

Research Paper

## Depression, Anxiety, and Stress among College Students Away from Home

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### ABSTRACT

**Aim:** Being away from home has a negative physical and psychological impact on a large number of people, especially students. In this study, Kristu Jayanti College students who were not with them were evaluated for the presence of depression, anxiety, and stress as well as its indicators. This descriptive study used a purposive sampling method. **Methods:** Information was gathered from a random sample of 50 students. The DASS-21 was utilised to gather information from the participants using a web-based survey. **Results:** In different levels, there were 78.7%, 67.9%, and 58.7% prevalence rates for depression, anxiety, and stress. Depression, anxiety, and stress had somewhat high mean scores. Depression, stress, and anxiety were shown to be strongly correlated with demographic, health-related, and lifestyle factors. Moreover, a number of factors predicted stress, anxiety, and depression.

**Keywords:** *Anxiety, Staying away from home, Depression, Stress*

A college education is critical, particularly in today's competitive world, which is why everyone wishes to attend college and obtain a desirable degree. It is seen as a developmental milestone that symbolizes the expected transition into adulthood. Going to college, in particular, was a pleasurable experience that changed people's lives. Nonetheless, it is normal to begin college life with enthusiasm and worry because the shift to college is a big life event and the most difficult of all changes.

Living away from home may be one of the most rewarding aspects of university life for many students from faraway areas. This may be unforgettable and thrilling, while also having a significant impact on the lives of students, particularly freshmen, for whom this is often their first experience living so far away from home for such an extended time.

The main, and most typical, issue that students encounter is that as we begin a daily life away from home, we inevitably grow homesick. Missing our relatives and the attention they gave us is a common occurrence. We can even miss tiny moments that we have with our family, such as sitting together on a sofa watching TV shows, talking to our parents about our school day over family dinners, and arriving home from school, welcoming our parents, "Mum, Dad, I'm home!".

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Furthermore, we frequently miss all of the amenities we used to have at home, such as our bedrooms, cherished beds, stuffed animals, and even our restrooms. As a result, we begin to see the value of our family and cherish what we had back home.

Furthermore, once we move away from home, we must learn to accomplish things on our own. Say farewell to the carefree life and hello to a life filled with responsibilities. We now have to care for every area of our lives, from the important ones like budgeting and making ends meet to the tiny ones like cleaning our rooms, doing our dishes, preparing our own meals, and how to travel around by bus.

This, however, provides us with a new sense of independence. Many of us have craved freedom since we were in high school. After all those years of living under the supervision of overprotective parents, we may finally break free and spread our wings.

Most significantly, being away from home may teach us the priceless skill of coexisting with others. We learn to live with many housemates and occasionally put up with their unpleasant habits.

We learn to tolerate and respect others. It appears that we are living in a tiny society, which will greatly assist us in getting along with people later in our careers.

To summarize, living far away from home might be challenging at first, but after you get used to it, it can be really intriguing.

The first challenge is finding funding to study abroad or attend university. It would be advantageous if you had adequate financial resources. Otherwise, it will be difficult. Renting a property, transport expenditures, living expenses, energy bills, and so on must be paid for; those who do not have strong finances, they must work part-time to make ends meet.

Learning and working are both difficult tasks. Students may incur debt since they might borrow money from the student financial assistance organization to meet all of their living and tuition expenses. The second obstacle is social difficulties. Because your child is in a new environment, a new nation, and a completely different life than at home, social problems are highly possible, and your child is in danger of being bullied by others.

Also, when away from home, some persons are unable to learn additional information since their talents are insufficient for that level. Although homesickness is often considered minor, for others, the amount of anguish can be significant (Thurber & Walton, 2007). Those who are homesick yet lack the required social skills to obtain much-needed help have a great need for support (Van Tilburg, Fingerholes & Vim Heck, 1996). Additionally, in the survey, we discovered that homesickness is a major issue for many students who seldom power them families, but when they move to school far away, the power back to their families every six weeks on average.

