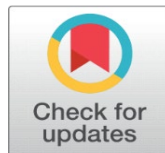
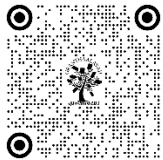


COLLEGE GIRL STUDENTS' ACADEMIC STRESS AND MENTAL HEALTH IN CONNECTION TO FAMILY ENVIRONMENT

Dr. Rajinder Singh ¹, Bismita Saikia ², Pratiksha Kashyap Sharma ³

¹ Associate Professor, Department of Education, Central University of Himachal Pradesh, Dharamshala, Himachal Pradesh, India

² Masters Student, Department of Education, Tezpur University, Assam, India



Corresponding Author

Dr. Rajinder Singh,
rajinderbadotra@gmail.com

DOI
[10.29121/shodhkosh.v4.i2.2023.3902](https://doi.org/10.29121/shodhkosh.v4.i2.2023.3902)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

This study looks at the relationship between family environment and the mental health and academic stress experienced by college-age girls. Ninety undergraduate students from the Golaghat district of Assam were selected for the current study using a random sampling technique. The present study utilised three different measures to assess academic stress: the Sinha, Sharma, and Mahendra (2001) scale; the Mental Health Battery (Arun Kumar Singh and Alpna Sen Gupta, 1983); and the Family Environment scale (Harpreet Bhatia and N.K. Chadha, 1974). The findings indicated that there was no discernible difference in the academic stress levels of college-age females from rural and urban areas. It shown that college females from rural and urban areas did not significantly differ in terms of their mental health. College girl students' family environments do not differ significantly based on their location. College female students' family environments and academic stress are related. Finally, research indicates that the family environment and mental health of college girl students are not significantly correlated.

Keywords: Academic Stress, Mental Health, Family Environment, College Girl Students

1. INTRODUCTION

Education is a fundamental aspect of life and is crucial to the growth of both individuals and communities. However, there are instances when students report feeling stressed out by their academic experience. The unpleasant emotional experience that students have as a result of the demands of their academic work is known as academic stress. Numerous things, including the pressure to perform well, the dread of failing, and the irrational expectations of parents and instructors, might contribute to it. A student's mental health may be significantly impacted by academic stress. Anxiety, depression, and other mental health issues may result from it. It may also have an impact on a student's physical well-being, resulting in symptoms like headaches and stomach-aches. Academic stress can, in extreme circumstances, even result in suicidal ideas and actions. Academic stress can be either lessened or increased by the family situation. Students can manage their academic stress better when they grow up in a loving and caring home. Nonetheless, a family setting

that is dysfunctional and marked by abuse, neglect, or conflict might raise the risk of mental health issues and academic stress.

Girls at college are frequently under a great deal of academic stress, and the familial setting in which they navigate their academic journey can have a huge impact on their mental health. Their familial environment is very important in forming their mental health because it can either provide a foundation of support or introduce new pressures. Financial worries, cultural constraints, and high family expectations could all contribute to the difficulties these kids encounter. On the other hand, a family that is encouraging and values open communication and understanding can serve as a buffer, reducing stress and promoting mental wellness. The effects of academic stress and mental health on college girl students' education, especially when it comes to the home environment, are complex and wide-ranging. Such stress can have negative effects on one's grades, emotional and psychological well-being, and likelihood of mental health problems. The current study intends to look at the connection between college girl students' familial environment, mental health, and academic stress. The study will also look at how the family environment affects how academic stress and mental health are related. So, this study has been emphasized on to examine the relationship between academic stress and mental health in relation to family environment.

