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Dr. Geeta Sidharth
Associate Professor,
Department of Commerce,
Gargi College, University of
Delhi, Delhi, India

Dr. Varun Bhandari
Assistant Professor,
Department of BBE, Gargi
College, University of Delhi,
Delhi, India

Adya Sukhija
Student, Gargi College,
University of Delhi, Delhi,
India

Prerna Chaudhary
Student, Gargi College,
University of Delhi, Delhi,
India

Corresponding Author:
Dr. Geeta Sidharth
Associate Professor,
Department of Commerce,
Gargi College, University of
Delhi, Delhi, India

Post Covid stress and coping strategies in gen z in India: An empirical investigation

Dr. Geeta Sidharth, Dr. Varun Bhandari, Adya Sukhija and Prerna Chaudhary

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Abstract

Stress in early age can result in lifelong physical and mental health consequences, limiting the opportunities to lead fulfilling lives up to one's greatest potential. Reports show that approximately a vast majority of 2,98,29,075 students are enrolled in UG programs in different universities every year, and post-covid nearly 14% of Indian youth are mentally stressed, requiring urgent attention towards understanding different stressors and coping strategies for managing stress effectively. This study was undertaken primarily to explore the various sources of stress and to investigate the stress-coping strategies used post-covid by Indian youth represented by undergraduate students. Results reveal that these students are stressed the most on uncertainties relating to their careers, work, and future, academic matters, inability to manage time between different activities, insufficiency of their capabilities and confidence, and inability to handle challenges and difficulties of life. Enjoying hobbies such as music, dancing, reading, and painting emerged as the key stress busters along with having fun time online or with family or friends, or simply talking to them about the issue causing stress whereas seeking professional counseling, exercise, yoga, breathing exercises or meditation have been less favored for managing their stress. The findings might be helpful for the various policymakers, HEIs, parents, psychologists, researchers, and the students themselves to design effective stress-coping strategies to ensure their successful implementation to the process of financial intermediation which is a veritable instrument for the growth of any economy.

Keywords: Stressors, coping strategies, university students

1. Introduction

The study of stress is a macrocosm in itself with multiple influencing factors. It is inflicted by different causes or 'stressors', such as confusion, pressure, financial instability, professional worries, health issues, etc. Levels of stress in student life become a major deterrent, instilling anxiety that could result in intrusive thoughts manipulating emotional and mental well-being, hampering performance. Stress to some extent is inevitable in one's life. Considered essential for the healthy development of the brain and mental health, stress, in extreme amounts, becomes toxic. UNICEF's Report (2021) on 'The State of the World's Children' suggests monitoring and bearing down the degrees of stressors amongst individuals across all ages, especially in their tender years since stress occurring in early age can result in lifelong biological and mental health consequences, limiting opportunities to lead fulfilling lives up to one's greatest potential. For reducing stress in older ages, it becomes elementary to keep a check on the levels of stress in growing years. Research by Singh and Gopalkrishna (2014) suggested that around 10-30% of the young people in India in the age group of 10-24 years suffer from health-impacting conditions and behavior calling for urgent attention from policy-makers, public health administrators, and professionals. According to an ILO report, post-pandemic, almost 50% of the Indian youth is hit by mental stress (TOI, 2020). A recent poll by Gallup of 20,000 respondents from 21 countries (UNICEF, 2021) ^[26] shows that nearly 14% or 1 in 7 of Indian youth are depressed or mentally stressed after the pandemic. World Health Organization (WHO) data suggests that suicide is the fourth leading cause of death among 15-29 year-olds (WHO, 2022) ^[27]. Stress Index in India, 2021, reports around 46% of the respondents reported mild to severe stress levels (Statista, 2022) ^[23].

In another poll in India by Rakuten Insight in May 2022, 28% of respondents in the 16-24 years age group reported no change in their stress level in the past 12 months (Statista, 2022) ^[23]. The alarming data on stress necessitates a deeper examination of different stressors for managing stress effectively, particularly in the changed scenario of additional challenges posed by the post-covid adjustments and new educational policy in India.

