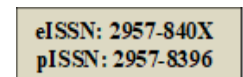


Perceived Stress and Social and Emotional Loneliness Among Day Scholars and Hosteler Students



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ABSTRACT

The current study aimed to investigate the association between perceived stress and social and emotional loneliness among day scholars and hosteler students. After the extensive evaluation of the literature following hypotheses were formulated 1). There would be a significant relationship between perceived stress and social and emotional loneliness among day scholars and hosteler students, 2). There would be significant differences in perceived stress and social and emotional loneliness among day scholars and hosteler students. 3). Gender would exhibit significant differences in perceived stress and social and emotional loneliness among day scholars and hosteler students. For this study total of 120 participants were selected through simple random sampling from different universities located in Lahore. For measuring the variables, the revised UCLA loneliness scale and the perceived stress scale were used. Expressive and illative statistics including Pearson correlation and independent sample T-Test regression analysis were functional.

KEYWORDS

Loneliness, Perceived Stress, Social Isolation, Migrant Students

Introduction

Globally, millions of human beings migrate from one area to another for better living conditions. Immigration is a worldwide phenomenon. Language hurdles, a loss of social networks, and cultural differences from their host country put immigrants at risk for mental stress and social isolation (Emami et al., 2000). People travel to attain their life determinations, which may be fiscal, radical, or didactic. They may be cut off from their acquainted way of life, capitals, and family relationships. Social, spiritual, and language modifications depressingly subside to construct their new community setting, and this provides them a sense of loss of family, hometown, financial resources, and social gatherings. Regardless matter how well a person prepares before leaving home, adjusting to a new environment and society, something new, and different social standards have a detrimental influence on their life. They also face difficulties in communicating with unfamiliar neighborhoods and using transportation to meet friends (Maiter, 2003). Some people migrate from one place to other places in general but most of the population which may migrate and stay away from their homes, are students.

In this world, millions of students travel daily seeking knowledge and many of them stay away from their homes in hostels because they cannot backtrack behind their home due to the huge distances, while a hostel is a place of residence where students stay away from their homes to study. A hostel usually consists of students from different cultural, social, ethical, geographical, and financial backgrounds. Living in a dormitory gives the experience of learning different things from your inmates as well as your teachers. It strengthens students' skills such as making decisions, taking responsibility, compromising with other roommates and students, and also learning how to live independently. It is common knowledge that hostel life has a significant impact on the lifestyle of students. It makes them behaviorally and socially different from others. Life in the hostel affects the students' personalities, opinions, and perceptions of various things, cognition, behavior, and dress. As hostel students live far away from their families, they go through some permanent experiences in their lives including stress, loneliness, and many of the other psychological problems among these students.

It has been reported that those students who are living in the hostels, staying miles away from their homes, may feel isolated and lack communal provision. Studies have also reported that people who feel lonely, lack social support and stress which leads to many of the personal and moral problems (Prajapati et al., 2017). Moreover, they feel social and emotional loneliness which may cause poor academic performance. Furthermore, Peer provision and peer nets were critical in a person's adjustment into university life (Tao et

al. 2000). It has been observed that students who are living in hostels, are not just facing loneliness but they also perceived distress in the given scenario and conditions.

According to researchers' stress is "the pressure that results from a demand that is viewed as being either challenging (positive) or threatening (negative), and depending on the consideration, either adaptive or incapacitating" (Sanders & Lushington, 2002). It has also been reported in various studies that the elderly typically live in families with multiple generations due to cultural conventions, monetary limitations, and expectations of physical and emotional care. The elderly may experience loneliness and stress as a result of this challenging living condition, and occasionally it makes things worse. According to some research, homes with multiple generations can minimize loneliness and stress while also facilitating assimilation to a new community (Conroy et al., 2010).

Several foreign research studies have additionally identified a substantial favorable relationship between social interaction and physical, cognitive, and mental health outcomes in people (Rodriguez et al., 2011; Sirven & Debrand, 2008). Students, whether temporary or permanent migrants, endure personal and social isolation. Also, several studies have found feelings of loss and loneliness, worry, uncertainty, and dissatisfaction. It is crucial to highlight that primary emotions of loneliness are strong even for students who have regular contact with individuals from their city or culture. According to Demir and Tarhan (2001), increasing loneliness among students correlates to decreased academic attainment.

There is evidence that the impacts of immigration can result in negative sentiments such as helplessness, which leads to psychological stress among migrant and hosteler students (Choudhry, 2001). It is also worth noting that various studies have found that migration and related concerns have an impact on people's mental health. Even when they return to their families, they face disillusionment, solitude, and feelings of alienation and not belonging (Long & Oxfeld, 2004; Christou, 2006).

