



**International Journal of Biology, Pharmacy
and Allied Sciences (IJBPAS)**

'A Bridge Between Laboratory and Reader'

www.ijbpas.com

A QUESTIONNAIRE BASED SURVEY STUDY ON STRESS MANAGEMENT

**N. ANUSHA¹, N. ANURADHA², O. SRAVAN³, P. AMULYA REDDY⁴, B. VASUDHA⁵
AND MOHAMMED SAYEED**

Anurag Group of Institutions (Formerly Lalitha College of Pharmacy) Ghatkesar, Venkatapur –
500088

***Corresponding Author: Mohammed Sayeed: E Mail: sayeed22785@gmail.com**

Received 25th June 2021; Revised 28th July 2021; Accepted 29th Aug. 2021; Available online 25th Sept. 2021

<https://doi.org/10.31032/IJBPAS/2021/10.9.1048>

ABSTRACT

In today's era of globalization where there is a lot of competition, innovation and change, executives in all organizations cannot avoid tension, stress and anxiety in their day-to-day work. Stress as a negative influence, can result in feelings of disruption, rejection, anger, and depression which in turn can lead to health problems such as headache, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. The Major Objectives of Study are to find out stress level among professionals, analyse the responses to stress and to identify methodologies used for coping the stress level.

A well-structured questionnaire was used to collect the necessary data and 100 samples from top level professionals were collected. The statistical tools applied are Percentage analysis, weighted average mean and Anova Test. Likerts five point scale has been used to measure the views of respondents. The views varies from always to rarely and their coping methodology are also significantly differs from each one. Yoga and meditation is an indigenous part of siddha system which creates inner peace and improves immunity. The techniques of yoga comprise of physical postures (asanas), breath expansion and enhancement (pranayama), relaxation and meditation techniques (dhyaan), coupled with philosophy of simple and natural

lifestyle management. This paper is a small attempt in ameliorating the effects of stress through yoga and meditation.

Keywords: yoga, stress, compassion, Immunity, Neuroendocrinology

INTRODUCTION

The capacity to be compassionate towards others is a key in psychotherapeutic and other clinical work (Gilbert 2005a). At the same time, continuous work with people in mental distress commonly leads to symptoms of psychological distress in clinicians, which may lead to burnout (Figley 2002; Hannigan *et al.* 2004). The Health and Safety Executive (HSE) defines stress as an ‘adverse reaction people have to excessive pressures or other types of demand placed on them’.

Work-related stress is thus understood to occur when there is a mismatch between the demands of the job and the resources and capabilities of the individual worker to meet those demands. This definition emphasizes the relationship between individuals and their working environment, and helps to explain why a situation that one person regards as a stimulating challenge causes another to experience a damaging degree of stress.

Meditations are one of the foremost remedial measures to cope up from stress. Meditations are many kinds, some are

mantra meditations, visualization meditations, open-focus meditations, and breath-based meditations etc. it is highly essential to find the best one that suits for us.

Over the past decades, Western psychology has increasingly become interested in training programmes that are thought to cultivate compassion for self and others, such as programmes based on mindfulness meditation (Gilbert 2005b; Kabat-Zinn 19903). Although the majority of research on mindfulness-based interventions (MBIs) has been carried out with people with medical or mental health problems (e.g. Baer 20034), there has been growing interest in the use of MBIs to reduce stress and increase self-compassion and self-care in healthcare professionals (e.g. Shapiro and Carlson 20095).

In this day and age of fast living with more responsibilities and stress related illnesses, we need to find something that will bring a more balanced relaxed rhythm into our lives. Possessing a high level designation with more responsibilities and leading a duplicate life

is common and leaving the original one. Most people of today are caught up in the desire for accruing possessions and recognition, whether it is in their jobs or financial status. They have forgotten that life is more than worldly gain, and in doing so constantly seek fulfilment, unfortunately it is based on material achievement. Even though we may achieve our aims in gaining material possessions, we may still find we have a sense of emptiness in our lives. This is because we are not nurturing our emotional and mental needs, we tend to push these needs to the background in the belief that we have to gain some sort of material status.

Based on the above conceptual background and purpose following objectives were framed.

OBJECTIVES OF THE STUDY:

This study has been conducted with the following objectives.