Understanding the importance of examining the different aspects of stress which is directly linked to the physical health and well-being of youth, this study attempts to examine different sources of stress and coping strategies in young Indian students. The study would help in the early detection of specific causes of stress in the population, which is a precondition and a suggestion by many academicians, psychologists, researchers, and policymakers (Singh and Gopalkrishna, 2014; Baskar, 2015) ^[4]. The study has been carried out through a primary survey conducted on university students (aged 17-22) with a sample size of 808, distinguished based on stream, year of study, course, category, the status of living, and others. With an ever-evolving lifestyle, students in these years are exposed to varied risk factors and stressors that can have an impact on their mental health, including exposure to adversity, peer pressure, competition, exploration of identity, test grades, examination-related stress, parental pressure, quality of home life, access to basic amenities among others, more so after the hitting impact of COVID-19 (Burke, 2014; Lindsey, Makhbul and Rawshdeh, 2021; Robertson, and Lindsey, 2018) ^[6, 15, 12].

2. Research Review

Adil and Parveen (2022) ^[1] conducted research aiming to investigate the degree of academic stress experienced by intermediate college students. Additionally, it made an effort to investigate how various demographic factors affected students' levels of academic stress. 165 students enrolled in intermediate institutions in the Azamgarh District of Uttar Pradesh, India, were chosen as a sample. According to the findings, there was no appreciable variation in academic stress levels among students according to the kind of school organization, the media, and the kind of household. While male students' levels of academic stress were observed to be substantially greater than those who are females. Similarly to this, students in the science stream had much more academic stress than those in the arts stream. Maan, Tiwari, and Mishra (2021) ^[13] conducted the research intending to study the sources of stress and coping strategies used among those preparing for medical and engineering competitive entrance exams in Delhi as well as for suggesting to parents and teachers some additional stress management techniques. According to the study's findings, academic (48%) and parental (39%) pressures were cited as the main sources of stress by participants. Personal and environmental stressors contributed 8% and 5% respectively. The candidates used techniques such as yoga, music, internet browsing, and conversation, playing outdoor games, interacting with parents, meeting other like-minded people, and practicing meditation as coping strategies. The study also suggests practicing progressive muscle relaxation, deep breathing, visualization, getting organized, and self-hypnosis as additional coping mechanisms. Yamin, Khalil, and Mazhar (2020) ^[28] attempted to study stress management among

students and how it impacts their learning during Covid 19. According to the study's findings, students are under a lot of stress, and that stress is only becoming worse as the number of days passes. Additionally, students are utilizing coping mechanisms like yoga, exercise, and diversionary measures like spending watching television and spending time with family.

Rana, Gulati, and Wadhwa (2019) ^[16] attempted to evaluate the available literature on stress, its causes, symptoms, and harmful impacts on students' health and well-being through their paper. They defined stress as a physiological and psychological imbalance that is brought on by a person's demands, and that person's incapacity to satisfy those requirements. To demonstrate how the presence of stressors impacts whether stress is present, they quoted Lazarus & Cohen (1977). Stressors are requirements from an internal or external environment that throw off the balance and have an impact on a person's physical and psychological health. This situation necessitates rapid action to get the situation back in balance. Yikealo, Tareke, and Karvinen (2018) ^[29] revealed in their study that most college students experience moderate levels of stress. Additionally, it demonstrated that students' levels of stress were higher when it came to environmental and intellectual factors. The academic stressors that cause significant academic stress include, specifically, an unfair grading system, academic overload, trouble managing one's academic challenges, and poor subject matter and pedagogical competency of instructors. There is no statistically significant difference between gender and stress level, according to the study's findings. The study also shows that there is no statistically significant relationship between stress level and CGPA. Sharma *et al.* (2016) ^[19] in their study stated the adoption of several techniques to reduce stress. One physical activity performed each day can help with the stress issue. Additionally, one might start using different time management strategies and engage in extracurricular activities that are advantageous for students. Additionally, it was advised that institutions should have a relaxing atmosphere to reduce stress. Changes in the way teachers deliver their lessons and the availability of mentors can give the classroom environment a new lease on life.

Baskar (2015) ^[4] aimed to identify the sources of stress and coping techniques for college students to utilize to lessen their stress. The paper concluded that careful consideration must be given to college students' emotional stability. Colleges should establish counseling centers on campus to address students' psychological problems as soon as possible. Regular workshops for students on stress management, time management, health education programs, and curriculum reduction might be essential strategies to help college students cope with stress. Deb, Strodl, and Sun (2014) ^[7] in their study aim to examine the relationships between numerous psychosocial factors and academic stress, as well as the academic stress and mental health of Indian high school students. The study concluded that Parental pressure and mental issues were highly connected with academic stress, and anxiety related to exams was likewise positively correlated with psychiatric issues. Suggestions included attention by mental health professionals, training on how to manage stress and anxiety, and promoting knowledge about mental health and academic stress among parents. Bataineh (2013) ^[5] in his study examined the academic pressures college students

face. The analysis findings indicated that a disproportionate academic load, a lack of study time due to the depth of the course material, high family expectations, and low motivation levels are some of the causes of stress. Stress is primarily caused by a fear of failing. There was no discernible difference between the students from the various specializations.

