



## Development and Validation of Students Stress Dimension Questionnaire (Ssdq)

### KEYWORDS

Stress, Students, Questionnaire, t-test, Assessment

**Dr. Sanjay Gupta**

MD (Psychiatry), Prof. and Head Dept. of Psychiatry, IMS, BHU

**ABSTRACT** This article describes the process of development and standardization of the Students Stress Dimension Questionnaire (SSDQ) for Assessing Stress on a sample of 510 University Students of different faculties aged 18 to 35. Initially a 100-item scale was prepared based on '0' '1' and '2' format (where 0=never, 1=sometimes, 2=very often or frequently). In the testing process, 7 questions i.e q50,q53, q55, q56, q63,q64,q65 were found to be non-significant on t-test for equality of means( $p$ -value  $>0.05$ ) and were dropped leaving 93 items to form the final form of the SSDQ. Further, it was found to have high split-half reliability and adequate internal consistency (Chronbachs alpha 0.865)

### INTRODUCTION

Stress is vital for productivity but too much wrecks output. The Yerkes–Dodson law<sup>1</sup> dictates that performance increases with physiological or mental arousal, but only up to a point. When levels of arousal become too high, performance decreases. The process is often illustrated graphically as a bell-shaped curve which increases and then decreases with higher levels of arousal. Different domains have different types of stress, with some being more readily visible than others. Swick (1987)<sup>2</sup> reported that many college students find the academic experience very stressful. This may revolve around faulty techniques of attempting academics or the academics being not their focus or individual personality temperaments. Hence stress and academics has been oft correlated (Gall, 1988; Longmen and Atkinson, 1988; Walter and Siebert, 1981)<sup>3,4,5</sup>. The utilization of time and the perception that its use is structured and purposive is also related to stress as suggested by Bond and Feathers research on the psychological effects of unemployment and their development of the TSQ(Time structured questionnaire)(Feather and Bond, 1983)<sup>6</sup>. Using a University student sample, they found that those who reported more purpose and structure to their time also reported lesser stress and greater psychological wellbeing, more efficient study habits, optimism about the future, pure physical symptoms and less depression and hopelessness than others. Schuler, (1979)<sup>7</sup> also relates time with stress and theorizes time management to be able to lower stress and the individual to gain greater efficiency, satisfaction and health. The future also relates with stress and future goals and ones views and feeling about the future can also be linked to stress as suggested by Jordan and Bird, (1989)<sup>8</sup> in their development of FPT (Future perspective scale).

Stress is thought to be an important factor in many health problems also. There are numerous emotional and physical disorders that have been linked to stress including depression, anxiety, heart attacks, stroke, hypertension, immune system disturbances etc. Other physical problems related to chronic stress include the lowering of the immune response, chronic muscle tension, and increased blood pressure. These problems can eventually lead to serious life-threatening illnesses such as heart attacks, kidney disease, and cancer. Stress undetected and unmanaged is dangerous. Holmes and Rahe<sup>9</sup> (and others) have found that indi-

viduals who have undergone several stressful life events over a year's time have a much higher probability of developing these types of serious illnesses, within a few years of the events, than non-stressed individuals. Also, chronic stress can lead to or exacerbate Mental illnesses such as depression and anxiety, bipolar disorder, cognitive problems, personality changes, and problem behaviors, among others.

Hence, since stress can affect efficiency and working of the people as well as their health status, focus on adequate and exhaustive assessment of stress is essential, especially in productive groups like students, managers, executives and others. We feel that stress is an entity affecting multi-domains which all impinge upon and interrelate amongst each other thereby producing cumulative effects on the individual.

Since such a multi domain hypotheses has not guided the development of previous existing scales, consequently an accurate assessment of the actual stress affecting an individual, in its holistic form, has not been really possible. The stressors are both normative demands and critical life events. Normative stressors include appearance, school grades, employment, relationships, educational plans, careers, personal health, self-esteem, etc. Others include lack of social resources, relationship with peers, family and altruistic issues like poverty, gender inequality, etc. The stressors are responsible for low self-esteem among adolescent students, increase in antisocial behavior, rise in anxiety, drug abuse and even to the extent of leading to suicide.

