84	0.1043	NS	Null hypothesis is accepted and research hypothesis is rejected
6	Type of accommodation	3	2.79	7.81	0.424	NS	Null hypothesis is accepted and research hypothesis is rejected
7	Type of family	2	0.3212	5.99	0.851	NS	Null hypothesis is accepted and research hypothesis is rejected

8	Number of siblings	3	3.252	7.81	0.424	NS	Null hypothesis is accepted and research hypothesis is rejected
9.1	Father education	5	8.100	11.1	0.15	NS	Null hypothesis is accepted and research hypothesis is rejected
9.2	Mother Education	5	13.000	11.1	0.15	S	Research hypothesis is accepted and null hypothesis is rejected
10.1	Father occupation	5	5.34	11.1	0.375	NS	Null hypothesis is accepted and research hypothesis is rejected
10.2	Mother occupation	5	2.56	11.1	0.767	NS	Null hypothesis is accepted and research hypothesis is rejected
11	Income	3	2.58	7.81	0.46	NS	Null hypothesis is accepted and research hypothesis is rejected

DISCUSSION

In this present study P U college students stress related factors divided into low, average and high stress related factors. Stress related scores 0-20 are considered as low stress related factors, 21-40 scores are average stress related factors and 41-60 scores indicates students have high stress related factors. In this study survey P U College majority of students had average stress related factors (79.166%) and 20.83% students had low stress related factors. No students had the high stress related factors.

This is supported a study on stress and its effects on college students. The objectives of the study were to assess the level of stress among college students, to find out the sources and effects of stress, to give suggestive measure to overcome stress. The study results shows that academic factors, social factors, family factors, emotional factors and financial factors are major causes of stress. The researcher concluded that necessary components of a stress management program specific to the needs of college students to be conflict.

CONCLUSION

Majority of students had average stress related factors (79.166%) and 20.83% students had low stress related factors. No students had the high stress related factors. Among all P U students 68.78% had moderate level of stress, 31.25% students had more stress. All P U college students (100%) had average self reported practice regarding stress reduction.

Stress level score and self reported practice score means are 19.125 and 30.42, medians are 19 and 30, SD 2.79 and 3.78

respectively. There is a mild correlation between level of stress and self reported practices ($r=0.16$). There is no significant association between level of stress scores with their selected demographic variable except mothers education, it shows association.(chi square and P values is 13 and 0.0233 respectively)

There is association between self reported practice scores with their selected demographic variable like religion, course, year of the study and number of siblings)

There is no association between self reported practices scores with their selected demographic variables like age in years, gender, type of accommodation, type of family, father's education, mother's education, father and mother's occupation and income.

Acknowledgement: The authors would especially like to thanks Prof. Shalmon Chopade, Mr. Amit Biradar for their support and guidance.

Conflict of Interest: None

Ethical Approval: Approved

REFERENCES

1. Seyle The stress of life, New York: Mc Graw Hill Book Agency; 1988
2. Elakkuvana Bhaskara Raj.DEBR'S Mental Health Nursing. First edition: 2014.
3. Sundaram S,Stress and Coping between first year students and final year students B.Sc(N) students, Nurses of India 2006 Dec;7(12):11-12
4. Mohideen NM.Stress Management, Nightingale Nursing Time.2009 Oct; 5(7):336-41