It has been concluded that better family relationships, social networking, financial support, and access to health care, according to this study, are the keys to addressing the problem. There are a lot of problems which are related to the mental health and physical health of people caused due to migration around the world. In a recent study, we try to find out the possible psychological problems, especially how loneliness negatively affects the lives of migrant people, especially students.

Hypotheses

- There would be significant differences in feeling of loneliness and perceived stress among migrant students and day scholars.
- There would be a significant correlation between loneliness and perceived stress

among students (migrant and day scholar) studying in different universities of Lahore.

Methodology

In the current chapter, the method of conducting the current study has been discussed in detail.

Research Design

In the study, the co-relational design was used.

Participants

The sample of the present study consisted of 120 participants. The participants were selected from different universities and colleges located in Lahore-Pakistan. Students were further divided into two groups 1 migrated/hosteler students (non-Lahore residents) and day scholars (Lahore residents who are students). Thirty students were chosen from each category.

Instruments

The following instruments were used to evaluate the observed variables.

1. Revised UCLA Loneliness Scale (Russell, et al., 1980)

The revised UCLA Loneliness Scale consists of 20-item designed to degree a person's subjective feelings of loneliness similar to emotions of social isolation. Rating for this scale of every item from one to four. Scoring of 1 advocate in no way, 2 for rarely three for once in a while, and four apprehend as frequently. This scale is a revised form of the specific UCLA Loneliness Scale. The essential motive for this revision was to make 10 of the 20 genuine objects reverse-scored. This scale has immoderate reliability and validity.

2. Cohen Perceived Stress Scale (Cohen & Williamson, 1988)

In all questions, respondents are asked how frequently they felt a positive way. On this scale, for each statement, scored as 0 = by no means 1 = nearly by no means 2 = every so often three = pretty often four = Very frequently. This scale has moreover excessive level of reliability and validity.

Procedure

Initially, a list of the maximum number of universities/colleges was prepared and the participants were approached through proper channels for collection of the data. Once after getting permission, the reason for the research, implications, and issues associated with observations were explained to the participants. after providing details information to the participants, data was collected appropriately. Further data was analyzed through the SPSS-23 version. At the end of the study, based on the findings of the current study implementation, the limitations of this research, and suggestions for future research have

been explain in detail.

Results

In the current chapter findings of the study has been discussed in detail in tabulation form and its qualitative explanation has also been discussed.

Table 1

Frequency and percentage of demographic variables of sample (N=120)

Characteristics		Demographic for day scholars(n=60)		Demographic for hosteler (n=60)	
		F	%	F	%
Age	18-28				
Education	Bachelor	60	50.00	60	50.00
	Master	57	42.5	57	42.5
	MPhil	3	0.02	3	0.02
Residential Status	Day Scholars	60	50	60	50
	Hosteler	60	60	60	50

** f=Frequency, %=Percentage

Table 2

The table shows mean, standard deviation, alpha, and k value among day scholars and migrated students

	M	SD	K	α
Perceived stress	20.15	4.64	10	.52
loneliness	46.55	6.65	20	.59

α = Cronbach alpha

Table 3

T-test analysis comparing stress and loneliness

Variables	Day scholars (N=60)	Migrated (N=60)	T	P	95%		Cohen's d
	M	M			LL	UL	
	SD	SD					
Stress	19.9 4.82	20.41 4.49	-.607	.545	-2.20	1.16	0.109
Loneliness	45.3	47.8	-2.16	.033	-4.95	-.21	0.38

Perceived stress and loneliness between day scholars and migrated students.

There is significant differences exit on the variable of loneliness among migrated and day scholars ($p < .05$). While there are no significant differences found in the variable of perceived stress among migrated and day scholars ($p > .05$).

Note. N=total number of samples, M=Mean, SD=Standard Deviation

Table 4

Correlation between perceived stress and loneliness in day-scholar and migrant students (N=120)

Variables	1	2	M	SD
1-perceived stress	-		20.15	4.64
2-loneliness		-.009**	46.55	6.65

* $p < .05$

($p < .05$) correlation between loneliness and perceived stress among migrant and day scholars studying in the different universities of Lahore-Pakistan.

Table 5

Correlation for Day-Scholar Students (N=60)

Variables	1	2	M	SD
1- perceived stress	-	.12	19.9	4.82
2- loneliness	-	-	45.3	6.3

* $p < .01$

Table 6

Correlation for Migrated Students (N=60)

Variables	1	2	M	SD
1- perceived stress	-	.35**	20.41	4.5
2- loneliness	-	-	47.85	6.82

* $p < .01$

Discussion

The discussion highlighted the underlying factors that place Pakistani students at high risk of emotional problems (loneliness and perceived stress). Several studies have comprehensively identified several environmental variables that are widespread among migrant populations and contribute to psychological issues (for example, loneliness and

perceived stress). Highlighting these will aid in our comprehension of the current study's findings, which include a high degree of loneliness and reported stress among Pakistani students, particularly migrant students. Migrant human beings all around the world are believed to be inferior in many domains, and because of their secondary function, they face extra stressors. Many of the scientific findings support the belief that these underlying causal elements have an important role in the mental health outcomes of migrant students. Pakistani students (migrants) are also considered to have met several prevailing contributing elements that may play a significant role in their mental health inequality, and hence they will be our primary subject of discussion.