Stark limitations in this area exist till now. Previous scales which were used to assess stress of students are far from complete. They were mostly developed in accordance with the western cultural settings. Some scientists have suggested that the Holmes and Rahe Stress Scale is weak in certain areas. Also, given that the actual stressors will be different in different countries with different sociocultural settings, there is a pressing need to have available a Stress Assessment Questionnaire which is tailored to the Indian socio-cultural milieu and value system, which reflects the system of many developing countries as well. Further, the last Scale given by a Psychiatrist from South East Asia was more than 30 years back when the factors affecting the socio cultural milieu were

starkly different from those of the present day with a major socio cultural & technological revolution having changed life altogether. Stress has been identified as a form of energy that people utilize essentially to tie their bodies into knots. Stress management is a concept of learning how to untie those knots and regenerate that energy into positive action and that can only be possible when all stressors have been identified and quantified. Hence, the aim of the study was to develop a structured assessment tool which would be able to provide a comprehensive measurement of stress in populations, especially stress experienced by University and College students in particular, as they are seen to be a most productive group for self as well as the nation.

This article describes the process of development and standardization of the Students Stress Dimension Questionnaire (SSDQ) for assessing Stress on a sample of 510 University and College students of different Faculties of a Central University situated in Varanasi (a City in Central India). A hundred item scale was prepared with scoring based on '0' "1" and '2' format (where 0=never, 1=sometimes, 2=very often or frequently).

## METHOD

### Sample

A random sample of 510 University students (including male and female) studying in different faculties i.e. Faculty of Science, Social Science, Commerce, Law, and Arts, of Banaras Hindu University were randomly selected for the study on which the data was collected.

### Procedure:

The different items of the scale were devised keeping in mind the following; **a)** various elements of different Questionnaire/Scales like General Health Questionnaire [Goldberg and Hillier, 1979]<sup>10</sup>, Patient Health Questionnaire [Kroenke K, Spitzer RL, Williams JB]<sup>11</sup>, Presumptive Stressful Life Event Scale [Singh G, KaurD, Kaur H.1984]<sup>12</sup>, Health Assessment Questionnaire [James F. Fries, MD, and colleagues, Stanford University 1978]<sup>13</sup>, Perceived Social Support Assessment [Zimet, G.D et al, 1990]<sup>14</sup>, **b)** a few reviews in the literature on the subject and also **c)** through discussions with experts in the field and community opinion leaders. These sources served as a perfect foundation for the development of the new Stress Assessment Scale.

Through this, a 100-item scale was prepared based on 3 point Likert scale '0' "1" and '2' format (where 0=never, 1=sometimes, 2=very often or frequently occurring). Items of the scale are written in both English and Hindi language. All the items are negatively stated. The items are easy to understand and response alternatives simple to grasp. The SSDQ has been designed for use with community samples having at least Intermediate education. The questions are general in nature but relatively having content specific to University/ College student population. The scores are obtained by summing all the scores of 100 items and mapping them.

### Results:

A structured assessment Tool in the form of Students Stress Dimension Questionnaire (SSDQ) was formed. Initially, the tool was made up of 100 items and were grouped under ten Domains namely Physical, Personal, Interpersonal, Social, Behavioral, Familial, Stress coping, Physical and sexual abuse, Mood and Thought and Educational Domains giving it a multidimensional, holistic nature.

**Table 1. Mean Stress Score of entire Sample**

Mean	Variance	Std. Deviation
75.83	329.918	18.164

Table 1 show the Mean Stress Score for entire sample which was found to be 75.83. Variance was found to be 329.918, while the Standard Deviation was found to be 18.164.

