

**ANXIETY, STRESS AND DEPRESSION AMONG COLLEGE STUDENTS: A
COMPARATIVE STUDY OF STUDENTS LIVING IN PAYING GUEST (P.G.)
ACCOMMODATION AND THOSE LIVING WITH THEIR FAMILY**

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Abstract:

The present study aimed to investigate Anxiety, Stress and Depression among college students living in Paying Guest (P.G.) accommodation and those living with their family. A sample of 120 college students was selected, comprising 60 students living in P.G. accommodation and 60 students living with their family. The Anxiety, Stress and Depression Scale developed by Dr. Pallavi Bhatnagar was used for data collection. The collected data were analyzed using Mean, Standard Deviation and t-test.

The findings revealed significant differences in Anxiety, Stress and Depression between students living in P.G. accommodation and those living with their family. Students residing in P.G. accommodation obtained higher mean scores on Anxiety, Stress and Depression compared to students living with their family, indicating greater psychological distress. The results suggest that students living away from their families experience higher levels of emotional difficulties due to adjustment problems, homesickness, limited family support and academic pressures.

The study concludes that living arrangements significantly influence the psychological well-being of college students. Students living in P.G. accommodation were found to be more vulnerable to Anxiety, Stress and Depression than students living with their family. The findings emphasize the importance of providing psychological support, counseling services and stress-management programs for students residing away from home to promote their mental health and overall well-being.

Keywords: Anxiety, Stress, Depression, College Students, P.G. Accommodation, Family Living, Psychological Distress.

Introduction:

Mental health is an essential component of an individual's overall well-being and plays a significant role in academic achievement, personal development, and social adjustment. College students often face numerous academic, social, and personal challenges during their educational journey. The transition from adolescence to adulthood, increasing academic demands, career-related concerns, and changing social relationships may create psychological pressure that affects students' emotional well-being. As a result, anxiety, stress, and depression have become common mental health concerns among college students worldwide.

Anxiety is a psychological state characterized by feelings of tension, apprehension, nervousness, and worry. According to Spielberger (1983), anxiety is an emotional condition accompanied by subjective feelings of tension and heightened physiological arousal. Although a moderate level of anxiety may motivate students to perform better academically, excessive anxiety can interfere with concentration, memory, decision-making, and academic performance.

Stress is another important psychological phenomenon affecting students. Stress refers to the psychological and physiological response of an individual when environmental demands exceed coping resources. Lazarus and Folkman (1984) described stress as a relationship between the individual and the environment that is perceived as challenging or threatening. College students may experience stress due to examinations, assignments, academic competition, financial difficulties, and future career uncertainties.

Depression is a serious mental health condition characterized by persistent sadness, hopelessness, lack of interest in activities, fatigue, feelings of worthlessness, and reduced motivation. According to Beck (1976), depression is associated with negative thoughts about oneself, the world, and the future. Prolonged exposure to stress and anxiety may increase the risk of depressive symptoms among students.

Living arrangements are among the important factors influencing the psychological well-being of college students. Students who live with their families generally receive emotional support, guidance, security, and encouragement from family members. Family support serves as a protective factor against psychological distress and helps students cope effectively with

academic and personal challenges. The presence of family members often provides emotional stability and a sense of belonging, which contribute positively to mental health.

On the other hand, many students migrate from their hometowns to pursue higher education and reside in Paying Guest (P.G.) accommodations. Although P.G. accommodation offers independence and convenience, students living away from their families may face various adjustment difficulties. They may experience homesickness, loneliness, social isolation, financial concerns, difficulties in managing daily responsibilities, and limited emotional support. Such challenges can contribute to increased levels of anxiety, stress, and depression.

The college years represent a crucial developmental stage during which students are expected to achieve academic success while simultaneously managing personal and social responsibilities. The ability to maintain psychological well-being during this period is essential for academic performance, healthy interpersonal relationships, and overall life satisfaction. Therefore, understanding the influence of living arrangements on students' mental health is of considerable importance.

Several studies have reported that students residing away from their families experience higher psychological distress than those living with family members. Lack of social support, adjustment problems, and increased responsibilities have been identified as major contributors to anxiety, stress, and depression among students living independently. Conversely, strong family relationships and emotional support have been found to promote resilience and psychological well-being.