1. To find out the major problems of professionals
2. To analyse the response towards their problems
3. To identify the methodologies used for coping the stress level

The goal of this survey is to identify how stress is perceived, and to ascertain, whether it is necessary to give seminars

on stress management. It clearly showed the necessity for workshops, seminars, and even compulsory courses in order to help students cope with stress and to avoid mental health problems and other negative results. We therefore recommend future studies to use a more elaborate questionnaire to investigate the effects of stress on academic performance and mental health in more depth.

DATA COLLECTION:

Data used in this research is both primary and secondary. The primary data will be mainly from questionnaires. The secondary data will be derived from books, related thesis as well as published journals. A well structured questionnaire was used to collect the necessary data which served as primary data to answer the research questions and objectives regarding significance of problems, responses and the coping technologies of professionals. The data and information has obtained from students and workers of varied age groups.

DATA COLLECTION INSTRUMENTS AND ANALYSIS:

Both closed and open-ended questionnaires were included. The respondents were asked to tick the appropriate box or boxes matching their preferred opinions. Other questions additionally require the

respondents to outline their opinions. The data gathered through the questionnaires will be analysed by the use of pie charts, bar charts and other methods.

SAMPLE SIZE:

Convenient sampling technique was used. The data was collected from 863 individuals, among which 334 responses were from female respondents and 529 were from male respondents.

RESEARCH DESIGN:

It was a cross sectional descriptive study.

DATA ANALYSIS:

Microsoft Excel was used for data analysis.

QUESTIONNAIRE:

A well designed questionnaire was constructed which includes both opened and closed ended questions from the area of research. Simple and easy words were used so that the respondents will be able to understand as well as answer them readily. Possible answers were provided to enable the respondents tick which ever answer they find suitable in terms of their response to the question. On the whole, a total of 22 questions were given to be answered by the respondents. The study was conducted over a 15-day period.

The information collected are purely for the purpose of research and hence kept confidential.

1. Name
2. Age
 - below 18 years
 - 18-25 years
 - 25-35 years
 - above 35 years
3. Gender
 - Male
 - Female
4. Your current status
 - Employed
 - Unemployed
 - Student
5. How long do you spend on your work/study each day
 - 1-3 Hours
 - 4-6 Hours
 - 7-8 Hours
 - More than 8 hours
6. How satisfied are you with the amount of control and involvement you have over the work you do
 - Very satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very dissatisfied
7. Do you feel you have a healthy

- work/study-life balance
- Yes
 - No
8. How stressed do you feel on daily basis on a point of 1-10
- 1-3 not stressed at all
 - 4-7 moderate
 - 8-10 most stressful
9. When you are interrupted at an activity, do you respond with anger
- Yes
 - No
10. What are the standard reason(s) for pressure in your life Study related issues
- Work related issues
 - Financial issues
 - Health issues
 - Family issues
 - Other
11. Physical environment problem (temperature, lighting, dust, noise) in the work/study place cause stress
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
12. Please select the statement(s) that apply to you
- I have very long working/college/school hours
 - I have too much work allotted to me
 - I don't have sufficient time to complete my work
 - I don't have enough rest breaks to relax in between work
 - I don't get enough time for my hobbies
 - I have sufficient time for my personal activities
13. What are the usual BEHAVIOURAL effect(s) of stress you've noticed about yourself
- Decreased efficiency and effectiveness
 - Difficulty in communicating
 - Irritability, frequent arguments, or outburst of anger
 - Change in eating habits and sleep patterns
 - Increased consumption of tobacco, alcohol, sugar, or caffeine
 - I have not experienced any of the above mentioned
14. What are the usual PSYCHOLOGICAL or

EMOTIONAL effect(s) of stress you've noticed about yourself

- Irritability or anger
- Restlessness or distressing dreams
- Sadness, moodiness, or depression
- Feeling helpless/ hopeless/ abandoned/ misunderstood/ unappreciated
- I have not experienced any of the above mentioned

15. What are the usual PHYSICAL effect(s) of stress you've noticed about yourself

- Increased heart rate, blood pressure
- Upset stomach, nausea, headache, lower back pain or hair-loss
- Increased or decreased appetite which may be accompanied by weight loss or gain
- Sweating/chills or Tremors/muscle twitching
- Menstrual cycle changes
- Fatigue that does not improve with sleep
- I have not experienced any of the above mentioned

