

Academic Stress Among Students

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Abstract

Stress is a natural and necessary reaction to the survival of students in facing problems in their academic environment. Academic stress if not well handled can generate both optimistic and pessimistic consequences. When stress is seen contrarily, students experience physical and mental trouble that can result in depression, anxiety, dysfunctional social relationships, and suicidal intention. Students at an academically competitive level resort to cheating and manipulation to get good grades. These students create alliances with adults, work on home working one class for another, and complain to get a better grade or simply resort to cheating. The objective of this study is to analyze the factors affecting stress and the consequences of stress among students. The study includes both primary and secondary data.

(Keywords: Stress management, Academic Stress, etc.)

1. INTRODUCTION

Stress is normally defined" as mental occurrence caused by demand and failure, which is very familiar in our lives. It appears to results from an individual assessment that environmental demand exceeds his or her resources and these dangers the person's wellbeing." Stress has become a part of a student's academic life because of several factors stress cannot be considered as harmful but it may seriously affect those who react to it badly. Everyone reacts to stress in different ways. Due to academic stress, students may get frustrated and result in depression, anxiety, or other psychological disorder. Education is an inevitable factor for economic and social development. It is necessary for building human capabilities and employment opportunities. Thus, academic institutions need to maintain a well balanced academic environment for better learning. Academic stressors are related to studying for university examinations, completion of assignments and seminars, completion of assignments and seminars, parental pressure, and above all large amounts of content to master within a limited time.

IMPACT OF STRESS

ANXIETY: Anxiety is common among students who feel apprehensive over academic tasks. Competition, manipulation, task taking another specific task may cause anxiety.

DEPRESSION: Depression sets into students who feel pressured to meet high expectations of self and others. Academic stress makes students doubt their abilities to perform well in school and leads to low self-esteem. Such students hurt themselves when stressed.

ANGER: Anger is an emotional response to stress. Some of the factors responsible for anger are demanding schedules, expectations of family and teachers, and lack of free time. Elevated anxiety, high pulse rate, and headaches are the results of uncontrolled anger. It may

also trigger fights or abuse, lead to arguments, assault, and self-harm. If this is not handled appropriately, it may harm students as well as their surroundings.

SELF-MEDICATION: To cope with academic stress, some students rely on illegal drugs or alcohol either to give them the extra boost of energy to complete their task or to temporarily escape from study burden, to stay awake to study task complete, to be alert during test-taking or to escape from anxiety.

ACADEMIC DISHONESTY: Students at an academically competitive level resort to cheating and manipulation to get good grades. These students create alliances with adults, work on home working one class for another, and complain to get a better grade or simply resort to cheating.

DISENGAGEMENT: It refers to the student becoming less vested in the system and losing motivation to avoid the feeling of rejection at school.

POOR HEALTH HABITS /LACK OF SLEEP: Students need a good sleep (6-8 hours) each night. Without good sleep, students risk lapses in memory and attention, depression, and slowed reaction time. Students experience frequent illness due to a lack of sleep. They also risk poor eating habits stomach problems, headaches, and a potential ulcer due to stress. Weight loss is another result of stress.

FACTORS RESPONSIBLE FOR ACADEMIC STRESS

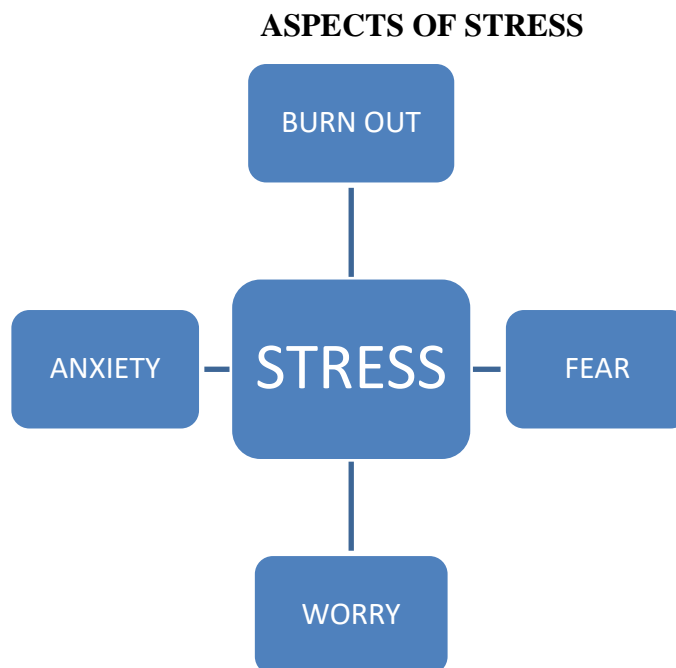
Assignment and homework: Heavy academic workload leads to academic stress in students. Students find it a difficult time to spend time with friends or engage in outdoor activities through which they want to due to this workload.