**Table 2. Items of Students Stress Dimension Questionnaire (SSDQ) & Significance (n=100)**

Item no.	Level of significance(p value)	Is the item significant in measuring stress
1	.000	Yes
2	.000	Yes
3	.000	Yes
4	.000	Yes
5	.000	Yes
6	.000	Yes
7	.000	Yes
8	.000	Yes
9	.000	Yes
10	.000	Yes
11	.000	Yes
12	.000	Yes
13	.000	Yes
14	.000	Yes
15	.000	Yes
16	.000	Yes
17	.000	Yes
18	.000	Yes
19	.000	Yes
20	.000	Yes
21	.000	Yes
22	.000	Yes
23	.000	Yes
24	.000	Yes
25	.000	Yes
26	0.002	Yes
27	.000	Yes
28	.000	Yes
29	.000	Yes
30	.000	Yes
31	.000	Yes
32	0.001	Yes
33	.000	Yes
34	0.002	Yes
35	.000	Yes
36	.000	Yes
37	.000	Yes
38	.000	Yes
39	.000	Yes
40	.000	Yes
41	.000	Yes
42	0.001	Yes
43	0.001	Yes
44	0.007	Yes
45	0.008	Yes
46	.000	Yes
47	0.004	Yes
48	.000	Yes
49	0.006	Yes
50	0.141	No
51	0.035	Yes
52	0.013	Yes
53	0.259	No
54	0.026	Yes
55	0.076	No
56	0.063	No
57	0.001	Yes
58	.000	Yes
59	.000	Yes
60	0.001	Yes
61	0.003	Yes

62	0.017	Yes
63	0.071	No
64	0.350	No
65	0.065	No
66	0.004	Yes
67	0.004	Yes
68	0.001	Yes
69	.000	Yes
70	.000	Yes
71	.000	Yes
72	.000	Yes
73	.000	Yes
74	.000	Yes
75	.000	Yes
76	.000	Yes
77	.000	Yes
78	.000	Yes
79	.000	Yes
80	.000	Yes
81	.000	Yes
82	.000	Yes
83	.000	Yes
84	.000	Yes
85	.000	Yes
86	.000	Yes
87	.000	Yes
88	.000	Yes
89	.000	Yes
90	.000	Yes
91	.000	Yes
92	.000	Yes
93	.000	Yes
94	.000	Yes
95	.000	Yes
96	.000	Yes
97	.000	Yes
98	0.00	Yes
99	0.00	Yes
100	0.009	Yes

31	0.001	.863	Yes
32	.000	.862	Yes
33	0.002	.862	Yes
34	.000	.862	Yes
35	.000	.862	Yes
36	.000	.860	Yes
37	.000	.862	Yes
38	.000	.862	Yes
39	.000	.862	Yes
40	.000	.861	Yes
41	0.001	.862	Yes
42	0.001	.862	Yes
43	0.007	.862	Yes
44	0.008	.862	Yes
45	.000	.862	Yes
46	0.004	.862	Yes
47	.000	.862	Yes
48	0.006	.863	Yes
49	0.141	-----	No
50	0.035	.863	Yes
51	0.013	.863	Yes
52	0.259	-----	No
53	0.026	.864	Yes
54	0.076	-----	No
55	0.063	-----	No
56	0.001	.863	Yes
57	.000	.863	Yes
58	.000	.863	Yes
59	0.001	.862	Yes
60	0.003	.862	Yes
61	0.017	.863	Yes
62	0.071	-----	No
63	0.350	-----	No
64	0.065	-----	No
65	0.004	.862	Yes
66	0.004	.862	Yes
67	0.001	.862	Yes
68	.000	.860	Yes
69	.000	.860	Yes
70	.000	.861	Yes
71	.000	.861	Yes
72	.000	.860	Yes
73	.000	.860	Yes
74	.000	.861	Yes
75	.000	.861	Yes
76	.000	.861	Yes
77	.000	.861	Yes
78	.000	.860	Yes
79	.000	.860	Yes
80	.000	.860	Yes
81	.000	.860	Yes
82	.000	.860	Yes
83	.000	.860	Yes
84	.000	.860	Yes
85	.000	.860	Yes
86	.000	.860	Yes
87	.000	.859	Yes
88	.000	.859	Yes
89	.000	.860	Yes
90	.000	.860	Yes
91	.000	.861	Yes
92	.000	.861	Yes
93	.000	.860	Yes
94	.000	.861	Yes
95	.000	.861	Yes
96	.000	.860	Yes
97	0.00	.861	Yes
98	0.00	.862	Yes
99	0.009	.863	Yes

