

ISSN: 2584-0142

PSYCHOPEDIA
JOURNALSInternational Journal of
Interdisciplinary Approaches
in Psychology (IJIAP)

The Psychology Lens: Exploring Stress and Resilience Across Academic Fields

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Abstract: This research study aimed to explore how and whether the knowledge of psychology and its concepts affect people's Perceived Stress and Resilience. Using a comparative, cross-sectional research design, 100 undergraduate and postgraduate students (50 psychology, 50 non-psychology) participated in the study. The Perceived Stress Scale (PSS-10) and the Brief Resilience Scale (BRS) were used to assess perceived stress and resilience levels respectively. Statistical analyses, including independent samples t-tests and Pearson's correlation, were conducted. Results indicated a significant negative correlation between perceived stress and resilience ($r = -0.482$, $p < .01$), suggesting that higher resilience is associated with lower stress levels. However, no significant differences were found in perceived stress ($t(98) = 0.648$, $p = .518$) or resilience ($t(98) = 0.144$, $p = .886$) between psychology and non-psychology students, challenging the assumption that psychology students exhibit better coping mechanisms due to their academic exposure. Gender-based comparisons revealed that female students reported significantly higher perceived stress ($t(96) = 2.244$, $p = .027$) than male students, although no significant differences were found in resilience levels. These findings highlight the complex nature of stress and resilience in college students. The lack of significant differences between academic groups suggests that exposure to psychological concepts alone may not translate into lower stress or higher resilience. Additionally, the ability of female students to maintain resilience despite higher stress levels

emphasizes the role of adaptive coping strategies. The study underscores the need for structured mental health programs in academic settings to enhance stress management and resilience-building interventions as well as the potential need to study compassion fatigue and emotional burden in psychology students.

Keywords: *Perceived Stress, Resilience, College Students, Psychology vs Non-Psychology, Gender Differences*

1. Introduction

1.1 Perceived stress

Perceived stress is defined as an individual's perception of how stressful their life feels, regardless of the objective stressor present (Cohen et al., 1983). Stress, according to Lazarus and Folkman (1984), is "a process in which people believe that demands from the outside world are greater than their capacity for coping, which throws off their internal equilibrium." Perceived stress in university students is a serious issue because they often experience high levels of stress, especially from academic demands, which can show up as physical symptoms like headaches and gastrointestinal distress as well as emotional and physiological reactions like anxiety and depression (Levecque et al., 2017; Kuhnell et al., 2020).

According to Beiter et al. (2015), university students encounter a variety of stressors that might affect their perception of stress, including social (peer pressure, relationships), academic (exams, assignments), and personal (family problems, financial pressures). Because it affects their general health and mental well-being and can have long-term effects on their careers, perceived stress is especially important for students during this period (Vallejo et al., 2018). Therefore, preserving university students' resilience and mental health requires an awareness of and ability to manage perceived stress.

Researching perceived stress is important because it shows how students perceive and understand stress, which affects their physical and mental well-being. It assists in determining the causes of stress in college life and how it affects wellbeing. Developing successful interventions to lessen stress and improve coping skills for students is also made easier with an understanding of perceived stress.

1.2 Resilience

Resilience is often defined "as the ability to adapt successfully to adverse situations, recover from stress, and continue moving forward despite challenges" (Rutter, 1985). It encompasses both the ability to recover from trauma or stress and the ability to be motivated and persistent in the face of adversity (Masten, 2001). While some people believe that resilience

is innate, more contemporary viewpoints stress that it may also be acquired via experience and education (Jacelon, 1997).

Because resilient people typically have better coping mechanisms and emotional regulation, research has repeatedly demonstrated that stronger resilience is linked to lower levels of perceived stress (Friborg et al., 2006; García-León et al., 2019). Furthermore, resilience is associated with better physiological reactions to stress, such as enhanced hormonal balance and heart rate variability, which facilitate recovery under stressful conditions (Carnevali et al., 2018; Lau et al., 2021). Numerous student demographics have shown that resilience has a protective role in lessening the negative impacts of stress. Resilience specifically helps students manage the demands of college life, promotes personal development, and improves their general well-being (Kobasa, 1979; Lyons, 1991).

This study's examination of resilience is significant since it improves mental health outcomes and sheds light on how students manage stress. It highlights possible resilience-building interventions that support improved stress management and academic achievement. It also draws attention to the resilience gaps between psychology and non-psychology students, which can guide the development of focused assistance plans.