16. What are the usual COGNITIVE effect(s) of stress you've noticed about yourself

- Memory problems/forgetfulness
- Slowness in thinking, analysing, or comprehending
- Difficulty calculating, setting priorities or making decisions
- Difficulty concentrating or confusion
- Limited attention span
- I have not experienced any of the above mentioned

17. What are the usual SOCIAL effect(s) of stress you've noticed about yourself

- Withdrawing/isolating from people
- Difficulty listening
- Difficulty in giving or accepting support or help
- Impatient with or disrespectful to others
- I have not experienced any of the above mentioned

18. Have you ever tried to relieve your stress or problem causing it

- Yes
- No

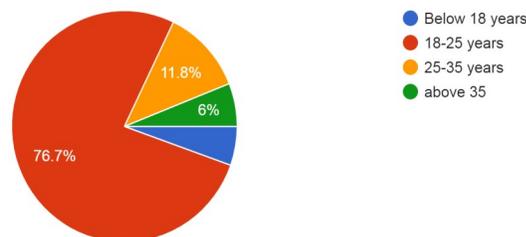
19. When there is a great deal of stress in your life

- I count to ten, take deep breaths

- I seek out emotional support from others
 - I set goals to help improve the issue
 - I distract myself with the activities I enjoy
 - I try to think about how lucky I am when compared with those who have even more difficult problems
 - Other
20. What are your personal methods to relieve stress
- Eating, drinking
 - Sleeping
 - Sports or exercise
 - Talking with someone or spending time with pet animals
 - Music or social media
 - Drugs (Antidepressants, Analgesics, Muscle relaxants, NSAIDS etc)
 - Other
21. How well are you able to handle stress on a scale of 1-10
- 1-3 not well enough
 - 4-7 okay okay
 - 8-10 perfectly okay
22. Where do you see yourself five years down the line
- I am uncertain about my future
 - I am confident that I will reach to my set target
 - I sense a lack of job security
 - Other

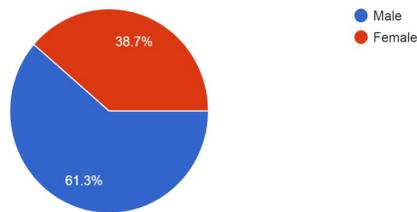
RESULTS

2. Age
863 responses



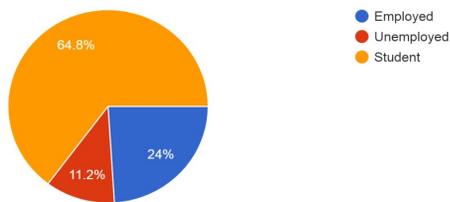
Graph.1 Age (N=863)

3. Gender
863 responses



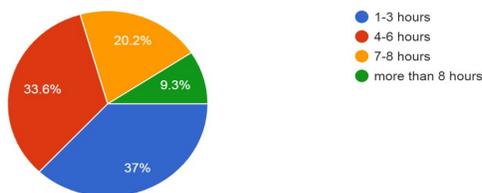
Graph.2 Gender (N= 863)

4. Your current status
863 responses



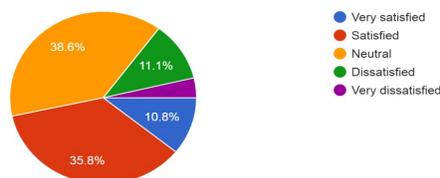
Graph.3 Current status (N=863)

5. How long do you spend on your work/study each day
863 responses



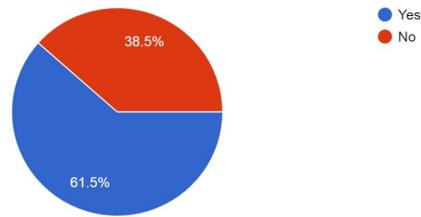
Graph.4 Time spent on work/studies (N=863)