5. Lazarus R.S.Folkman. Stress appraisal and coping. New York; Springer Publishing Inc; 1982
6. Misra,Ranjita;McKean,Michelle;West,Sarah et.al.Academic Stress of College Students, Comparison of student and faculty perception. American journal of health studies; Vol.34,No 2 June 2006.
7. K Jayashankara Reddy, Ms Karishma Rajamemom and Anjanathattil.Academic stress and its sources among university students. Biomedical and pharmacology Journal Vol.11 (1)531-537 (2018) <http://dx.doi.org/10.13005/bpj/1404>
8. Bhargava D,Trivedi H.A study of causes of stress and stress management among youth.IRA International Journal of Management and Social,ISSN 2455-2267;11(3),108-117 <http://dx.doi.org/10.21013/jmss.v11.n3.p1>
9. Debyani Roy Bhowmick.Academic Stress and Its Management among the College Students: Volume – 7, Issue - 8 August - 2017 ISSN - 2249-555X
10. Polit Denise F, Hungler Bernadette P.Nursing Research, 6th Edition, Philadelphia: Lippincott; 1999
11. Allgood MR, Tomey AM. Nursing theory utilization and application.St.Louis: Mosby; 1997.
12. Tomey Ann Marrinner. Nursing theorist and their work.3rd ed.St.Louis: Mosby; 1994
13. Suresh K Sharma; Nursing research and statistics 2nd ed.Elsevier Publication; 2014.
14. Naiemeh Sevedfatemi, Maryam Tafreshi, Hamid Hagani. Experienced stressor and coping strategies' among Iranian nursing students.PMID:17999772 PMCID: PMC2203983 DOI: 10.1186/1472-6955-6-11.
15. Seham M Alyousef. Psychological stress factors among mental health nursing students.PMID:31435391 PMCID: PMC6694876 DIO:10.1016/j.jtumed.2018.11.006
16. Chandrasekhar Sreeramareddy.Pathivil R Shankar S Binu, Chiranjoy Mukhopadhyay, Biswabina Ray, Ritesh G Menezes. Psychological morbidity, sources of stress and coping strategies among undergraduates medical students of Nepal PMID: 17678553 PMCID: PMC1951961 DOI: 10.1186/1472-6920-7-26
17. Sharon Bright Amana,Joyce Nakitende, Tom Denis Nagbirano.A cross-sectional study of stress and its sources among health professional students at Makerere University,Uganda.2017:doi:10.1002/nop2.113,PMID:29344397 PMCID:PMC5762706.
18. George Essel, Patrick Owusu.Causes of student stress, its effects on their academic success and stress management by Students.seinajoki University of applied sciences.2017
19. Tegbir Singh Sekhon, Simron Grewal, Ramandeep et al.Perceived sources of stress among dental college students: an Indian perspective. European Journal of dentistry. Vol 4 issue 3, Dec 2015.
20. Nazish Rafique, Labna L, et al.Comparing levels of psychological stress and its inducing factors among medical students. Journal of Taibah University Medical Sciences.Vol-14, issue 6, December 2019 Pages 488-494
21. Saddichha Sahoo, Christoday R J Khess. Prevalence of depression, anxiety and stress among youth male adults in India: A Dimensional and Categorical diagnosis-based study Nery Ment Dis.2010 Dec: 198(12):901-4 doi:10.1097/NMD.0b013e3181fe75dc.
22. Dalia Saleh, Nathalie Camart and Lucia Romo. Predictors of stress in college students. Front Psychol.2017; published online 2017.doi:10.3389/fpsyg.2017.00019 PMID: 28179889 PMCID: PMC5263159
23. Dawit Yikealo, Werede Tarekel, Ikali Karvinen. The level of stress among college students: A case in the college of education, Eritrea institute of technology. Open Science Journal. Published on November 2018
24. Babar T Shaikh,Arsalan Kahloon, Muhammad Kazmi,Hamza Khalid, Iran Nawaz, Nadia Khan et.al.Students stress and coping strategies: A case of Pakistani Medical School PMID:15848822 DOI:10.1080/13576280400002585
25. D L Beck, M B Hackett Shrivastava McKim, B Rockwell. Perceived level and sources of stress in University professional school.PMID:9107593 36(4), 180-6 Apr 1997.
26. Dalia Bedewy, Adel Gabriel. Examining perception of academic stress and its sources among university students: The Perception of academic stress scale, Health