1.3 Link between Perceived Stress and Resilience

Understanding the connection between perceived stress and resilience is essential to comprehending how people cope with pressures and preserve their mental health. Research indicates that resilience shields against the harmful effects of stress and is commonly defined “as the capacity to bounce back from adversity” (Masten, 2001; Connor & Davidson, 2003). While lower resilience is linked to poor psychological functioning, higher resilience is linked to better stress management and fewer indicators of psychological maladjustment (Southwick et al., 2005; Yu et al., 2016). Resilience can assist university students adjust to and overcome obstacles by lessening the effects of life and academic stressors (Beiter et al., 2015). Research has shown that resilient people report less stress and better mental health outcomes, while less resilient people report more stress and are more susceptible to anxiety and depression (Chen et al., 2018). Thus, it is crucial to comprehend how perceived stress and resilience interact in order to create coping techniques that improve students' coping skills and lessen the detrimental effects of stress on their academic performance and general well-being.

1.4 University students and perceived stress and resilience

Students at universities frequently deal with a variety of personal, social, and academic difficulties that raise their perceived stress levels. According to research, resilient people are able to cope with stressors and recover from them, which enables them to continue having

positive psychological functioning in spite of trying situations (Phillips, 2008; Masten, 2001). Resilience protects university students from the detrimental psychological and physiological impacts of perceived stress, such as the emergence of anxiety and despair. (Southwick et al., 2005; Yu et al., 2016).

Resilience and perceived stress have a complicated relationship. Although resilience can protect against the negative effects of perceived stress, people who are less resilient are more likely to experience psychological distress and higher levels of felt stress (Chen et al., 2018; Eaves & Payne, 2019). A student's resilience is greatly influenced by their capacity to manage stress, whether through problem- or emotion-focused coping mechanisms (Lazarus & Folkman, 1984).

In the end, resilient university students are better able to handle the pressures and stresses that come with their academic path. In addition to reducing perceived stress, resilience promotes better mental health outcomes, enhanced coping strategies, and increased emotional regulation (Masten, 2001; Friborg et al., 2006). Therefore, in order to create interventions that can increase students' capacity to manage stress, boost their general well-being, and promote academic achievement, it is imperative to investigate both perceived stress and resilience in university students.

1.5 Psychology students and perceived stress and resilience

Students studying psychology are in a unique position in the academic world because they must engage with sensitive subjects, be exposed to emotionally taxing course material, and be required to reflect. The perception of stress may increase as a result of these circumstances. In addition, their schooling gives them coping skills, stress-reduction methods, and psychological information, which may help kids become more resilient. Those studying psychology are a fascinating cohort to investigate the relationship between stress and resilience because of this dual perspective, especially when compared to those studying other subjects.

Psychology students may be more susceptible to psychological distress as a result of their greater exposure to emotionally charged and stressful content. Numerous pressures experienced by psychology students have been reported in studies. Stress levels among 171 graduate psychology students were studied by Hudson and O'Regan (1994), who found that stress varied significantly depending on life circumstance characteristics such as relationship status, number of children, and weekly working hours. Their research highlighted that stress levels among psychology students are significantly influenced by both personal situations and academic obligations.

Despite these stressors, psychology students may also become more resilient as a result of their education in mental health awareness and coping mechanisms. More successful psychology students reported better psychological health, benefited from social support, and employed constructive coping mechanisms, according to Nelson et al. (2001).

A comparative analysis of psychology and non-psychology students is crucial due to the divergent effects of increased stress exposure and stress management training. Determining whether psychology students exhibit stronger resilience or higher levels of stress can shed light on how well psychological education prepares students for mental health issues. Furthermore, this study can help academic institutions understand the need for focused initiatives to promote the wellbeing of students in all subject areas. By examining these relationships, the study hopes to advance knowledge of how students' perceptions of stress and resilience are influenced by their academic background in psychology

2. Review of Literature

Hudson and O'Regan (1994) evaluated 171 graduate psychology students' stress levels using the Psychology Student Stress Questionnaire. The results showed that factors related to life circumstances, such as relationship status, number of children, and weekly working hours, significantly influenced stress levels. While there were no discernible correlations between stress and other demographic characteristics like income level or academic year, gender disparities in stress were also noted. The study emphasizes the complexity of stress among psychology students, highlighting the role of both academic obligations and personal circumstances. The significance of investigating discipline-specific stresses and the function of resilience in reducing these stress effects in psychology students as opposed to non-psychology students makes these findings pertinent.