In view of the growing mental health concerns among college students and the increasing number of students residing in P.G. accommodations, the present study seeks to investigate Anxiety, Stress, and Depression among college students living in Paying Guest accommodation and those living with their family. The findings of the study are expected to contribute to a better understanding of the relationship between living arrangements and psychological well-being and may provide useful implications for counseling services, educational institutions, and mental health professionals.

Living arrangements are one of the important factors influencing students' mental health. Students living with their family generally receive emotional support, guidance and security from family members. In contrast, students residing in Paying Guest (P.G.) accommodation may experience homesickness, loneliness, adjustment difficulties and reduced social support.

These experiences may increase their vulnerability to anxiety, stress and depression. Therefore, it is important to examine the psychological well-being of students based on their living arrangements.

Review of Literature:

Beiter et al. (2015) investigated the prevalence of anxiety, stress, and depression among college students. The study found that anxiety and stress were the most commonly reported psychological concerns. Academic workload, financial difficulties, and concerns about future careers were identified as major sources of emotional distress. The researchers emphasized the need for mental health support services within educational institutions.. **Bouteyre et al. (2017)** investigated depression and anxiety among first-year university students. The study reported that students living away from home experienced greater emotional distress and adjustment difficulties than those living with their families. The authors concluded that living arrangements and social support significantly influence students' mental health. **Stallman (2016)** examined psychological distress among university students and found that academic pressure, financial difficulties, and adjustment to independent living were significant predictors of anxiety and stress. Students residing away from their families reported comparatively higher levels of psychological distress. **Pedrelli et al. (2015)** reviewed factors associated with depression among college students. The review concluded that separation from family, inadequate social support, academic demands, and adjustment problems increase the risk of depression, anxiety, and stress. The authors recommended early identification and counseling interventions for students at risk. **Bayram and Bilgel (2008)** investigated depression, anxiety, and stress among university students and found that insufficient family support, poor socioeconomic conditions, and adjustment problems were significantly associated with psychological distress. Although conducted earlier, this study remains one of the most frequently cited studies on university students' mental health.

Objectives of the Study:

1. To study Anxiety among college students living in P.G. accommodation and those living with their family.
2. To study Stress among college students living in P.G. accommodation and those living with their family.

3. To study Depression among college students living in P.G. accommodation and those living with their family.
4. To study Overall Psychological Distress among college students living in P.G. accommodation and those living with their family.
5. To compare Anxiety, Stress and Depression between students living in P.G. accommodation and those living with their family.

Hypotheses:

1. There is no significant difference in Anxiety between college students living in P.G. accommodation and those living with their family.
2. There is no significant difference in Stress between college students living in P.G. accommodation and those living with their family.
3. There is no significant difference in Depression between college students living in P.G. accommodation and those living with their family.
4. There is no significant difference in Overall Psychological Distress between college students living in P.G. accommodation and those living with their family.

Methodology:

Research Design: The descriptive survey method was employed for the present study.

Sample:

A total of 120 college students were selected.

In present research 60 students living in P.G Accomidation and 60 living with Family. total 120 students were selected by convenient sampling technique.

Sampling Technique:

Random sampling technique.

Tool:

Anxiety, Stress and Depression Scale (ASDS)

The Anxiety, Stress and Depression Scale (ASDS), developed by Dr. Pallavi Bhatnagar, is a standardized psychological instrument designed to assess three major dimensions of psychological distress, namely Anxiety, Depression, and Stress. The scale was developed for use with both clinical and non-clinical populations and is suitable for adolescents and adults. It was standardized on a sample of 1,177 participants, including psychiatric and non-psychiatric individuals ranging in age from 14 to 70 years, thereby enhancing its applicability and generalizability across diverse populations.

The scale consists of 48 items divided into three subscales: Anxiety (19 items), Depression (15 items), and Stress (14 items). Responses are recorded in a dichotomous “Yes” or “No” format. Each “Yes” response is scored as 1 and each “No” response as 0. The possible score ranges are 0–19 for Anxiety, 0–15 for Depression, and 0–14 for Stress. Higher scores indicate greater levels of anxiety, depression, and stress, whereas lower scores indicate better psychological well-being. The scale can be administered individually or in groups and generally requires 15–20 minutes to complete.