The Research Review shows that major work in this area is focused on stressors in medical, engineering, and high-school students, their emotional stability symptoms, and the effect of the potential measures attempted to counter them. Undergraduate students have largely been ignored in stress-based studies so far. Approximately 2,98,29,075 young Indians pursue undergraduate degrees in different universities every year (The All India Survey on Higher Education 2018-19). Along with the regular sources of stress, changes in the education policy, new entrance examinations, and other new age factors necessitate revisiting their stress in detail. The present empirical study focuses on this understudied group of students across different streams and universities to fill the research gap between available research and the required special emphasis on the stressors in the Indian context. This study majorly targets Central University undergraduate students from different regions and varied backgrounds alongside other private and professional universities. In addition, this paper also examines how students are currently choosing to cope with their stress after the pandemic's effects, so that response strategies can be improvised accordingly.

3. Research Methodology

3.1 Research Objective

The primary objective of the study is to investigate different stressors in the Indian youth represented by undergraduate university students. The study also examines different coping strategies followed by these students for managing their stress in the post-pandemic era.

3.2 Design and Sample

This research is designed as a descriptive study by carrying a survey of an ample sample size of 808 students from different central and state universities in India such as the University of Delhi, Guru Gobind Singh Indraprastha University (GGSIPU), Andhra University, Jawaharlal Nehru Technological University (JNTU) and others in the age group of 17-22 years for investigations and interpretations. A structured set of the elaborate scale-based questionnaire

has been used for data collection to understand the differences in levels of stress among students.

3.3 Variables

This paper studies stress amongst undergraduate university students on different stressors such as stress inflicted by academics, time management issues, uncertainties, family problems, relationship issues, financial problems, self-image, challenges of life, control over life, health, support, security, and safety. The other variables studied their preferred coping strategies to manage stress.

3.4 Materials and Method

A detailed self-structured questionnaire consisting of questions on different post-covid stressors and coping strategies in university students was prepared after a detailed research review on the topic. The questionnaire about stressors included fourteen questions covering different sources of stress on a five-point scale ranging from never to very often. The questionnaire also asked participants to reflect upon different coping strategies on a five-point scale ranging from not at all to all the time. In addition, open-ended questions have been asked to enquire about the key variables. Descriptive analysis has been used primarily to present, explain and interpret the data. All analyses were conducted using IBM SPSS 20 for Windows. The frequencies, percentages, cross-tabulations, and univariate inferential statistics such as mean, standard deviation, standard error of mean, and confidence interval for key variables have been calculated for analysis and interpretations. It backs qualitative analysis with quantitative statistics as suggested by the data collected from the defined population of central university students. The Content validity of the questionnaire was established through expert opinion. Cronbach's Alpha reliability coefficient was calculated to calculate the reliability of stressors and coping strategies and was found to be 0.919 for stressors and 0.776 for coping strategies.

4. Results

Table 1 presents the results of the univariate descriptive and inferential statistical analysis of various stressors in undergraduate students, including frequencies, percentages, Mean (M), Standard Deviation (SD), Standard Error of Mean (SE), and Confidence Intervals at 95% level of confidence.

Table 1: Stressors amongst the Undergraduate University Students

S. No	Stressors	Never N (%)	Rarely N (%)	Sometimes N (%)	Fairly Often N (%)	Very Often N (%)	Mean	SD	SE	95% Confidence interval (\pm SE)	
										Lower	Upper
1.	Academic work, lectures, Examinations, lack of motivation, lack of facilities.	34 (4.2)	62 (7.7)	292 (36.1)	188 (23.3)	232 (28.7)	3.65	1.100	0.039	3.57	3.72
2.	Inability to manage time and energy between academic and extracurricular activities.	45 (5.6)	89 (11.0)	276 (34.2)	163 (20.2)	235 (29.1)	3.56	1.176	0.041	3.48	3.64
3.	Uncertainties relating to career, work, and future.	40 (5.0)	71 (8.8)	221 (27.4)	144 (17.8)	332 (41.1)	3.81	1.203	0.042	3.73	3.90
4.	Insufficient capabilities and confidence	79 (9.8)	115 (14.2)	259 (32.1)	159 (19.7)	196 (24.3)	3.34	1.259	0.044	3.26	3.43
5.	Family problems	98 (12.1)	164 (20.3)	265 (32.8)	119 (14.7)	162 (20.0)	3.10	1.276	0.045	3.01	3.19
6.	Personal relationships	219 (27.1)	193 (23.9)	215 (26.6)	94 (11.6)	87 (10.8)	2.55	1.292	0.045	2.46	2.64
7.	Not being with family	250 (30.9)	143 (17.7)	237 (29.3)	84 (10.4)	94 (11.6)	2.54	1.332	0.047	2.45	2.63