6. How satisfied are you with the amount of control and involvement you have over the work you do
863 responses



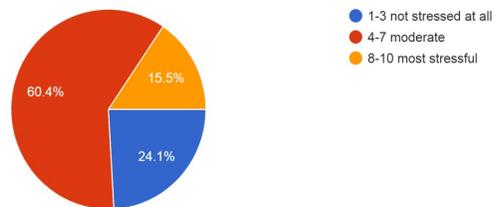
Graph.5 Extent of satisfaction of the respondent with his/her involvement in the work he/she does. (N=863)

7. Do you feel you have a healthy work/study-life balance
863 responses



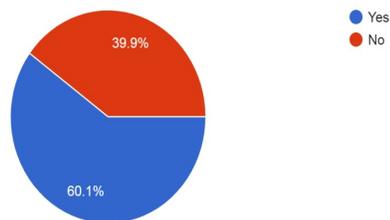
Graph.6 Healthy work/study-life balance (N=863)

8. How stressed do you feel on daily basis on a point of 1-10
863 responses

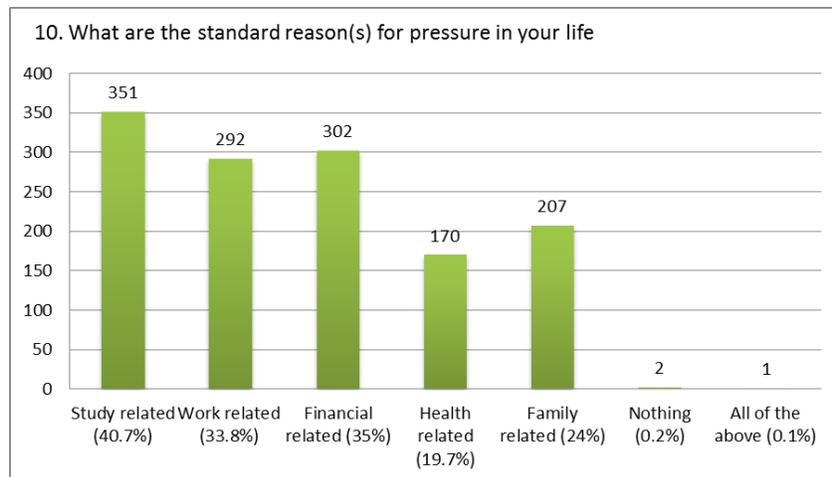


Graph.7 Stress scale of 1-10 (N=863)

9. When you are interrupted at an activity, do you respond with anger
863 responses

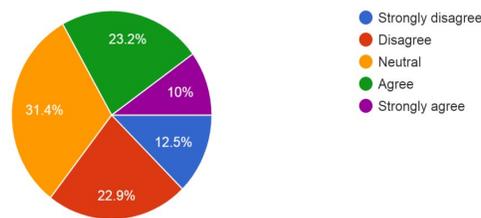


Graph.8 Do you respond with anger when interrupted while working? (N=863)



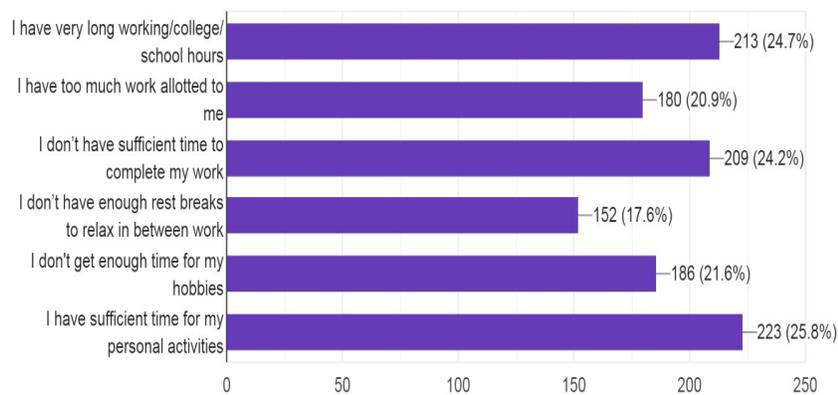
Graph.9 Standard reasons for stress (N=863)

11. Physical environment problem (temperature, lighting, dust, noise) in the work/study place cause stress
863 responses



Graph.10 Physical environment as a cause of stress (N=863)