Bacchi and Licinio (2016) examined psychological distress and resilience in University of Adelaide psychology and medical students. The mean resilience and psychological distress scores of the two groups were comparable, according to survey data from 560 students; 47.9% of medical students and 55.1% of psychology students reported psychological distress. Higher resilience levels were associated with decreased psychological distress, according to a strong negative connection between resilience and distress ($p < 0.001$). Along with identifying stressors including ambiguous learning objectives and financial worries, the study also suggested resilience-building strategies and better academic support. These results highlight resilience's function in reducing psychological distress and offer a starting point for investigating stress and resilience dynamics unique to a certain discipline.

Thompson et al. (2018) explored the relationships between 188 University of Saskatchewan undergraduate medical students' attachment type, resilience, and perceived stress. The study used self-report measures to measure stress (Perceived Stress Scale), resilience (Connor-Davidson Resilience Scale), and attachment (Relationship Questionnaire and Experiences in Close Relationships Scale). The results indicated that 49.4% of the sample supported a secure attachment type. Compared to men, women reported higher levels of attachment anxiety, higher levels of perceived stress, lesser resilience, and greater attachment insecurity. Felt stress was significantly predicted by attachment anxiety and avoidance, and the association between attachment insecurity and felt stress was largely mediated by resilience. The study emphasizes resilience as a protective factor and the impact of connection on stress in medical students, providing possible intervention techniques to improve students' well-being.

Sam and Lee (2020) explored perceived stress and resilience among undergraduate nursing students. A total of 700 students participated in the study, and 620 of them were evaluated using self-administered measures of resilience and perceived stress. The findings revealed that 55% of participants lacked resilience and 45.7% suffered severe stress. Perceived stress and resilience were shown to be weakly negatively correlated ($r = -0.236$, $p < 0.001$), indicating that higher stress levels were linked to lower resilience. According to the report, nursing school programs should include resilience training to assist students in developing the stamina and strength required for their line of work.

Seyedfatemi et al. (2020) studied nursing students' perceptions of stress and resilience. Cambridge University Press. Tehran University of Medical Sciences undergraduate nursing students' perceived stress and resilience were investigated in this study. Nearly all students reported moderate to high levels of felt stress, according to the data, and perceived stress and resilience were statistically significantly correlated negatively ($r = -0.38$, $p < 0.001$). According to the study, nursing schools can help students effectively manage stress by integrating stress management techniques, such as building resilience, into their curricula.

Abai and Madihie (2021) investigated the connection between resilience and perceived stress among Malaysian undergraduate students in both public and private institutions during the COVID-19 epidemic. The study, which involved 160 students, discovered a weak negative correlation between resilience and felt stress. Furthermore, there was no discernible link between gender and perceived stress. Nonetheless, the study did find a strong correlation between students' resilience levels and their perceptions of stress. According to the authors, since students are under moderate stress, stress management interventions and the

incorporation of resilience-building techniques into educational systems are essential for helping students cope with difficult circumstances.

Raikwar (2024) examined how university students who practiced yoga experienced stress and resilience in comparison to those who took other courses. Yoga students had considerably lower stress levels ($M = 16.28$) than non-yoga students ($M = 19.46$; $t = -3.82$, $p < .05$), according to the study, which used the Perceived Stress Scale (PSS) and the Connor-Davidson Resilience Scale (CD-RISC). However, there was no significant difference in resilience ($p > .05$). These results demonstrate how stress management is impacted by course-specific exercises like yoga. The absence of resilience variations begs the question of what other factors, such as psychological training or academic demands, might be at play. This study emphasizes how academic setting shapes resilience and stress.

3. Methodology

3.1 Aim

The present study aims to compare the levels of perceived stress and resilience between Psychology and Non- Psychology college students, to explore whether Psychology as an academic background influences stress perception and resilience.

3.2 Research Objectives

- a) To assess and compare the levels of perceived stress among psychology and non-psychology college students.
- b) To assess and compare the levels of resilience among psychology and non-psychology college students.
- c) To examine the relationship between perceived stress and resilience.
- d) To explore whether psychology students exhibit higher resilience and/or lower perceived stress compared to non-psychology students.
- e) To investigate gender differences, if any, in perceived stress and resilience among psychology and non-psychology students.

