

# Students Depression, Anxiety, and Stress Level: A Case Study in the Sport Education Department

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## Students Depression, Anxiety, and Stress Level: A Case Study in the Sport Education Department

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### Abstract

The purpose of this paper is to find out the level of depression, anxiety and stress of students judging by gender and age. The method used is a survey with a quantitative approach. The subjects in the study were 169 students. Data retrieval is done by spreading depression, anxiety, stress scale 42 (DASS 42) questionnaires through online applications. The results in this study are that at the age of 20, many students have depression, anxiety and stress in the normal category and there is also a very heavy category. There was no significant difference between levels of depression, anxiety and stress with age as well as gender. Male and female experience very heavy categories on depression and anxiety.

**Keywords:** *Academic; Depression; Anxiety; Stress; Student*

### Introduction

Students as one of the students are required to be able to develop themselves to the maximum in various problems. Problems that students generally face are academic problems, economic problems, family problems, and health. Stress and various problems have become part of students' lives as a result of the expectations and pressures imposed on them (Reddy et al., 2018). Currently, stress is understood as a life cycle experienced by everyone regardless of age and stage of development (Banerjee & Chatterjee, 2016). In students, the main cause of stress lies in academic factors. Academic stress and depression in students are common, but the condition has become a concern of the public in recent decades (Böke et al., 2019). Academic pressures experienced by students, such as continuous exams, ambition to get good grades, competition between friends, and demands to meet the expectations of parents and teachers are things that can cause students to feel depressed and become stressed (Kamble & Minchekar, 2018). In Portugal, 32.1% of its students are emotionally impaired, which is higher than the population (Cheung et al., 2020). If students do not prepare in the face of this, it is possible that there may be a potential risk of depression. Depression is a treatable disease. Psychological problems such as depression have a view like someone who feels alone (Kumar et al., 2020). Even children, teenagers and adults can experience it. One of the mental health-related problems is depression. A person who has depression will have a less good impact so his work rate decreases. The increased incidence of depression is reportedly related to students' difficulty concentrating, fear of failure, and uncertainty in the future (Busari, 2012). In addition, although

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largely based on cross sectional research results, suicide, depression and lower grades have been found constantly among students (Bolinski et al., 2020).

Symptoms of depression such as not having a learning spirit, changing behavior to be irritable and prone to sensitivity. Depression experienced by families is influenced by various socio-demographic factors such as age, income, family relationships, residential areas and education levels (Olabisi et al., 2020). In addition to depression, students may have stress, as they require new adjustments and environments related to academic factors. There are several factors that can cause stress including too many tasks, too high academic demands and a social environment. Furthermore, high stress in the work environment can increase the risk of emotional distress and cynicism (Johnson et al., 2020). High levels of stress can lead to increased potential fatigue and dissatisfaction, in which case students need to be more diligent and work hard (Roberts et al., 2020). Academic factors are the main factors that students should understand immediately each semester because they have different levels of difficulty in the courses taken. In addition, internal factors affecting students including student profile, academic factors, psychological and emotional factors, as well as family factors such as family background and economy have been identified as some factors that impact student academic performance (Dumisani et al., 2020). Many students are still shackled to what to do with the course and who the lecturer has. From the thought of anxiety arises so as to interfere with the process of going to lectures.

Anxiety is a person's fear of being caused by the assumption that something bad will happen and physical tension. In developing countries such as America many use drugs to cope with the stress and anxiety experienced (Lee et al., 2020). Based on the observations, families living in the city are more anxious and depressed. Finding access to standard health facilities is a challenge for Nigerians (Olabisi et al., 2020). Academic anxiety is a feeling of tension and fear of something to come, it interferes in the execution of diverse tasks and activities in academic situations. The responsibilities and demands of academic life on students can be a part of the stress that students are used to. Internal and external demands experienced by students can be a source of pressure that exceeds the limits of the student's ability (overload) so that there is pressure, in the form of physical or mental fatigue, decreased endurance, and lame emotions. Internal factors related to individuals include attitudes and personality traits such as gender, age, lack of understanding and mastery of the material described, while external factors where these factors come from outside the individual, such as demands for employment or academic tasks. It is important to research to find a way out to keep students stable psychology in order to avoid things that can cause disruption in the course. The purpose in this study is to find out the difference in student stress levels based on gender and age characteristics.