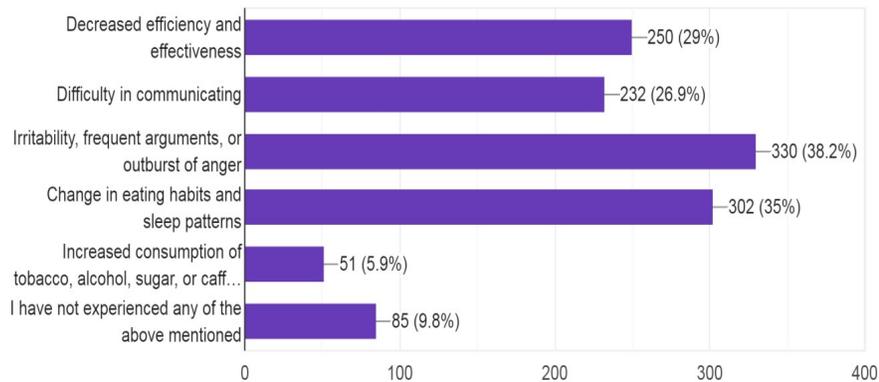
12. Please select the statement(s) that apply to you
863 responses



Graph.11 Statement/s that applies to you (N=863)

13. What are the usual BEHAVIOURAL effect(s) of stress you've noticed about yourself

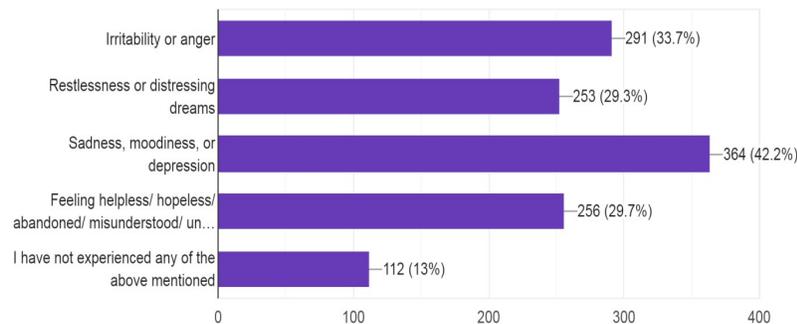
863 responses



Graph.12 Behavioural effects of stress (N=863)

14. What are the usual PSYCHOLOGICAL or EMOTIONAL effect(s) of stress you've noticed about yourself

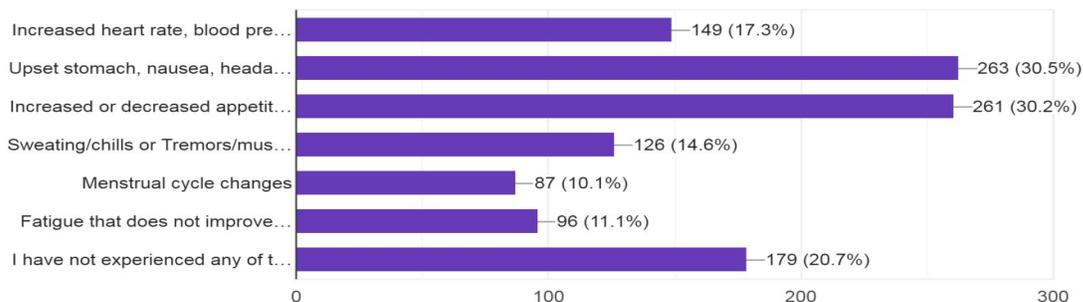
863 responses



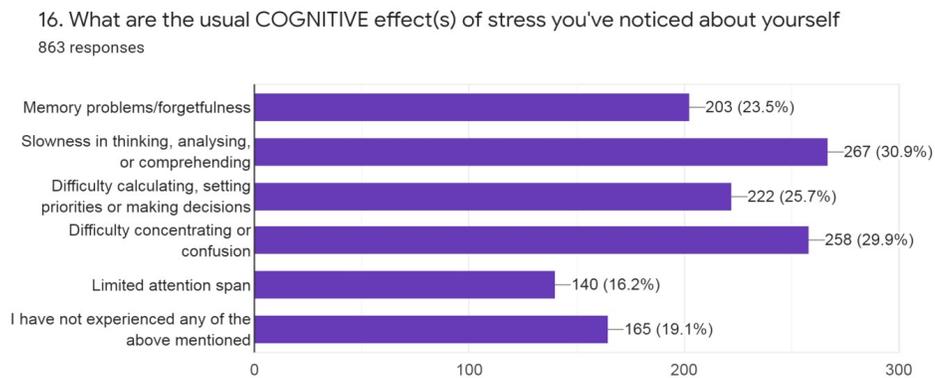
Graph.13 Psychological or emotional effects (N=863)