### **REVIEW OF LITERATURE**

One of the studies points out the difficulties of being down from home and shows that going down from home isn't easy, showing the significance of homesickness and the challenges of going down. We divide each other to collect data from 416 out of 735 scholars far down from home, similar as Van Lang scholars University and other universities, especially council newcomers, to survey and assay. Eventually, through exploration, we find that there

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are some differences between males and ladies, between first-time council scholars living in dormitories located inside the lot and those living in boarding houses outside the lot, between beginner and university scholars of other courses about homesickness situations, score achievements, and other issues. still, utmost of the scholars down from home miss their musketeers and family veritably much. The fiscal, environmental, and social issues show that they all suppose that studying down from home isn't easy as they allowed the exploration was conducted to examine and compare cerebral sadness, anxiety, and stress among medical scholars living with family and those living in dormitories in order to determine whether a pupil's cerebral state of mind was impacted by their domestic situations. Although the frequency of depression, anxiety, and stress was also high in both home and hotel medical scholars, a link to domestic circumstances couldn't be demonstrated. Grounded on threat assessment, depression was more frequent in dorm scholars, whereas anxiety and pressure were advanced in-home scholars. Our study gives sapience into a veritably important health issue that requires fresh disquisition in order to establish successful health programs with a more targeted approach for the benefit of youthful croakers, Rifat TM (2014).

Homesickness, defined as the anguish or impairment convinced by a factual or prospective separation from home, has the distinct 10 symptoms of preoccupying studies of home and attachment particulars. Victims constantly describe despair and anxiety, as well as withdrawn and difficulties fastening on issues unconnected to their house. violent homesickness is especially delicate for domestic and transnational university scholars. It can aggravate present mood and anxiety issues, beget new internal and physical health problems, and indeed lead to academy pull-out.

### **METHOD**

#### *Aim*

- To describe the problems faced by council scholars who are staying down from home.

#### *Impacts*

- The main ideal of this paper is to find out the problems faced council scholars.

#### *Thesis*

- To see if the scholars in the age gap of 18- 25 (council going) who are staying down from home are facing issues like depression, stress and anxiety.

#### *Research Design*

Type of the study The Study is a descriptive and purposive sampling

#### *Sample Size*

Size is of 50 actors in which 25 are ladies and the other 25 are manly.

#### *Addition Criteria*

The age range of the scholars who'll fill out the questionnaire for this study is 18- 25 times, since those are the scholars who are being down from home for the first time and have to face the stress and the emotional difficulties alone.

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### *Rejection Criteria*

There's no gender base in this paper, and the reason why the experimenter didn't extend the age range beyond or below 18- 25 is that as those scholars have seen the real world for the first time as till now each and everything was done by their parents. So those scholars have to handle their academic stress and also their good.

### *About The Variables*

As a part of the exploration and data analysis, I would like to use DASS- 21 Scale: In DASS 21 Test Administration, there are three variables that are kept into consideration

**ANXIETY:** Anxiety is the body's and mind's response to stressful, dangerous, or strange situations. It's the feeling of apprehension, torture, or dread that you have before a significant event. Anxiety helps us stay alert and apprehensive, but for those who suffer from an anxiety complaint, it feels far from normal- it can be fully enervating. Anxiety diseases are characterized by a general point of inordinate fear (emotional response to perceived or real trouble) and/or anxiety (emotional solicitude about a unborn trouble) and can have negative behavioural and emotional consequences.

### *Stress*

- The body's automatic response to any physical or internal demand is stress.
- Adrenaline is a chemical that our bodies naturally produce in response to stress.

### *Depression*

Feeling down or sad is common in life, but when feelings similar as forlornness and loneliness persist for an extended period of time, it may be a sign of depression. Depression is characterized by passions of sadness, forlornness, or loss of interest that can have an impact on the brain. numerous people will suffer from depression at some point in their lives. Indeed, in moment's society, adolescent depression is a growing problem. Both males and ladies suffer from adolescent depression, but ladies are more common than males.

### *Purpose*

The Depression, Anxiety, and Stress Scale (DASS) is a three- part nature- report scale developed at the University of New South Wales to estimate stress, depression, and anxiety. The DASS is available in 42- item and 21- item formats, with seven particulars per dimension (Seven for depression, seven for anxiety, etc.). The DASS 21 has the benefit of being swiftly administered; as a result, medical practitioners frequently employ the DASS 21. The DASS 42 is more frequently used for investigation, and internal health interpreters.