3.3 Hypothesis (H)

H1: There will be a significant relationship between perceived stress and resilience among university students.

H2: There will be a significant difference in perceived stress amongst students studying Psychology and students not studying Psychology at university level.

H3: There will be a significant difference in resilience amongst students studying Psychology and students not studying Psychology at university level.

H4: There will be a significant difference in perceived stress amongst male and female university students.

H5: There will be a significant difference in resilience amongst male and female university students.

3.4 Study Design

The present study adopts a comparative, cross-sectional research design with a quantitative approach to assess and compare perceived stress and resilience levels among psychology and non-psychology students.

3.5 Participants

The study population consists of undergraduate and postgraduate students enrolled in full-time psychology and non-psychology courses.

Inclusion Criteria

- a) Students currently enrolled in undergraduate or postgraduate psychology or non-psychology courses.
- b) Aged 18–25 years.
- c) Willing to provide informed consent for participation.

Exclusion Criteria

- a) Students pursuing courses through correspondence or part-time mode.
- b) Non-psychology students who have studied psychology as a minor subject or as a college course previously.

Sampling Type

The study will employ convenience sampling or stratified sampling to ensure equal representation from both groups. 50 participants per group (psychology and non-psychology students) will be recruited, with a total sample size of 100.

3.6 Procedure

Ethical Considerations

Informed consent will be obtained from all participants, ensuring voluntary participation and confidentiality of responses. Participants will be informed about the study's purpose and their right to withdraw at any time without consequences.

Data Collection

Data will be collected using Google Forms (online mode). Participants will be provided with clear instructions on how to complete the questionnaire. Responses will be collected

anonymously to maintain confidentiality. The data collection period is expected to last 2–4 weeks.

Measures

Two tools will be used for data collection:

Perceived Stress Scale (PSS-10): Measures the extent to which participants perceive life situations as stressful. Higher scores indicate higher perceived stress.

Brief Resilience Scale (BRS) :Assesses participants' resilience levels. Higher scores indicate greater resilience.

3.7 Statistical Analysis

Descriptive Statistics

Descriptive Statistics (mean, standard deviation, frequency distribution) will be used to analyze demographic variables, perceived stress, and resilience scores.

Inferential Statistics

This will include Independent Samples t-Test to compare perceived stress and resilience scores between psychology and non-psychology students and Pearson's Correlation Coefficient to assess the relationship between perceived stress and resilience within each group.

4. Results

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Perceived Stress	100	3.00	36.00	20.7700	6.30513
Resilience	100	6.00	29.00	19.0400	4.14855
Valid N (listwise)	100				

Table 2: Correlations

S. No.	Variable	N	r	Sig
1	Perceived Stress	100	-0.482	.000 (sig**)
2	Resilience	100	-0.482	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3: Group Statistics for Discipline (Psychology and Non-Psychology)

	Course	N	Mean	Std. Deviation	Std. Error Mean
Perceived Stress	Psy	50	21.1800	7.10760	1.00517
	Non-Psy	50	20.3600	5.42767	.76759
Resilience	Psy	50	19.1000	4.30116	.60828
	Non-Psy	50	18.98	4.03	

Table 4: *Independent Samples Test for Discipline (Psychology and Non-Psychology)*

S. No.	Variable	Group	n	Mean	SD	t	df	sig
1	Perceived Stress	Psy	50	21.18	7.11	0.648	98	.518
		Non-Psy	50	20.36	5.43			
2	Resilience	Psy	50	19.10	4.30	0.144	98	.886
		Non-Psy	50	18.98	4.03			

Table 5: *Group Statistics for Gender (Females and Males)*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived Stress	Female	64	21.4688	5.90928	.73866
	Male	34	18.6471	5.95377	1.02106
Resilience	Female	64	18.9063	3.66328	.45791
	Male	34	19.7941	4.56455	.78281

Table 6: *Independent Samples Test for Gender (Females and Males)*

S. No.	Variable	Group	n	Mean	SD	t	df	sig
1	Perceived Stress	Female	64	21.4688	5.90928	2.244	96	0.027
		Male	34	18.64	5.95377			
2	Resilience	Female	64	18.90	3.66328	-1.047	96	0.298
		Male	34	19.79	4.56455			

5. Interpretation and Discussion

The present study examined the differences in perceived stress and resilience among psychology and non-psychology students, as well as gender-based differences in these variables. The results provide key insights into how these factors vary across groups and contribute to the existing literature on stress and resilience in young adults.