The current study focuses on loneliness and perceived stress among migrant students; nevertheless, research from other countries reveals that loneliness and perceived stress are also well-connected causal variables in intellectual well-being. The importance of loneliness and perceived stress in the development of psychological issues was further examined. This element of the study will determine whether loneliness and perceived stress have a predictive link in mental health among migrant students.

The first hypothesis partly approves and shows that there is a massive difference in the variable of loneliness between migrated students and day students ($p < 0.05$). These findings are incorporated with the previous research (Steel et al., 2006; Graf et al., 2013). Some important reasons exist behind this phenomenon. The first and foremost reason for these differences among migrated and day scholars is different age groups. Somatization development is common among all developmental stages (Van der Kolk, 1994). In the current study samples were collected from a student who comes from different cultures, their values and traditions are different so this might be a leading factor of existing differences among migrated and day scholars. Another possible reason for differences in feelings of loneliness among migrated students and day scholars is a change in the relationships. Among other several reasons for the differences in loneliness among migrated and day, scholars is personality disposing of factors.

Poor culture is one of the causes of variations in sentiments of loneliness between migratory and day scholars. People who have moved come from various cultures, and often find it difficult to assimilate to a new culture. Understanding a new culture, routines, and traditions can be challenging for migrants, leading to loneliness (Bauer & Rokach, 2004; Roux & Connors, 2001). The current study sample was selected from students from various universities, and the way they live and behave differ, which might be a contributing cause to the existing discrepancies between migrant and day scholars. The other variable (i.e. perceived stress) shows non-significant differences ($p > 0.05$) among migrant and day scholars which is against the conducted studies. Further studies

are suggested to find this phenomenon of results findings.

The second hypothesis of this study also approves and shows a significant correlation ($p < 0.05$) between loneliness and perceived stress among migrant students, studying in different universities of Lahore. There are also certain reasons behind this phenomenon and we will try to highlight some of them. The first and foremost reason for this phenomenon is that both conditions (i.e. loneliness and perceived stress) belong to problems of emotional nature and affect each other. According to studies, if someone feels lonely, they will also feel stressed, and if someone feels isolated, it may be due to stress or these two mental disorders may cause each other (Lunt, 1991; Peplau & Perlman, 1982). Because they are key contributing elements to one another, they may be associated with university migrating students. Studies show that student who migrates from other places for their studies may face cultural discrimination (Church, 1982). Weiss (1973) conceives of loneliness as the absence of critical relationships. Following Weiss, De Jong-Gierveld (1987) states that the lonely individual faces an ugly or inadmissible loss of required social relationships (Russell et al., 1984). If the need to belong is not good, bad feelings are generated, including loneliness which ends up in stress for human beings (Baumeister & Leary, 1995). In this way, in migrated students, have negative feelings about both types which are interconnected. So, this can be one of the possible reasons for our findings.

Conclusion

To summarize, several research data indicate that migrant persons are at significant risk of developing emotional issues such as stress and loneliness. The current study's findings imply that migrant students in Pakistan are more likely to develop emotional disorders, based on the variables of loneliness and experienced stress. When compared to their day academic peers; they face emotions of loneliness and stress. The current research is an exploratory make effort that will pave the way for future scholars. The current study shows that Pakistani migrant pupils are at a significant risk of developing emotional issues. Furthermore, while this investigation will initiate and enhance our comprehension of this central subject, it will demand additional empirical judgment.

Limitations and Suggestions for Future Research

First, this study was conducted only in the metropolis of Lahore, even though massive numbers of college students have migrated from one-of-a-kind cities other than Lahore. Destiny studies should also deal with migrated students from other towns. Secondly, in observation, we become based on self-stated measures, which have their limitations. In the future, commentary-primarily-based data collection will be needed.

Implications

This study will benefit pupils, especially those who have moved away, in addition

to their families and friends, who can help their loved ones and offer emotional help. This look may even assist the lecturers and other college members as a way to cope with their scholars' especially to cope with the migrated college students. They will be capable of recognizing their emotional problem appropriately. Moreover, these studies will be beneficial the psychologists and different intellectual fitness areas of expertise to understand the emotional troubles of migrated humans especially migrated college students.

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