**Table3. Significance & Chronbachs alpha of individual items of SSDQ (n=100)**

Item no. (or Question no.)	Level of Significance	Chronbachs alpha after deleting items	Whether selected
1	.000	.860	Yes
2	.000	.860	Yes
3	.000	.861	Yes
4	.000	.861	Yes
5	.000	.861	Yes
6	.000	.860	Yes
7	.000	.861	Yes
8	.000	.860	Yes
9	.000	.860	Yes
10	.000	.860	Yes
11	.000	.860	Yes
12	.000	.860	Yes
13	.000	.860	Yes
14	.000	.860	Yes
15	.000	.861	Yes
16	.000	.860	Yes
17	.000	.859	Yes
18	.000	.860	Yes
19	.000	.860	Yes
20	.000	.860	Yes
21	.000	.861	Yes
22	.000	.861	Yes
23	.000	.861	Yes
24	.000	.862	Yes
25	0.002	.862	Yes
26	.000	.862	Yes
27	.000	.862	Yes
28	.000	.863	Yes
29	.000	.862	Yes
30	.000	.862	Yes

With reference to Table 2 & 3, the items were analyzed statistically on t-test for Equality of Means to find the Level of Significance of each item. The items which were not found significant on t-test for Equality of Means [q50, q53, q55, q56, q63, q64, q65 (p-value >0.05)] were removed

from the final questionnaire item list. Hence, the final SSDQ comprises only 93 items as the above 7 items were removed from the final list.

**Table 4. Item Means of Students Stress Dimension Questionnaire (SSDQ) (n=93)**

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.815	.547	1.069	.522	1.955	.011	93

**Table 5- Values of Chronbachs Alpha for individual items on SSDQ (n=93)**

Item no.	Value of Chronbachs Alpha
q 18	.859
q 88	.859
q89	.859
q 1	.860
q2	.860
q7	.860
q9	.860
q10	.860
q11	.860
q12	.860
q13	.860
q14	.860
q15	.860
q17	.860
q19	.860
q20	.860
q21	.860
q37	.860
q69	.860
q70	.860
q73	.860
q74	.860
q79	.860
q80	.860
q81	.860
q82	.860
q83	.860
q84	.860
q85	.860
q86	.860
q87	.860
q90	.860
q91	.860
q94	.860
q97	.860
q3	.861
q4	.861
q5	.861
q6	.861
q8	.861
q16	.861
q22	.861
q23	.861
q24	.861
q41	.861
q71	.861
q72	.861
q75	.861
q76	.861
q77	.861
q78	.861
q92	.861
q93	.861
q95	.861
q96	.861
q98	.861
q25	.862
q26	.862

q27	.862
q28	.862
q30	.862
q31	.862
q33	.862
q34	.862
q35	.862
q36	.862
q38	.862
q39	.862
q40	.862
q42	.862
q43	.862
q44	.862
q45	.862
q46	.862
q47	.862
q48	.862
q60	.862
q61	.862
q66	.862
q67	.862
q68	.862
q99	.862
q29	.863
q32	.863
q49	.863
q51	.863
q52	.863
q57	.863
q58	.863
q59	.863
q62	.863
q100	.863

**Table 6. Reliability of SSDQ (n=93)**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.865	93

With reference to Table 6, we used Chronbachs alpha to estimate the Reliability and measure for Internal Consistency of the items in the questionnaire i.e. how closely related the set of items are as a group. The Alpha coefficient for the final 93-item was found to be 0.865, suggesting that the items have relatively high internal consistency as a reliability coefficient of 0.70 or higher is considered "acceptable" in most of the research situations.