5.1 Descriptive Statistics

A moderate degree of stress was indicated by the descriptive analysis, which showed that the participants' overall mean perceived stress score was 20.77 (SD = 6.31). An average degree of resilience was suggested by the mean resilience score, which was 19.04 (SD = 4.15). These findings are consistent with other research showing that academic pressure, job uncertainty, and personal difficulties frequently cause university students to experience moderate to high levels of stress. Although there are individual variances, the resilience scores show that students have a moderate ability to handle stress.

The average perceived stress level recorded in this study is consistent with findings from Seyedfatemi et al. (2020), who found that undergraduate nursing students experienced moderate to high levels of stress, suggesting that this is a usual trend among college students.

Bacchi and Licinio (2016) revealed that medical and psychology students had similar resilience levels, supporting the observed average resilience and indicating that students across disciplines typically have moderate resilience capacities.

5.2 Correlation Analysis

Perceived stress and resilience showed a significant negative correlation, according to the Pearson correlation analysis ($r = -0.482$, $p < .01$). We accept H1, that there will be a significant relationship between perceived stress and resilience among university students.

This implies that perceived stress tends to decline as resilience rises. The significant negative correlation between perceived stress and resilience is supported by results from several studies, such as Abai and Madihie (2021), which consistently revealed an inverse relationship between these variables across a variety of student samples. Sam and Lee (2020) also identified a significant negative correlation between resilience and perceived stress, supporting the idea that resilience acts as a protective factor against stress.

This result is consistent with earlier research showing that resilience acts as a stress-reduction strategy. The significant inverse association highlights how crucial it is to provide interventions that assist pupils become more resilient so they can better handle stress. Research indicates that resilience-boosting techniques like social support, cognitive reappraisal, and problem-solving abilities may help people feel less stressed and have better mental health.

5.3 Comparison by Course (Psychology vs. Non-Psychology Students)

According to group statistics, perceived stress scores were somewhat higher for psychology students ($M = 21.18$, $SD = 7.11$) than for non-psychology students ($M = 20.36$, $SD = 5.43$). This difference was not statistically significant, according to the independent samples t-test ($t(98) = 0.648$, $p = .518$). In similar manner, there was no discernible difference between the resilience ratings of psychology students ($M = 19.10$, $SD = 4.30$) and non-psychology students ($M = 19.04$, $SD = 4.15$) ($t(98) = 0.144$, $p = .886$).

We reject H2, that there will be a significant difference in perceived stress amongst Students studying Psychology and Students not studying Psychology at University level. We also reject H3, That there will be a significant difference in Resilience amongst Students studying Psychology and Students not studying Psychology at University level.

Despite reporting somewhat higher levels of stress, psychology students' findings are consistent with those of Hudson and O'Regan (1994), who observed that discipline-specific

pressures and personal circumstances contributed to psychology students' elevated levels of stress.

However, the current data imply that academic background may not significantly effect resilience or perceived stress, similar to Bacchi and Licinio (2016), who reported similar stress and resilience levels across psychology and medical students.

These findings imply that the sample's perceived stress and resilience are not much impacted by academic background. One possible explanation is that psychology students who are constantly exposed to topics of suffering, trauma, and mental illness may develop compassion fatigue or burnout. Any possible advantages of their psychological expertise could be negated by this. Furthermore, psychology students may experience stress levels comparable to those of non-psychology students as a result of their inefficient application of the mental health concepts they study to their own life. This implies that in order to assist students in internalizing and applying the concepts they study, colleges should include structured self-care programs, reflective practices, and real-world mental health applications in psychology courses.

5.4 Comparison by Gender

According to a gender-wise study, participants who were female ($M = 21.47$, $SD = 5.91$) reported considerably higher levels of perceived stress than those who were male ($M = 18.65$, $SD = 5.95$). Women are more stressed than men, according to the independent samples t-test, which verified this difference as statistically significant ($t(96) = 2.244$, $p = .027$).

We accept H4, that there will be a significant difference in perceived stress amongst male and female University students.