- Time management problems: This issue is likewise an indispensable reason for student stress.
- It is not the administration of time itself that causes stress; however the people's view of control after some time that is the wellspring of student's stress.
- Recurrent Examinations: The level of achievement accomplished in the educational system is considered mostly by periodic examinations which is one of the most noteworthy stressors for numerous students. The stress-induced by examinations keeps increasing during the preparation period, climaxes during the exam, and declines after students finished with the test.
- Socio-economic statuses: The link between low social-economic status and stress are well known. Today's substance abuse, criminal behavior, anxiety, and sleep problems are more
- Prevalent in vulnerable youths of the high socioeconomic group compared to earlier generations.
- Parent expectations: Moving away from home for university is a step to gain independence for many students. The high expectations set from parents on their children's academic performance may be distressing for the students. The gap between a student's academic performance and perceived parent expectations, causes, psychological distress.
- Meeting deadlines: A major source of academic stress in students is the struggle to meet assignment deadlines due to which they feel overwhelmed.
- Competitive scholarly atmosphere: The opposition for evaluations and the need to perform well is another noteworthy wellspring of academic stress. The social pressure

applied to students when all is said in done to perform well scholastically and to succeed in their career leads to academic stress.

EFFECT OF STRESS

- **PSYCHOLOGICAL EFFECTS:** Stress may induce feelings of anger, fear, sadness, feelings of depression, feelings of shame, and jealousy in an individual. It can also lead to disruption of growth, self-esteem, performance, increased depression of attention, weakness, confusion of hearing, self-hatred, weakness of the ego, laws of identity, the tendency of alienation, frequent complaint of sickness, and desire in drowsiness.
- **PHYSIOLOGICAL EFFECTS:** Common physiological effects associated with stress are digestive upset, diarrhea, constipation, chronic respiratory disorders, high blood pressure, severe headaches, the spread of skin disease, goiter, diabetes, muscle spam, rheumatoid joint inflammation. It may also lead to eating disorders such as loss of cholesterol.



1.2 REVIEW LITERATURE

Schuler, Randall S.(1982) in this paper a definition and a conceptualization of stress in organizations are offered. Stress is defined as a perceived dynamic state about something important. The model developed in this paper incorporates organizational and individual stressors, individual appraisal of the stressors, and individual responses to the stress including short term, intermediate and long-term responses, both voluntary and involuntary. Critical to the model is the definition of stress based on individual need for the resolution of dynamic states of uncertainty. Previous research from the medical and health sciences are used along with that from organizational sciences to develop the integrative transactional process model. Finally, several hypotheses based on the model are suggested.

Misra, R., & Castillo, L. G. (2004). This study compared academic stressors and reactions to stressors between American and international students using Gadzella's Life Stress Inventory (B. M. Gadzella, 1991). Five categories of academic stressors (i.e., frustrations, conflicts, pressures, changes, and self-imposed) and four categories describing reactions to these stressors (i.e., physiological, emotional, behavioral, and cognitive) were examined. The sample consisted of 392 international and American students from 2 Midwestern universities. American students reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. Respondent's status (American or international) and interaction of status and stressors emerged as the 2 strongest predictors of their behavioral, emotional, physiological, and cognitive reaction to stressors. Five stressors attained statistical significance in the regression model. The findings emphasize the need to recognize cultural differences in stress management.

Kumaraswamy, Narasappa (2013)Academic stress, anxiety, and depression among college students are a cause of concern. Every nation invests a lot of money on education. However research survey on college students reports at any given time there will be 10 to 20 % of the student population suffering from psychological problems (Stress, Anxiety & Depression). This paper briefly describes the research carried out in the last 3 decades especially regarding stress, anxiety & depression. It focuses on stress among college students, the nature of psychiatric morbidity, emotional problems and adjustment, psychological problems of college students. Emphasizing how counseling will help students with emotional problems and also suggested preventive measures to be taken by colleges such as setting up student counseling centers, create awareness among college students in seeking help with counseling centers. It is also suggested to have the mentor-mentee program compulsorily on all colleges. A student health committee should be formed in each college with mental health professionals as its members. There should be regular seminars & workshops for teachers & college students on various issues of psychological problems and their coping mechanisms.