**Table 7. Mean, Variance & Correlation of the individual items of SSDQ (n=93)**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	74.94	321.055	.337	.860
q2	74.98	320.949	.343	.860
q3	75.06	322.481	.285	.861
q4	75.03	323.113	.248	.861
q5	75.08	324.033	.219	.861
q6	75.04	322.687	.276	.861
q7	75.02	321.845	.296	.860
q8	75.06	323.101	.253	.861
q9	74.95	321.896	.303	.860
q10	75.02	321.454	.313	.860
q11	74.93	321.085	.333	.860
q12	74.98	320.551	.338	.860
q13	75.05	320.932	.320	.860
q14	74.95	321.525	.301	.860
q15	74.94	321.174	.299	.860
q16	75.00	321.631	.284	.861
q17	74.95	321.237	.297	.860
q18	74.95	319.317	.364	.859
q19	74.97	320.437	.331	.860
q20	75.00	321.348	.301	.860

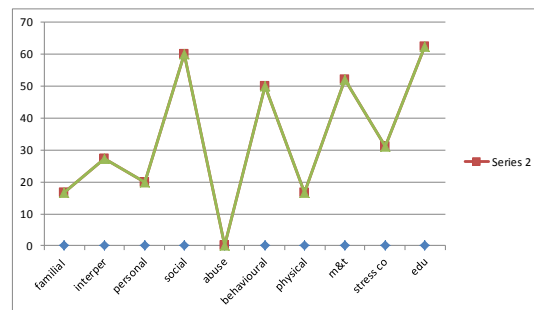
q21	75.06	320.848	.331	.860
q22	75.00	322.147	.257	.861
q23	74.99	323.165	.224	.861
q24	74.88	321.948	.274	.861
q25	74.86	325.360	.146	.862
q26	74.99	325.230	.147	.862
q27	74.95	324.295	.175	.862
q28	74.99	324.483	.174	.862
q29	75.04	325.901	.117	.863
q30	75.01	324.980	.158	.862
q31	74.98	325.059	.154	.862
q32	74.98	326.468	.106	.863
q33	74.91	325.088	.156	.862
q34	74.87	325.102	.156	.862
q35	74.87	324.603	.178	.862
q36	74.95	324.114	.203	.862
q37	75.01	321.782	.297	.860
q38	74.94	324.487	.192	.862
q39	75.01	325.263	.160	.862
q40	74.91	324.901	.165	.862
q41	74.92	324.026	.209	.861
q42	74.90	325.720	.140	.862
q43	74.89	325.152	.166	.862
q44	74.92	325.839	.137	.862
q45	74.94	325.638	.137	.862
q46	75.01	325.452	.151	.862
q47	75.00	325.108	.155	.862
q48	74.95	324.500	.168	.862
q49	74.96	325.504	.129	.863
q51	74.86	327.507	.060	.863
q52	74.99	326.933	.084	.863
q54	75.00	328.134	.043	.864
q57	74.99	327.130	.086	.863
q58	74.96	326.282	.119	.863
q59	75.09	326.988	.089	.863
q60	75.11	325.958	.128	.862
q61	75.11	325.079	.161	.862
q62	75.21	327.186	.084	.863
q66	75.22	325.621	.164	.862
q67	75.28	326.594	.120	.862
q68	75.23	325.690	.158	.862
q69	75.23	322.640	.299	.860
q70	75.22	321.811	.328	.860
q71	75.19	322.953	.280	.861
q72	75.19	323.704	.251	.861
q73	75.17	322.443	.319	.860
q74	75.13	322.463	.306	.860
q75	75.12	324.341	.204	.861
q76	75.13	323.964	.249	.861
q77	75.04	323.182	.238	.861
q78	75.07	322.741	.254	.861
q79	75.09	321.911	.326	.860
q80	75.14	320.774	.368	.860
q81	75.15	320.729	.367	.860
q82	75.15	321.394	.327	.860
q83	75.20	322.198	.301	.860
q84	75.15	322.113	.294	.860
q85	75.08	321.608	.310	.860
q86	75.09	320.862	.343	.860
q87	75.08	320.548	.355	.860
q88	75.07	318.653	.417	.859
q89	75.07	317.754	.452	.859
q90	75.06	319.880	.371	.860
q91	75.00	320.872	.325	.860
q92	74.99	322.698	.260	.861
q93	74.93	323.822	.218	.861
q94	74.88	321.378	.308	.860
q95	74.86	322.295	.270	.861
q96	74.86	322.747	.261	.861
q97	74.83	321.284	.318	.860
q98	74.88	322.682	.261	.861
q99	74.85	324.400	.192	.862
q100	74.76	327.010	.091	.863