8.	Financial problems	136 (16.8)	139 (17.2)	234 (29.0)	131 (16.2)	168 (20.8)	3.07	1.355	0.048	2.98	3.16
9.	Self and self-image	112 (13.9)	181 (22.4)	249 (30.8)	124 (15.3)	142 (17.6)	3.00	1.279	0.045	2.92	3.09
10.	Inability to handle challenges & difficulties of life	88 (10.9)	145 (17.9)	277 (34.3)	156 (19.3)	142 (17.6)	3.15	1.221	0.043	3.06	3.23
11.	No control over things in life	103 (12.7)	167 (20.7)	248 (30.7)	132 (16.3)	158 (19.6)	3.09	1.297	0.045	3.00	3.18
12.	Health and physical matters	94 (11.6)	175 (21.7)	273 (33.8)	125 (15.5)	141 (17.5)	3.05	1.238	0.044	2.97	3.14
13.	Not knowing whom to call for help in problems	186 (23.0)	171 (21.2)	207 (25.6)	94 (11.6)	150 (18.6)	2.82	1.400	0.049	2.72	2.91
14.	Security and safety matters	170 (21.0)	211 (26.1)	251 (31.1)	92 (11.4)	84 (10.4)	2.64	1.277	0.043	2.56	2.72

The mean value of different stressors shows that the majority of participants are fairly or very stressed about uncertainties relating to career, work, and future (M = 3.81), followed by stress on academic matters (M = 3.65), inability to manage time and energy between curricular and extracurricular activities (M = 3.56), and insufficient capabilities and confidence (M = 3.34). Inability to handle challenges and difficulties of life (M = 3.15), Family problems (M = 3.10), Lack of control over things in life (M = 3.09), Financial problems (M = 3.07), Health and physical matters (M = 3.05), and Self and self-image (M = 3.00) are the additional factors that cause high stress in these youngsters. Not knowing whom to call for help (M = 2.82), Safety and security matters (M = 2.64), Personal relationships (M = 2.55), and Living away from family (M =

2.54) are the factors that are causing stress sometimes to fairly often. Adjusting all these stressors for standard deviation restores a very high amount of stress on these factors for the respondents. To further analyze the presence or validity of these stressors in the population, another statistic, the standard error (SE) of mean, has also been calculated with the confidence interval at a 95% level of significance. The SE of mean shows the extent to which a mean may be expected to vary in different samples. The smaller the standard error, the lower the variability of the mean. As a rule, at a 95% confidence level the population mean will be within \pm two standard error units of the sample mean. Results reveal high to very high-stress levels of these factors in the population. Results for the coping strategies are presented in Table 2.

Table 2: Coping Strategies amongst the Undergraduate University Students

S. No	Coping strategies	Not at all N (%)	Rarely N (%)	Sometimes N (%)	Very Often N (%)	All the times N (%)	Mean	SD	SE	95% Confidence interval (\pm SE)	
										Lower	Upper
1.	Practicing yoga/physical exercises/playing outdoor games	251 (31.1)	245 (30.3)	176 (21.8)	82 (10.1)	54 (6.7)	2.31	1.200	0.042	2.23	2.39
2.	Practicing Pranayama, Meditation, and/or offering Prayers	297 (36.8)	236 (29.2)	160 (19.8)	67 (8.3)	48 (5.9)	2.17	1.185	0.042	2.09	2.26
3.	Following Hobbies (such as music, dance, reading, art, photography, and movies)	72 (8.9)	134 (16.6)	194 (24.0)	193 (23.9)	215 (26.6)	3.43	1.283	0.045	3.34	3.52
4.	Going online (spending time on social media, playing online games, etc)	91 (11.3)	142 (17.6)	179 (22.2)	219 (27.1)	177 (21.9)	3.31	1.296	0.046	3.22	3.40
5.	Talking to friends/parents/siblings	87 (10.8)	127 (15.7)	186 (23.0)	205 (25.4)	203 (25.1)	3.38	1.304	0.046	3.29	3.47
6.	Spending fun time with self/family/friends/pets	85 (10.5)	157 (19.4)	182 (22.5)	210 (26.0)	174 (21.5)	3.29	1.287	0.045	3.20	3.37
7.	Sharing with teacher mentors/College facilitators	442 (54.7)	181 (22.4)	108 (13.4)	42 (5.2)	35 (4.3)	1.82	1.117	0.039	1.74	1.90
8.	Attending professional counseling	542 (67.1)	130 (16.1)	88 (10.9)	28 (3.5)	20 (2.5)	1.58	0.984	0.035	1.51	1.65
9.	Introspection and reorganizing the activities	253 (31.3)	179 (22.2)	193 (23.9)	85 (10.5)	98 (12.1)	2.50	1.348	0.047	2.41	2.59