15. What are the usual PHYSICAL effect(s) of stress you've noticed about yourself

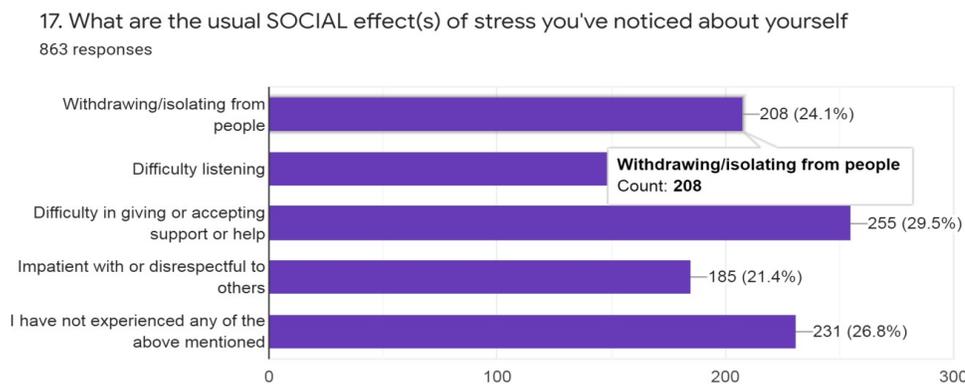
863 responses



Graph.14 Physical effects of stress (N=863)

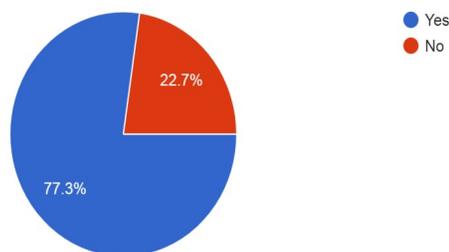


Graph.15 Cognitive effects of stress (N=863)

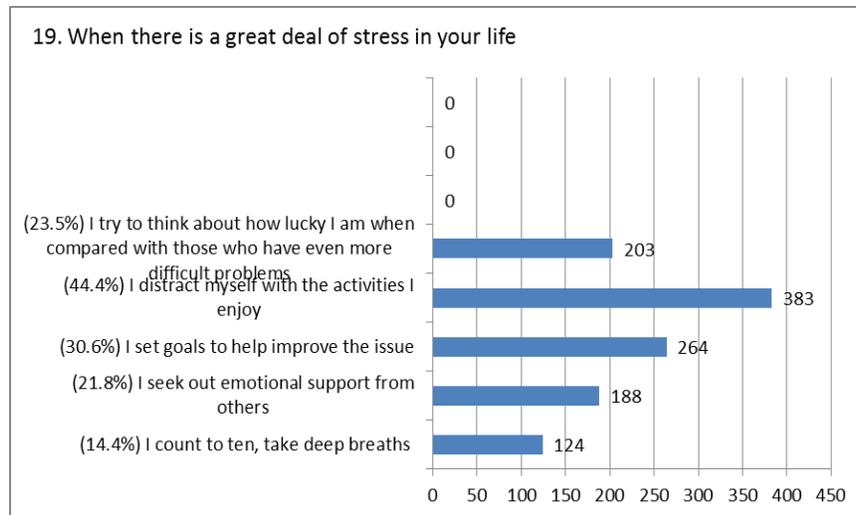


Graph.16 Social effects of stress (N=863)