Table 8.

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
725.369	6.423	92	400	.000

Table 8. The items in our questionnaire had more than two response variables, so we used multivariate extension of student's t test i.e Hotellings t-test. This is the significance level of the test. If this value is less than 0.05, we say that the test was significant at the 0.05 level. If the value is less than 0.01, we say that the test was significant at the 0.01 level. This result is accurate as all the assumptions of the corresponding test are met.

Figure 1. Sample Bar graph of SSDQ Mapping of an individual student



Student Stress Dimension Questionnaire Items

Item no.	Student Stress Dimension Questionnaire
Q1	Do you get tension headaches?
Q19	Do you have trouble in making your decision's ?
Q3	Do you feel that your heart beats faster than others? (Sense of heart rate increase)?
Q62	Do you feel your troubles are due to others?
Q5	Do you feel dryness of mouth?
Q15	Do you feel angered when you are delayed in any ways' (eg-lift, traffic light being kept waiting)?
Q9	Do you feel increase in muscular aches and pains in body?
Q74	Do you feel sad and depressed?
Q11	Are you unable to relax?
Q18	Are you not able to perform your duties & Responsibility well?
Q13	Do you feel you can't express your feeling to any one?
Q6	Do you feel that you could faint?
Q98	I am feared much of Competition?
Q16	Do you take any substances like Alcohol/Tobacco/any other Specific?
Q7	Do you have sleep problems?
Q17	Have you sought help from a Doctor for stress/Sleep disturbance/concentration difficulty? Learning difficulty/memory problem?
Q30	Have you frequent broken ups with a Girlfriend/Boyfriend?
Q2	Do you feel tired & have no energy?
Q10	Are you frequently troubled by diarrhea, constipation or gas in abdomen?
Q92	Does your mood changes frequently?
Q21	Do you have very few interests/hobbies outside studies?
Q99	I feel Pressured due to studies/career?
Q24	Is your confidence/self-esteem lower than you would like it to be?
Q25	Do you feel that there are too many deadlines in work/Study/Life/ that are difficult to meet?
Q8	Do you have changes in sexual desire/drive?