2. REVIEW OF RELATED LITERATURE

A study was conducted in 2013 by Khan, M.J., Altaf, S., and Kausar, H. on the impact of students' perceived academic stress on their performance. The results of the study indicated that students' performance was significantly impacted by academic stress. According to this study, younger kids experience more academic stress than older students do. Another study on the impact of academic stress on college students' motivation for achievement was carried out by Ramaprabou, V., and Dash, S. (2018). The primary aim of the research was to investigate the impact of academic stress on college students' motivation for achievement. According to the study, high accomplishment motivation is correlated with moderate stress. Similar research was done by Hefner, J. and Eisenberg, D. (2009) on college students' mental health and social support. The study's findings demonstrated that students who differ from most other students in that they are more likely to be minority students, to be international students, to have low socioeconomic status, and to be at risk of social isolation. The knowledge and attitudes of secondary school students in Nigeria regarding mental health and sickness were investigated by Dogra, N. et al. (2011). Based on the study's findings, students were ill-informed about the stigma and social distancing associated with mental health issues. When compared to rural youngsters and girls, urban participants and boys seemed less informed. Academic stress is a pervasive concern affecting the mental health of students, with numerous studies shedding light on the intricate relationship between academic stressors and psychological well-being (Smith & Johnson, 2019; Brown et al., 2021). Scholars have investigated the multifaceted impact of academic stressors, such as high academic demands, competition, and fear of failure, on the mental health of students across various educational levels (Jones & Williams, 2018; Miller et al., 2020). Moreover, the family environment has emerged as a critical factor influencing how individuals cope with academic stress. Research suggests that a supportive family environment can act as a buffer against the negative consequences of academic stress, fostering resilience and adaptive coping strategies in students (Robinson & Davis, 2017; Johnson et al., 2022).

3. SIGNIFICANCE OF THE STUDY

The current study outlines the variables influencing a student's mental health and how a college girl's family situation contributes to her academic stress. Finding out how academic stress might impact a student's mental health and how the home environment affects academic stress are the main objectives of the research. Girls' college students could deal with a variety of stressors in their daily lives. When students struggle to manage their stress, it can have a negative impact on their mental and psychological well-being. It can also lead to a variety of physical and mental health issues, including tension, sadness, anxiety, and fear, as well as interfere with day-to-day functioning. Parents and educational institutions also put pressure on them to help their pupils achieve better academically. The home environment has an impact on students' academic success as well as their emotional health. The facilities and surroundings that the family and its members give will determine how well students achieve academically. The goal of the current study is to ascertain how family dynamics and mental health affect academic stress. In light of this, the researcher intended to conduct studies in this field that involved the college girl's pupils.

4. OBJECTIVES

- 1) To study locality wise academic stress, mental health and family environment among college girl students.
- 2) To study the relationship between academic stress and family environment of college girl students.
- 3) To study the relationship between mental health and family environment of college girl students.

5. HYPOTHESES

- 1) There is no significant locality wise difference in academic stress among college girl students.
- 2) There is no significant locality wise difference in mental health among college girl students.
- 3) There is no significant locality wise difference in the family environment among college girl students.
- 4) There is no significant relationship between academic stress and family environment of college girl students.
- 5) There is no significant relationship between mental health and family environment among college girl students.

6. METHODOLOGY AND PROCEDURE

Descriptive survey research methodology was employed in accordance with the study's requirements to investigate and gather data regarding the relationship between academic stress, mental health, and family environment in college girl students. The study's sample consisted of ninety undergraduate college girl students from eight colleges situated in the rural and urban Golaghat district of Assam. The individuals were chosen using basic random sampling techniques. The target audience for this inquiry consists of all college girl students enrolled in the eight institutions in the Golaghat district who are pursuing bachelor's degrees at Dibrugarh University in Assam for the session 2022-2023. The sample for the current investigation was chosen using a random sampling technique. Data collecting instruments: Sinha, Sharma, and Mahendra's scale for measuring academic stress. (2001), the Family Environment Scale by Harpreet Bhatia and N.K. Chadha (1974), and the Mental Health Battery by Arun Kumar Singh and Alpna Sen Gupta (1983).

Analysis and Interpretation of Data:

1) Locality wise comparison in academic stress among college girl students.

Group	N	Mean	SD	SE	df	t-value
Rural	41	15.97	3.35	0.41	88	-0.76
Urban	49	16.48	2.94			

Significance at 0.05 level of significance

The table clearly shows that "t" for comparing academic stress among college girl's students from rural and urban areas was determined to be (-0.76). This value is less than the table's "t" value (1.66) at the 0.05 level of significance, indicating that the calculated "t" value (-0.76) is not significant for the (df)=88. Therefore, it was decided to accept the hypothesis that "there is no significant locality wise difference in academic stress among college girl students." As a result, it might be concluded that there is no discernible difference between the mean academic stress scores of college girl's students from rural and urban areas.