### *What exactly is the DASS?*

The DASS assessment of anxiety, stress, and depression was developed in response to a desire to move down from the standard set of defined emotional countries and rather develop a scale that would allow for dynamic exploration allowing the goods we called depression, anxiety, and stress to be readdressed and measured in different ways – in other words, prioritizing countries over traits. The DASS also innovated the dimension of these three countries as separate countries; preliminarily, they were constantly studied together due to their significant imbrication. The DASS easily distinguishes between depression, anxiety, and stress, allowing us to probe the unique aspects of each experience. Dysphoria, melancholy, life devaluation, tone-deprecation, lack of interest or participation, anhedonia, and apathy are all measured in the Depression component of the DASS. Autonomic exhilaration, wasted muscle goods, situational anxiety, and private experience of anxious

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effect comprise the Anxiety side. Anxiety differs from the other two in that it involves commodity called "positive affect." That is, an increased heart rate equals increased autonomic exhilaration. rather of doing lower, your body does more. The Stress side focuses on habitualnon-specific exhilaration, similar as difficulty relaxing, nervous exhilaration, being fluently worried or agitated, perverse/ overreactive, and impatient.

### RESULT

#### *Demographics and Associated Factors*

50 participants made up the sample, 25 of them were womanish. The actors' periods varied from 18 to 25. All of the actors are scholars who are down from home, according to them.

#### *Depression, anxiety, and stress situations and frequency*

A scoring companion for the DASS- 21 contains present score situations. Depression, anxiety, and stress each had moderate mean scores (mean = 9.27, SD = 18.72), whereas stress had a moderate mean score (mean = 9.16, SD = 19.04), and anxiety had a moderate mean score (mean = 7.11, SD = 13.11).

**Table: Mean scores and prevalence of depression, anxiety, and stress (N = 50)**

Scale	Mean (SD)	Normal (%)	Mild (%)	Moderate (%)	Severe (%)	Extremely Severe (%)
Depression	18.72 (9.27)	21.3	21.1	21.2	19.9	16.5
Anxiety	13.11 (7.11)	32.1	24.3	16.8	11.7	15.1
Stress	19.04 (9.16)	41.3	15.5	19.6	13.6	10.0

Scores of Depressions, anxiety and stress were from DASS-21. Scores for each subscale classified into 5 levels: normal, mild, moderate, severe and extremely Sever. For depression subscale, normal, 0–9; mild, 10–13; moderate, 14–20; severe, 21–27; and extremely severe, 28 and more. For anxiety subscale, normal, 0–7; mild, 8–9; moderate, 10–14; severe, 15–19; and extremely severe, 20 and more. For Stress subscale, normal 0–14; mild, 15–18; moderate, 19–25; severe, 26–33; and extremely severe, 34 and more.

The study's findings showed that depression was more prevalent than in comparable research. The concerns that students' psychological well-being should be prioritised. Yet, this study's anxiety level was lower than that of other similar populations. One explanation might be that students felt their worry was more closely tied to their academic needs than to general situational anxiety, in addition to other general characteristics such students and family history of long-term sickness/enduring illness.

The study found a strong and substantial correlation, suggesting that there are many different causes of stress, despair, and anxiety among students.

It has been observed that students are competent at identifying anxiety triggers that are connected to their course obligations and homework. Students understood their capacities and made the connection between their anxiety and their degree of academic self-efficacy, whereby a lower level of anxiety is related with being able to complete the academic assignment.

This suggests that a variety of factors, including socioeconomic position and lifestyle, have an impact on students' stress and anxiety. However, it is associated with heightened levels of stress, anxiety, and depression.

Students' socio-demographic characteristics are thought to have a substantial impact on their psychological well-being.

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The fact that female students scored higher than male students on measures of stress, sadness, and anxiety was one important factor. These results suggest that women generally may have employed coping mechanisms and adaptation techniques that did not enable them to manage their psychological disturbances.

### *Limitations*

This study has a few drawbacks, despite the fact that it contains important information regarding stress, anxiety, and depression. As the study was purposive Sample in nature, a causal connection cannot be established. Second, like with most survey questions, bias and subjectivity may be a problem, but by having a high number of respondents, the influence of bias is lessened. Bias and subjectivity can be reduced in next investigations.

Finally, the sample came from Krista Jayanti, which would restrict the applicability of the findings to the entire community.

## CONCLUSION

The results of the study show that a vital part of wellbeing is mental health. College students experience mild levels of stress, anxiety, and despair, which negatively impacts their academic performance. If the necessary therapies are not suggested, students are at risk for developing severe mental diseases.

We have discovered that key factors that need to be addressed and taken care of by mental health nurses and counsellors at academic institutions and counselling departments include sleep and food disorders, worry over academic grades, and a sense of loneliness. It is the duty of administrators and faculty members to offer the necessary psychological assistance.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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