## Method

The method used in this study is a survey with a quantitative approach. The subjects in this study were students majoring in Sports Education who met the following inclusion criteria: (1) are active students; (2) willing to follow the research. From the established inclusion criteria, a final sample of 169 students was obtained. Data retrieval is done by spreading depression, anxiety, and stress scale 42 (DASS 42) questionnaires through online applications. The questionnaire contained 42 statement items on a scale of 0-3 that respondents had to fill out according to the conditions that were being felt or experienced over the past two weeks. Alpha coefficient values of depression 0.947, anxiety 0.897, and stress 0.933. Incoming data will go through a validation process to ensure the quality of the data before it is analyzed. Data analysis is done descriptively using statistical software. The data is displayed in the cumulative frequency and frequency distribution tables.

## 1 Result and Discussion

The results of the study are outlined through the process of analyzing the characteristics of respondents and identifying levels of depression, anxiety and stress. The youngest is 18 years old and the oldest is 22 years old. If it is categorized as average age is 20,029 that includes in late adolescence. A balanced lifestyle with good socialization, will help late teens to reduce depression, anxiety and stress (Rayhan & Kishore, 2020). Late teens are particularly vulnerable with stress, heartache and anger being eliminated in ways that are unhealthy or even violent. Other. In almost all European countries, the mental health of late adolescents is good because, its socioeconomic status is high (Weinberg et al., 2020). Late adolescence is a time that requires special attention in understanding its development. At this stage of age, the individual already feels that he or she is an adult who begins to have adult-like attitudes, behaviors and thoughts. Late teens are easily infected with chronic diseases if they cannot control their lifestyle and mind. Chronic disease seems to be a significant factor when levels of depression and anxiety are reported by some participant. In particular, individuals with chronic diseases were seen to have more symptoms of stress and anxiety than those who did not have chronic diseases (Picaza et al., 2020).

**Table 1. Level of depression by gender**

Level of Depression		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Gender	Male	72	16	8	4	3	103
	Female	48	9	6	1	2	66
Total		120	25	14	5	5	169

(Lovibond & Lovibond, 1995).

**Table 2. Level of depression by age**

Level of depression		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Age	18	2	1	0	0	0	3
	19	22	5	4	0	0	31
	20	71	13	9	3	5	101
	21	20	4	1	2	0	27
	22	5	2	0	0	0	7
Total		120	25	14	5	5	169

(Lovibond & Lovibond, 1995).

Related to age changes in general, more stable anxiety disorders and depression in children (Francic et al., 2010). In addition, the onset of anxiety, depressive disorders and psychopathology is a period of risk in adolescence in relation to the regulation of positive and negative emotions (Young et al., 2019).

**Table 3. Level of Anxiety by gender**

Level of Anxiety		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Gender	Male	45	13	26	11	8	103
	Female	33	7	12	6	8	66
Total		78	20	38	17	16	169

(Lovibond & Lovibond, 1995).

**Table 4. level of Anxiety by age**

Level of Anxiety		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Age	18	2	0	1	0	0	3
	19	18	8	4	1	0	31
	20	70	13	12	5	1	101
	21	18	2	6	1	0	27
	22	7	0	0	0	0	7
total		115	23	23	7	1	169

(Lovibond & Lovibond, 1995).

Furthermore, the data on stress levels experienced by students are 115 students with normal stress levels, 23 students experience mild stress, 23 students experience moderate stress, 7 students experience severe stress and 1 student who has very severe stress. Stress is one of the reactions or psychological responses of humans when faced with things that have exceeded the limit. Stress is a phenomenon that often occurs in daily life that is unavoidable and will be experienced by everyone. Normal stress is experienced by each individual and becomes an integral part of life. The stress experienced by students is caused by various stressors, namely psychosocial stressors, health-related stressors and academic stressors. Academic stressor includes learning methods, the demands of extensive and integrated material mastery and long educational time. Academic and environmental stress is the most influential in the level of stress experienced by students (Yikealo, Yemane, & Karvinen, 2018).

**Table 5. Level of Stress by gender**

Level of stress		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Gender	Male	69	15	13	5	1	103
	Female	46	8	10	2	0	66
total		115	23	23	7	1	169

(Lovibond & Lovibond, 1995).

**Table 6. Level of Stress by age**

Level of Stress		Normal	Mild	Moderate	Severe	Extremely Severe	Total
Age	18	2	0	1	0	0	3
	19	18	8	4	1	0	31
	20	70	13	12	5	1	101
	21	18	2	6	1	0	27
	22	7	0	0	0	0	7
total		115	23	23	7	1	169

(Lovibond & Lovibond, 1995).

**Conclusion**

This research shows that at the age of 20 is the highest number of students who have levels of depression, anxiety and stress. Of these three things are all at normal levels. Explicitly that the student is worried about what he or she achieves because the assessment given by the lecturer is not appropriate.

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According to the findings of this study, there is no statistically significant difference between levels of depression, anxiety and stress with age as well as gender. men and women experience very heavy categories on depression and anxiety.

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