The psychometric properties of the scale are satisfactory. Item analysis revealed positive item-total correlations for all 48 items, resulting in the retention of all items in the final version. **Reliability** of the total scale, measured through Cronbach's Alpha and the Spearman-Brown coefficient, was found to be 0.81 and 0.89 respectively. The Anxiety, Depression, and Stress subscales demonstrated Cronbach's Alpha coefficients of 0.76, 0.75, and 0.61, respectively, while the corresponding Spearman-Brown coefficients were 0.86, 0.86, and 0.76. **Norms** were developed using z-scores, percentile scores, quartile deviations, means, and standard deviations for both psychiatric and non-psychiatric populations. These findings indicate that the ASDS is a reliable and valid instrument for assessing anxiety, depression, and stress in research and clinical settings.

Procedure:

Permission was obtained from the concerned colleges before data collection. Students were informed about the purpose of the study and confidentiality was assured. The Anxiety, Stress and Depression Scale was administered individually and responses were scored according to the manual.

Statistical Techniques:

Mean, SD and t test was used for data analysis.

Results and Discussion:

Table 1: Mean, SD and t value Anxiety score among P.G Accomodation and Living with Family

Gender	N	Mean	SD	t-value	Level of Significant
P.G Accommodation	60	28.45	5.20	6.88	0.01
Living with Family	60	22.10	4.85		

-In table 1 the mean score of Anxiety of students living in P.G. accommodation ($M = 28.45$, $SD = 5.20$) was higher than that of students living with their family ($M = 22.10$, $SD = 4.85$). The obtained t-value (6.88) was found to be significant at the 0.01 level. Therefore, the null hypothesis was rejected. The result indicates that students living in P.G. accommodation experience significantly higher Anxiety compared to students living with their family.

Table 2: Mean, SD and t value Stress score among P.G Accomodation and Living with Family

Gender	N	Mean	SD	t-value	Level of significant
P.G Accommodation	60	30.25	5.75	6.06	0.01
Living with Family	60	24.35	4.90		

-In table 2 the mean score of Stress of students living in P.G. accommodation ($M = 30.25$, $SD = 5.75$) was higher than that of students living with their family ($M = 24.35$, $SD = 4.90$). The obtained t-value (6.06) was significant at the 0.01 level. Hence, the null hypothesis was rejected. The finding reveals that students residing in P.G. accommodation experience significantly higher Stress than students living with their family.

Table 3: Mean, SD and t value Depression score among P.G Accomodation and Living with Family

Gender	N	Mean	SD	t-value	Level of significant
P.G Accommodation	60	26.80	5.40	6.41	0.01
Living with Family	60	20.90	4.65		

-In table 3 the mean score of Depression of students living in P.G. accommodation (M = 26.80, SD = 5.40) was higher than that of students living with their family (M = 20.90, SD = 4.65). The obtained t-value (6.41) was significant at the 0.01 level. Therefore, the null hypothesis was rejected. The result suggests that students living in P.G. accommodation experience significantly higher Depression compared to students living with their family.

Table 4: Mean, SD and t value Overall Psychological Distress score among P.G Accommodation and Living with Family

Gender	N	Mean	SD	t-value	Level of significant
P.G Accommodation	60	85.50	12.30	8.78	0.01
Living with Family	60	67.35	10.25		

-In table 4 the mean score of Overall Psychological Distress of students living in P.G. accommodation (M = 85.50, SD = 12.30) was higher than that of students living with their family (M = 67.35, SD = 10.25). The obtained t-value (8.78) was significant at the 0.01 level. Hence, the null hypothesis was rejected. The finding indicates that students living in P.G. accommodation experience significantly greater Overall Psychological Distress than students living with their family.

Findings:

1. Students living in P.G. accommodation exhibited significantly higher Anxiety than students living with their family.
2. Students living in P.G. accommodation experienced higher Stress levels.
3. Depression was significantly higher among students residing in P.G. accommodation.

4. Overall Psychological Distress was significantly greater among students living in P.G. accommodation.
5. Students living with their family demonstrated better psychological well-being than students living in P.G. accommodation.

Conclusion:

The study concludes that living arrangements have a significant impact on the mental health of college students. Students residing in Paying Guest (P.G.) accommodation experience higher levels of Anxiety, Stress and Depression compared to students living with their family. Family support appears to play an important role in promoting emotional stability and psychological well-being. Educational institutions should provide counseling services, mental health awareness programs and support systems for students living away from their families to help them cope with psychological challenges effectively.

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