2) Locality wise comparison in mental health among college girl students.

Group	N	Mean	SD	SE	df	t-value
Rural	41	101.73	10.75	1.34	88	0.166
Urban	49	101.37	9.25			

Significance at 0.05 level of significance

The table makes it clear that "t" for comparing college girl' students from rural and urban areas was determined to be 0.166, which is less than "t" value (1.66) at the 0.05 level, indicating that the result is not significant for the (df)=88.

Therefore, it was decided to accept the hypothesis that "there is no significant locality wise difference in mental health among college girl students." Thus, it might be concluded that there is no discernible difference between the mean mental health scores of college girl students from rural and urban areas.

3) Locality wise comparison in family environment among college girl students

Group	N	Mean	SD	SE	df	t-value
Rural	41	235.65	29.21	4.60	88	1.35
Urban	49	229.02	12.80			

Significance at 0.05 level of significance

The table clearly shows that "t" for comparing the students' education between rural and urban girls was determined to be (1.35). This value is less than the table's "t" value (1.66) at the 0.05 level, indicating that "t" value (1.35) is not significant at the 0.05 level for the (df)=88. Therefore, it was decided to accept the hypothesis that "There is no significant locality wise difference in the family environment among college girl students."

4) Coefficient of correlation between the Academic stress and family environment of college girl's students.

Variables	Mean	SD	Coefficient correlation	Level of Significance
Academic stress	16.23	3.11	0.248	0.05
Family Environment	232.04	21.97		

The table shows that the degree of correlation is 0.248, which is greater than coefficient correlation value of 0.205 at the 0.05 level. This indicates that the relationship is not significant at the 0.05 level for the (df)=88. As such, the hypothesis that "There is no significant relationship between academic stress and the family environment of students who are college girls" was rejected. Academic stress and the family environment of female college students are thus connected variables. It can be concluded that college girl students' family environments and academic stress are significantly correlated.

5) Coefficient of correlation between the mental health and family environment of college girl's students.

Variables	Mean	SD	Coefficient correlation	Level of Significance
Mental Health	101.37	9.98	0.062	0.05
Family Environment	232.04	21.97		

In the (df)=88, the calculated coefficient correlation value (0.062) is less than coefficient correlation value (0.205) at 0.05 level, indicating that the co-efficient of correlation between mental health and family environment of college girl students is 0.062. This finding is not significant at 0.05 level. Therefore, it was decided to accept the hypothesis that "There is no significant relationship between mental health and family environment of college girl's students." The variables, namely the mental health and family environment of college girl students, do not exhibit a significant correlation with one another. One interpretation is that there is no discernible link between college girls' family environments and mental health.

7. CONCLUSIONS

Several statistical techniques were used to examine and interpret the data, and the findings indicated that there was no appreciable difference between the academic stress levels of college girl students from rural and urban locations. It was revealed that there were no appreciable differences in the mental health of college girl students from rural and urban locations. The family environment of college girl students do not differ much depending on where they live. Academic stress and the family environment of college girl students are associated. The study concludes that there is no significant

relationship between the family environment and mental health of college girl students, which may be due to chance or random fluctuation.

8. EDUCATIONAL IMPLICATIONS

Important educational consequences for children, instructors, family members, educational thinkers, policy makers, researchers, and society at large are revealed by the study's findings. The current study's findings—which indicate a connection between family dynamics and academic stress—may be put to use. The home environment has an impact on students' academic stress. The study's conclusions may be very beneficial to instructors and parents in helping them better understand the degree of academic stress that students experience as well as their mental health and how to lessen that stress. The study's conclusions may offer advice and corrective actions for managing academic stressors such as academic tension, sadness, anxiety, irritation etc., so that students can lead healthy lives with good mental and physical health.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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