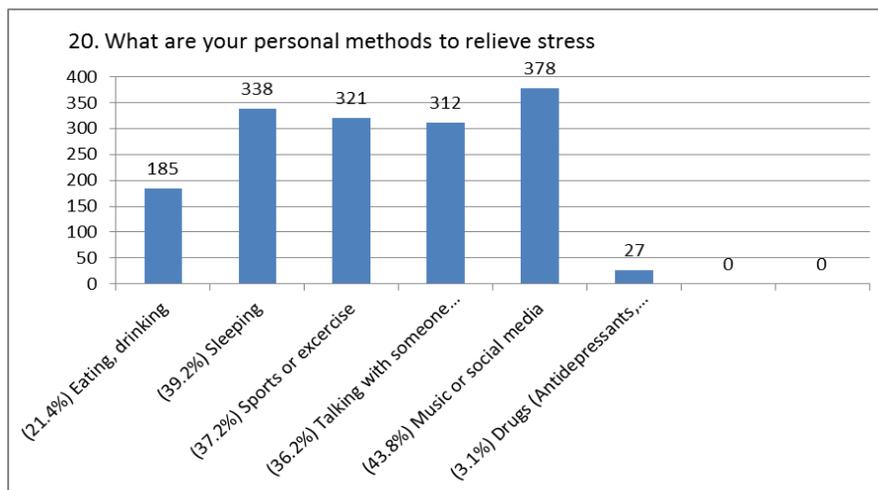
18. Have you ever tried to relieve your stress or problem causing it
863 responses



Graph.17 Have you ever tried to relieve stress (N=863)

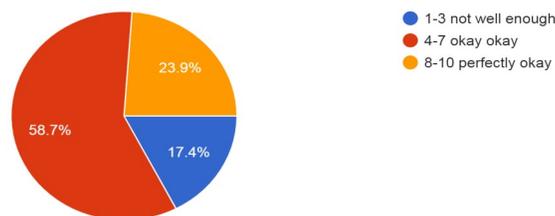


Graph.18 When there is great deal of stress (N=863)



Graph.19 Personal methods to relieve stress (N=863)

21. How well are you able to handle stress on a scale of 1-10
863 responses



Graph.20 Handling stress on a scale of 1-10 (N=863)

22. Where do you see yourself five years down the line
863 responses



Graph.21 Where do you see yourself in five years (N=863)

DISCUSSION:

A pervasive problem in the area of Stress Management intervention trials is the lack of an explicit description of the underlying definition of stress. The results of the analyses suggest that the majority of interventions endorse a combination of stress reduction and skill-building models that emphasised relaxation therapy, sports, yoga or meditation, and music therapy. It would be useful for future studies to consider the extent to which stress management techniques have contributed to the academic performance of students. Given that children and young people spend a substantial part of each day within the educational setting, The majority of respondents said they had long working / college hours or too much work given to them as a result of

not having enough time to rest or spend on personal tasks. Stress may cause you to have trouble staying asleep, not necessarily falling asleep. Also, busy schedules crammed with studies and extracurricular activities can take a toll on students' physical and mental health, especially if they are not eating or sleeping properly. If untreated, these stressors can compound over time, leading to even greater levels of stress. In fact, "development of the school as a site for the effective delivery of mental health services is essential". The implementation of empirically supported mental health promotion and prevention programming in schools is associated with improved emotional and behaviour functioning, enhanced academic performance. Social skills training or social emotional learning

can be effective in maintaining students' coping ability, and in addressing an array of emotional and behavioural problems. Having positive relationships with those around you during the educational process is important as it helps to reduce the level of stress in the classroom. We found that respondents feel stressed not only due to study/work related issues but also due to financial, health or family issues. The main limitation of this study was utilisation of self-report questionnaire that respondents may be answered in a socially desirable manner. However, the assumption of study was based on the trust of the respondents and their understanding of the questions.

In the future, consideration should be given to intervention studies that assess the impact of effective strategy training on health and the decline in psychological and behavioural effects of stress.

Due to the negative impact of stress on student's life, such as ineffective studies, poor academic performance and the general health status, putting effective measures in place is pertinent to their academic success and

general life. This is done by identifying the main causes of stress which includes changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships and finding the appropriate remedy.

Though more and better research needs to be done, we wish to conclude on a positive note. Current scientific ideas support the notion that stress management techniques can lower stress levels of the organism, resulting in reduction of disease symptoms, lowering of biological indicators of disease, and its prevention in life. As stress is universal and of relevance to all, a more thorough understanding of stress management techniques is essential for preventing stress related diseases and enhancing health overall. The results of this study showed that coping strategies can predict the general health. Regarding the inevitability of some stressors and the need to prevent mental and behavioural effects of stress, this research suggests health promotion by reducing stress and training of the positive coping strategies.