The above table depicts the analysis of data for nine different post-pandemic coping strategies being followed by the students to cope with their stress. Enjoying hobbies (such as music, dance, reading, painting, photography, and movies) helps the students the most (M = 3.43), followed by going online for games or media (M = 3.31), talking to friends, siblings, and parents (M = 3.38), spending fun time with family and friends (M = 3.29), whereas introspection and corrective reorganization (M = 2.50), yoga, physical exercises or outdoor games (M = 2.31), praying, pranayama, and meditation (M = 2.17) also help them sometimes in unwinding. Professional counseling is found least effective (M = 1.58) in addition to sharing with teacher mentors or college facilitators (M = 1.82) as not at all or rarely helping them in coping with stress. Other than these coping strategies, students also destress through journaling,

traveling, listening to podcasts, sleeping, and reading self-help books as reflected in data.

5. Discussion

This study was undertaken primarily to explore the various sources of stress and to know the stress-coping strategies used by Indian youth in the post-pandemic era by taking undergraduate students as the sample. Results reveal that Indian undergraduate students are currently most stressed due to uncertainties relating to their careers, work, and future, academic matters, inability to manage time between different activities, and insufficiency of their capabilities and confidence. The scenario of layoffs during and post the pandemic has made it evident how upgrading skills has become a necessity. With a whopping Indian population, companies hardly lack manpower. They look for people

who are more skilled than the rest. This creates a continuous struggle for students to keep up with the growing trends and to upgrade themselves in terms of new skills and technical strengths. Unemployment is an alarming problem in India. In addition to that, the demand and supply of manpower are not quite balanced. A high percentage of youth after graduation or post-graduation are either under-employed or underpaid. This creates fear among students regarding their career and future growth prospects. All these factors contribute significantly to stress among undergraduate students. Apart from the psychological and physiological incidences, it might cause excessive substance abuse through drugs, smoking, alcohol consumption, reckless driving, and other behavior that further contributes to the youth's poor self-esteem by making them feel incapable of contributing to society constructively. Academic stress contributed significantly to stressors in the youth. Studies have reported high academic stress during the pandemic period (Makhbul and Rawshdeh, 2021; Yasmin, Khalil, and Mazhar, 2020) [15, 28]. Factors adding to the post-covid stress might include a continuously growing population but limited resources in terms of educational institutions, the competition to get to top colleges, changes in admission and examination patterns inflicted upon by changes in the education policy, and a great burden to perform academically well. Students nowadays participate in extracurricular activities which are believed to help build obedience, dedication, determination, and various other skills. While these activities are gaining prime attention and are included in the curriculum of various colleges, it has become extremely difficult for students to manage their time balancing everything at hand. The expectation of teachers and parents from them to perform up to the mark in both academics and extracurricular activities creates pressure on the students. They remain stressed about not being able to manage time and energy between academic and extracurricular activities. This study also highlighted a deep-rooted issue amongst common Indian students, which is insufficient capabilities and confidence. The recent NEP document also proposes the adoption of policies and action plans to improve the gap between skills required in the current age and skills imparted by the previously existing education system.