- psychology open: July-December 2015:1-9, DOI: 10.1177/2055102915596714.
27. R.Sathya Devi. Shaj Mohan. A Study on stress and its effects on college students, International Journal of Scientific Engineering and Applied science (IJSEAS)-Vol 1, Issue-7, October 2015 ISSN:2395-3470 www.ijseas.com
 28. Vivek B.Waghachavare, Girish B, Dhumale, Alka D Gore. A study of stress among students of professional colleges from urban area in India sultan Qaboos University Med J. August 2013, Vol.13, Iss 3, pp.429-436, Epub.25th Jun 13
 29. Ayele Mamo Abebe, Yilma Girma Kebede and Fikir Mengistu. Prevalence of stress associated factors among regular students at Debre Birhan Governmental and nongovernmental health science college Ethiopia. Psychiatry Journal published online Sep 2018 doi:10.1155/2018/7534937 PMID: 30246015 PMCID: PMC6139197.
 30. Kabir Garg, Manu Agarwal and Pronob Kumar Dalal. Stress among medical students: A cross-sectional study from a North Indian Medical University. Indian J Psychiatry 2017, Oct-Dec; 59(4):502-504. doi:10.4103/psychiatry.IndianJPsychiatry23917 PMID: 29497197 PMCID: PMC5806334
 31. Michaela C, Pascoe, Sarah E, Hetrick and Alexandra G Parker. Impact of stress on students in secondary school and higher education. International Journal of Adolescence and Youth:25;1,104-112, <http://doi.org/10.1080/02673843.2019.1596823>
 32. Hamza M, Abdulghani, Abdulaziz A, Alkanhal, Ebrahim S, Mahmoud Gominda et.al. A Cross sectional study on stress and its effects on medical students: J Health popul nutr 2011 Oct 29(5):516-522
 33. Dr.P.Suresh Prabhu. A Study on academic stress among higher secondary students. International Journal of Humanities and social science Invention. Vol-4, Oct-2015pp.63-68 www.ijhssi.org.
 34. Maria Guadalupe Acosta Gomez et.al. Stress in high-school students: A descriptive study. Journal of Cognitive Behavioral Therapy. Mar 2018. www.openaccess.pub.org
 35. Dr.M.Prabhu, Dr.G.Madan Mohan. A study on stress among university students in India. International Journal of Business and Administration Research Review, Vol-1, Issue 5, April-June 2014 IJBARR E-ISSN No.2347-685 ISSN 2348-0653
 36. P. Nivethitha, S. Rita A Study on Stress Management among Student Community International Journal of Engineering Sciences & Research Technology. Doi: 10.5281/zenodo.168432 November, 2016.
 37. Dalia Bedewy and Adel Gabriel. Examining perceptions of academic stress and its sources among university students: Health Psychol open.2015 Jul; 2(2): doi: 2055102915596714. PMID:28070363 PMCID: PMC5193280
 38. Zamirullah Khan Abul Barkat, Lanin Naseem Ahmad. The level of stress in male and female school students. Journal of education and practice. www.iiste.org ISSN 2222-1735: Vol-6; No.13, 2015.
 39. P Alborzkouth, M Nabati Shahgholy Ghahfarokhi review of the effectiveness of stress management skills on academic vitality and psychosocial well being of college students Med Life 2015; PMID:28316704. PMCID: PMC5319270
 40. Luren Rose Dexter, Katie Huff, Mollie Rudecki and Sam Abraham. College students stress coping behaviors and perception of stress effects holistically. International Journal of studies in Nursing; Vol 3, No.2; 2018 ISSN 2424-9653. <http://doi.org/10.20849/ijsn.v3i2.279>
 41. Kelsey M. Gallagher, Tiara R, Jones. College students Perception of stress and coping mechanisms. Journal of education and development; Vol 3, No.2; August, 2019 <http://doi.org/10.20849/jed.v3i3.600>
 42. Nayereh. Shahmohammadi. Students coping with stress at high school level particularly at 11th and 12th grade. Vol 32, 2011. Pages 395-401. <http://doi.org/10.1016/j.sbspro.2011.10.078>
 43. Qadir Buksha. Abid Shahzadb Muzammil Nisac. A study of learning stress and stress management strategies of the students of post graduate level. Pakistani Procedia-Social and Behavioral Sciences 30(2011) 182-186
 44. Mohsen Yazdani, Sara Rezaei and Saeid Pahlavanzadeh. The effectiveness of stress management training program on depression, anxiety and stress of the nursing students; Iran J Nurs Midwifery Res. 2000 autumn; 15(4):208-215.

45. P A Iborzkouh, M Nabati, M Zainali, Y Abed Shahgholy Ghahfarokhi. Review of the effectiveness of stress management skills training on academic vitality and psychological well being of college students. 2015: Issue 4:39-44 PMID: 28316704 PMCID: PMC5319270
46. G. Mahat. Stress and coping: First –Year Nepalese Nursing students in clinical Settings. Rutgers, state University of New Jersey college of Nursing Newyork. 07102, USA
47. KV Guruprakash, SG Mehta, Baipai Atul, Jyoti Prakash, KJ Divinakumar, SA Khan et.al. A Study of relationship between perceived stress, coping pattern, burnout and general psychopathology among the post graduate medical students. Industrial Psychiatry Journal. 2018. Vol:27, Issue 1, Page: 141-146
48. Agata Orzechowska, Marlena Zajackowska and Piotr Galecki. Depression and ways of coping with stress: A Preliminary study. Med Sci Monit. 2013; 19:1050-1056, published online 2013. PMID: 24270182 PMCID: PMC3852369
- How to cite this article: Shilpa Hotakar, Appanagouda Patil, Ninganagouda Patil. Assess stress related factors, level of stress and self reported practice regarding stress reduction among P U college students in selected P U colleges of Vijayapur. *Gal Int J Health Sci Res.* 2022; 7(4): 1-10.
DOI: <https://doi.org/10.52403/gijhsr.20221001>