CONCLUSION

Due to the negative impact of stress on student's life, such as ineffective studies, poor academic performance and the general health status, putting effective measures in place is pertinent to their academic success and general life. This is done by identifying the main causes of stress which includes changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships and finding the appropriate remedy.

Though more and better research needs to be done, we wish to conclude on a positive note. Current scientific ideas support the notion that stress management techniques can lower stress levels of the organism, resulting in reduction of disease symptoms, lowering of biological indicators of disease, and its prevention in life. As stress is universal and of relevance to all, a more thorough understanding of stress management techniques is essential for preventing stress related diseases and enhancing health overall. The results of this study showed that coping strategies can predict the general health. Regarding the inevitability of some stressors and the need to prevent mental and behavioural

effects of stress, this research suggests health promotion by reducing stress and training of the positive coping strategies.

REFERENCES

- [1] *Stress and Coping theories*. Krohne, H. W. Mainz : s.n., 2011.
- [2] **Wheeler, Claire Michaels.** *10 Simple Solutions to Stress: How to Tame Tension and Start Enjoying Your Life*. Oakland : New Harbinger Publications, 2007.
- [3] —. *10 Simple Solutions to Stress: How to Tame Tension and Start Enjoying Your Life*. Oakland, USA : New harbinger publications Inc, 2007.
- [4] **Pargman, David.** *Managing Performance Stress: Models and Methods*. New York : Routledge Taylor & Francis group, 2006.
- [5] **Owusu, George Essel and Patrick.** Causes of students' stress, its effects on their academic success, and. [Online] 2017. [Cited: May Wednesday, 2021.] <https://www.theseus.fi/bitstream/handle/10024/124792/Thesis%20Document.pdf?sequence=1&isAllowed=y>.
- [6] *Personal, health, academic, and environmental predictors of stress in*

- residence halls. **Lauri Dusselier Ms, Brian Dunn Ms , Yongyi Wang Ms , Mack C Shelley II Phd & Donald F Whalen Phd.** London : Routledge Informa Ltd, 2005.
- [7] *The Stress of Life.* **H, Selye.** New York : s.n., 1976.
- [8] *Health Problems of College Students.* **Ted W. Grace, MD, MPH.** s.l. : Journal of American College Health, 1997.
- [9] **JH, . Dalton.** *Stressful life events, locus of control, and social support networks as predictors of maladjustment and illness among college freshmen.* Washington DC : ERIC Document Reproduction Service No.ED244171, 1983.
- [10] *The neurobiology of stress management.* **Tobias Esch, George B. Stefano.** Coburg, Germany : s.n., 2010, Vol. 31.
- [11] **Cotton, Dorothy H. G.** *Stress Management: An Integrated Approach to Therapy.* New York : BRUNNER/MAZEI Inc, 1990.
- [12] **Lehrer, Paul M.** *Principles and Practice of Stress Management.* New York : THE GUILFORD PRESS, 2007.
- [13] **May, R.** *The meaning of anxiety.* New York : w.w. Norton & company Ltd, 2015.
- [14] **Layton, J.** How fear works. [Online] 2016. <http://science.howstuffworks.com/>.
- [15] Fears and phobias. [Online] 2016. <http://kid-shearth.org/> .
- [16] **Owusu, George Essel and Patrick.** *Causes of students' stress, its effects on their academic success, and stress management by students.* Finland : s.n., 2017.
- [17] **Davidson, Jeff.** *Stress Management.* Indianapolis : Macmillan USA Inc, 2001 .
- [18] *A review of psychoendocrine research on the pituitary-adrenal cortical system. Psychosomatic medicine.* **Mason, John W.** 1968 : s.n.
- [19] **Vogel, S., Schwabe, L.** Learning and memory under stress: implications for the classroom. [Online] 2016. <https://doi.org/10.1038/npjscilearn.2016.11>.
- [20] *How the brain makes the soul.* **G. Roth, N. Strüber.** 2015.