The results point out the requirement to design interventions or programs dedicated to improving the soft and life skills amongst the students as the inability to handle challenges and difficulties of life emerged as an important stressor in Indian youth. These programs may also improve the way these young students visualize themselves and their image by boosting their morale and self-motivation. Health and physical matters, financial problems might also be handled very effectively by HEI through different scholarships, funding assistance, and health support programs. The stress about not knowing whom to call for help may easily be reduced by promoting self-help programs and workshops to orient teachers and parents towards their availability to comfort the students by making dedicating cells or help groups interacting with students on regular basis to help them opening up and asking for help whenever required. Though safety and security matters, personal relationships, and living alone are low on stress quotients, these factors may still be improved by parents, teachers, and HEIs through surveillance, care, attention, and proper action strategies.

The majority of the students use their hobbies such as music, dancing, reading, photography, and painting as stress busters along with having fun time online or with family or friends, or simply talking to them about the issue causing stress. Interestingly, the majority of participants who talk to their friends, parents, and siblings to counter their stress as a coping strategy, are not in favor of seeking professional counseling. This contradiction is also observed in a recent survey by Gallup of 21 countries including India for UNICEF (2021) [26], where the majority (83%) of people from 21 countries agreed with sharing experiences and seeking support rather than dealing with it on their own as the best ways to deal with stress. Indian youth (15-24 years of age) was the only exception with only 41% supporting the sharing option. Approximately 50% favor talking to someone in their circle, and only 6% favor taking professional help for managing their stress. Similar is true with talking to teachers as results show that it doesn't help students as much as enjoying their hobbies or playing games and spending time online does. This implies retrospection on the professional or institutional support provided to the students by HEIs or parents to make it more believable and comfortable for students. Another light but an important suggestion would be to make the HEIs centers for learning with fun. Results reveal that hobbies are very effective coping strategies. Special efforts can be made by academic institutions to include hobby-based fun activities, such as screening movies on campus, excursions, nature walks, activity-based workshops, etc., which can prove to be a good healing and stress buster for the students. The results provide important insights for designing and implementing stress-coping interventions to ensure their success.

Surprisingly, yoga, physical games, pranayama, meditation, etc. have not appeared to be the most favorable strategies for students to cope with their stress. An explanation for that could be their inability to manage time and energy between academic and extracurricular activities as well as their academic matters which have been revealed as major sources of their stress in the result of this research also. Another explanation could be the redundant course structures in not letting the students be aware and open to nature and one's self along with India's well-established system of knowledge for managing self at physical, intellectual, interpersonal, and spiritual levels. Yoga, breathing exercises (Pranayama), and meditation have already been proven very effective in managing stress (Kirkwood *et al.*, 2005; Pael, 2018; Sidharth, 2023) [10, 20]. The lack of connection of youth with India's knowledge system and wisdom has been a key point in the NEP 2020. The lack of awareness can easily be removed by revising curriculums and motivating students through sufficient effective programs and workshops. Encouraging students to be physically active at a younger age might also be very effective in promoting physical exercises and games in students as a strategy to bust their stress. Improving facilities for this is a basic necessity here. Lastly, the curricular and extracurricular activities should be balanced in such a way that students are not torn between two necessary aspects of their learning and get sufficient time also for their self-management.

6. Conclusion

The present study is an attempt to understand the post-pandemic stressors in the Indian youth and their coping

strategies to enhance the understanding of how stress can be better managed for them. The COVID-19 pandemic has been a highly stressful situation in itself for all and is anticipated to affect the youth longer, calling for research studies for its prevention and better management. Results reveal that Indian youth is highly stressed about the uncertainties relating to their careers, work, and future, academic matters, inability to manage time between different activities, insufficiency of their capabilities and confidence, and inability to handle challenges and difficulties of life. Enjoying hobbies such as music, dancing, reading, and painting emerged as the key stress busters along with having fun time online or with family or friends, or simply talking to them about the issue causing stress whereas seeking professional counseling, exercise, yoga, breathing exercises or meditation have been less favored for managing their stress. The findings of this study can be fundamental and helpful for policymakers, HEIs, parents, psychologists, researchers, and the youth itself in keeping their stress markers low by designing effective response strategies. Keeping the preferred coping strategies in cognizance while designing and implementing interventions will ensure the success of such programs. In addition, students themselves can aim to pay more attention to creating their welfare strategies like indulging in motivational or self-management talks and workshops, psychodynamics, inducing behavioral changes, and follow-up schedules. Since the paper follows a single variable descriptive design and collected data using the survey method, the self-reported data may have a potential impact on the accuracy and truthfulness of the findings because of some personal biases of the respondents that may exist. Future research may aim to achieve a multivariate causal study on a more equitable data set with multiple research approaches to maintain accuracy standards using advanced statistical tools for inferential analysis.

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