However, there was no discernible difference in resilience scores between the sexes. The mean resilience score for men and women was 19.79 ($SD = 4.56$ and 18.91, respectively), although the difference was not statistically significant ($t(96) = -1.047$, $p = .298$).

We reject H5, that there will be a significant difference in Resilience amongst male and female University students.

Thompson et al. (2018) found that women reported higher levels of perceived stress than men, which is in line with the finding that women reported considerably higher levels of perceived stress.

The lack of a gender difference in resilience, however, is consistent with research by Raikwar (2024), who found that despite gender variations in stress, there was no discernible difference in resilience between yoga and non-yoga students.

It's interesting to note that women showed resilience on par with men, even though they reported higher stress levels. This implies that they might be able to successfully handle stress because they have more robust coping strategies. The ability of women to remain resilient in the face of increased stress may be explained by their propensity to seek out social support, process emotions, and employ adaptive coping mechanisms. This research emphasizes how critical it is to support healthy coping strategies while also addressing the extra stress that women bear.

5.5 Implications of the Findings

The study's findings have a number of significant implications for educational procedures and mental health interventions. The necessity of resilience-building programs in academic contexts is further supported by the strong inverse relationship between perceived stress and resilience. To help students become more resilient and reduce stress, universities should put in place structured programs that emphasize social support networks, mindfulness, cognitive restructuring, and stress management strategies.

A possible gap in self-care practices within psychology may also be highlighted by the findings, which imply that psychology students may not always apply psychological knowledge to themselves. They may nevertheless experience stress despite their academic knowledge of mental health, possibly as a result of burnout or excessive exposure to upsetting subjects. This necessitates curriculum modifications that incorporate self-reflective activities, experiential learning, and clear training on mental health management.

The need for gender-sensitive mental health interventions is another key implication. It's remarkable that females reported much higher levels of stress while exhibiting resilience on par with males; this shows that, in spite of this, they have robust coping strategies that enable them to endure and adjust to hardship. Their propensity to look for social support, analyze their emotions, and employ adaptive coping mechanisms may be the reason for their resilience in the face of increased stress. This does not imply that their elevated stress levels should be disregarded, though. Interventions should include strengthening and improving these coping strategies in addition to reducing stress. In order to ensure that female students receive assistance while simultaneously acknowledging and utilizing their natural stress-handling abilities, this could involve gender-specific workshops, mentorship programs, and focused stress management techniques catered to the particular difficulties female students confront.

Additionally, the fact that psychology and non-psychology students did not differ significantly suggests that stress and resilience are issues that are common to many academic fields. This implies that all students, regardless of their field of study, should have access to

mental health interventions. Instead of focusing on certain academic fields, universities should incorporate well-being initiatives throughout the campus to ensure that all students have access to stress-reduction tools.

5.6 Limitations and Future Directions

Even though this study offers insightful information, it has certain limitations. First, the study used self-report measures, which are prone to biases like subjective interpretations of stress and resilience and social desirability.

The study's cross-sectional design, which precludes drawing inferences regarding causality, is another drawback. To investigate how perceived stress and resilience change over time and what factors affect these changes, future research could use longitudinal designs. It may be possible to gain a better understanding of psychology students' experiences by examining if prolonged exposure to psychological education has a different effect on stress levels or resilience over time.

Furthermore, other factors like personality traits, social support, financial pressures, and coping mechanisms that can affect stress and resilience were not examined in this study. To gain a more thorough understanding of stress and resilience in college students, future studies should look into these factors.

Lastly, more research is necessary to fully understand the possible roles that burnout and compassion fatigue may play among psychology students. It's probable that extended academic involvement in mental health subjects adds to their stress levels because they are frequently exposed to upsetting psychological ideas. Future studies might look at how often burnout is among psychology students in comparison to students in other fields and evaluate how well self-care strategies work to lessen these effects.

6. Conclusion

The study's findings support the protective function of resilience against stress by demonstrating the strong inverse relationship between perceived stress and resilience. Although there were no significant differences between psychology and non-psychology students, despite having similar resilience ratings, female students reported far higher levels of perceived stress. These results highlight the value of curriculum improvements, gender-sensitive mental health techniques, and resilience-building interventions in helping students effectively manage stress. To create a more comprehensive knowledge of stress and resilience in young people, future studies should go on examining these processes while adding other social and psychological variables.

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