Q27	Do you think that you are under stress?
Q28	Do you think you are doing justice to your work/study?
Q32	Are you currently in relationship with someone?
Q33	Has a parent Romantic partner or friend repeatedly ridiculed you, put you down, ignored you, or told you that you were not good?
Q34	Do you feel that you have few friends?
Q44	Are you easily discouraged by others?
Q36	Do you have frequent conflicts with family member and colleagues?
Q37	I feel like other people don't understand me?
Q38	Do you think that you don't get the help and support you needed from your colleagues?
Q39	Do you often feel difficulty in Trusting others?
Q40	Had any of your family member's or acquaintance died by accident (Unnatural death/Homicide/ or due to any chronic medical or surgical illness) in recent past?
Q41	Do you think that you don't get support from your colleagues when you are stressed?
Q42	Do you feel that you are not satisfied with your social life?
Q43	Do you seek help from others when you have trouble?
Q54	Do you not have proper communication with your entire family member's?
Q52	Does anyone in your family takes cigarettes/tobacco/alcohol/bhang/any other?
Q35	Do you not receive the respect from your family member's/friends/colleagues you deserve?
Q47	You are not able to carry out the acts that you know you have to do?
Q48	Do you feel fear in going out alone?
Q49	Do you feel you are dissatisfied with your Home life?
Q51	Does your family didn't give you full support for your studies in monetary terms?
Q78	Do you always think about problems even when you are supposed to be relaxing?
Q4	Have you experience Tremors in hand/body?
Q61	Do you feel nervous and stressed?
Q69	Have you stopped smiling?
Q26	Do you have legal/Disciplinary problem?
Q20	Do you get bored easily?
Q57	Do you think that you often been in situations that was extremely frightening or horrifying or one in which you felt extremely helpless?
Q67	As an adult, have you ever been beaten, slapped around, or physically harmed by a romantic partner, date, Family member, stranger or someone else?
Q59	Do you have difficulty in Adjusting with the new atmosphere away from home?
Q80	Do Negative thoughts keep coming into your mind regularly?
Q23	Do you find faults and criticize rather than praising, even if it is deserved?
Q14	Do you feel difficulty in taking up the initiative to do things?
Q70	Do you feel worthless?
Q58	Do you feel sad, being away from home?
Q96	Are you not able to perform your duties & Responsibility well?
Q66	When you were child, did a parent, caregiver or other person ever slap you repeatedly, beat you, or otherwise attack/harm you?
Q94	Do you feel difficulty in concentrating on your studies?
Q68	Have you ever been present when another person was killed seriously injured/Sexually or physically assaulted?
Q60	Do you frequently change your Residence/room partner?
Q100	Do you take your studies as essential work?

Q71	There is nothing in the future to be hopeful about?
Q22	Do you take much of Tea/Coffee/Alcohol/Nicotine/any other Drugs?
Q73	Are you not able to experience any positive feeling at all?
Q75	Do you feel that you had lost interest in just about everything?
Q76	Have you ever thought of killing/harming yourself? (How often?, Since when?)
Q77	Do you cry, when alone?
Q89	Do you feel like crying sometimes ?
Q79	Do you frequently have guilty feelings if you relax & do nothing?
Q29	Is your relationship with other people strained /Difficult?
Q81	Are you remain in doubt every time?
Q82	Do you worry on minor issues?
Q83	Do you see nothing in the future to be hopeful about?
Q84	Do you feel life is meaningless?
Q85	You not able to experience positive feelings?
Q86	Do repeated inappropriate thoughts come in your mind against your will?
Q87	Do you feel afraid without any reason?
Q88	Do upsetting thought's or memories about previous event/things?
Q31	Have you been personally harassed in form of unkind words or behavior from others?
Q90	Do you feel yourself lonely?
Q91	Does you thought get easily changed/influenced by others?
Q46	Have you ever become very violent/ Impulsive towards your acquaintance /yourself or others?
Q93	Do you feel dissatisfied with your studies/ work?
Q45	Do you lose your Temper easily?
Q95	Do you have difficulty in learning / forgetfulness?
Q97	I am worried/ afraid of the Career and your future?
Q12	Do you think you do not feel good about yourself as a person?
Q72	Do you feel life is meaningless?

### RELIABILITY AND VALIDITY OF THE TOOL

In order to establish the reliability of the tool the Cronbachs Alpha Coefficient was calculated for SSDQ. It was calculated using Statistics (Descriptive Scale Hotelling Anova) for final 93 items scale and found to be 0.865 and Guttman Split-Half Coefficient was found to be 0.636. Thus from the two coefficients it can be inferred that the tool is highly reliable and valid.

### CONCLUSION

Stress in students has a great impact in their lives. If not understood, measured and managed properly this may be continued as everlasting problem. The students' stress rating scale (SSDQ) provides the comprehensive measurement of University and College students' stress. However this scale can be used to the students studying at any level of

Education with a basic understanding of English and Hindi language up to intermediate level.

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