Misra, Ranjita, and Linda G. Castillo (2004)This study examined perceptions of academic stress among male and female college students, and compared faculty and student perceptions of students' academic stress. The sample consisted of 249 students and 67 faculty members from a midwestern University. The mean age of the students and faculty members was 21 years and 42 years respectively. Results indicated a considerable mismatch between faculty and students in their perceptions of students' stressors and reactions to stressors. The faculty members perceived the students to experience a higher level of stress and to display reactions to stressors more frequently than the students perceived. This could result simply from the faculty observing the students only during their moments of stress in the classroom. Results also supported the hypothesis that stress varied across the year in school and by gender. Implications for improving faculty-student interactions are discussed.

Watson, Joshua C., and April A. Watson. (2016) In this study, the authors examined the role that emotional intelligence plays in moderating the relationship between academic stress and coping self-efficacy among a sample of 125 Hispanic 1st-year college students enrolled at a medium-size, southern Hispanic-serving institution. Results of a 2-stage hierarchical multiple regression analysis indicated that emotional intelligence was a significant moderator in the relationship for the students surveyed. Implications for counseling Hispanic 1st-year college students and directions for future research are suggested.

1.3 STATEMENT OF THE PROBLEM

Stress is any situation that evokes negative thoughts and feelings in a person in today's world of competition. Stress has its ill-effects to the productive section of the society that is students. Educational stress or academic stress is the mental stress that occurs when there is a mismatch between demand from outside sources and the capabilities of the students. The present study is focused on understanding the stress felt by students and how they can manage the stress.

1.4 OBJECTIVES

1. To analyze the consequence of stress among students.
2. To identify the factors that are responsible for academic stress.
3. To make suggestions for dealing with academic stress among students.

1.5 RESEARCH METHODOLOGY

In this particular study, the researcher found a descriptive research design is relevant and framed the objective in such a way that the problem under the investigation. The study includes a survey with the aid of a questionnaire. Samples are collected from 50 respondents from various colleges. A convenient sampling method was used for collecting data. a statistical tool such as percentage and tables are used for analysis and interpretation.

1.6 ANALYSIS AND INTERPRETATION

TABLE 1 SHOWING GENDER WISE CLASSIFICATION

Gender	Number of respondents	Total (%)
Male	18	36
Female	32	64
Total	50	100

Source: Primary Data

INTERPRETATION: The majority of respondents are female students

TABLE 2 SHOWING COURSE WISE CLASSIFICATION

Course	No of Respondent	Percentage (%)
BCOM	26	52
BBA	7	14
BA ECONOMICS	7	14
BA MALAYALAM	5	10
BA ENGLISH	5	10
TOTAL	50	100

Source: Primary data

INTERPRETATION: The majority of respondents were B COM students.

TABLE 3 SHOWING CAUSES WISE CLASSIFICATION

Causes	No of respondent	Percentage (%)
Financial problems	10	20
Study	33	66
Friends	2	4
Family problems	5	10
Total	50	100

Source; primary data

INTERPRETATION: The data related to the causes of stress among college students are represented in this diagram. The table shows that 66% of students stress due to study. 20 % is stress because of financial problems. 10% suffer stress due to financial problems. 10 % stress Due to family problems and 4% stress is because of friends.

TABLE 4 SHOWING THE RESULT OF ABLE TO FOLLOW THE CLASS

Opinion	No of Respondent	Percentage (%)
Yes	40	80
No	10	20
Total	50	100

Source; primary data

INTERPRETATION:80% of respondents can follow the class and the remaining 20% are not.

**TABLE 5 SHOWING THE RESULT OF EXAM FACTOR CAN BE A
MOTIVATIONAL FACTOR TO WORK HARD**

Opinion	No of respondent	Percentage
Yes	15	30
No	10	20
May be	25	50
Total	50	100

Source; primary data

INTERPRETATION: From the above chart is clear that 30% of students are agreeing with exam factor can be a motivational factor to work hard. 20 % of them are not agreeing with this. 50% of students answered that exam factors may be a motivational factor to work hard.

TABLE 6 SHOWING ACADEMIC TRAINING HELD PER WEEK

Hours	No of respondent	Percentage
Less than 5	20	40
Between 20-30	23	46
Between 40 -50	7	14
More than 60	-	-
Total	50	100

Source; primary data

INTERPRETATIONS: The table shows that most of the students' academic training is conduct on less than 20 to 40 hours.

4.7. TABLE 7 SHOWING FREQUENTLY OF EXAMINATIONS HELD IN COLLEGE

Category	No of respondent	Percentage
Every week	3	6
Once in week	7	14
1-2 times in a quarter	25	50
Half-yearly	15	30
Annually	0	0
Total	50	100

Source: primary data

INTERPRETATIONS: From the above chart it is clear that most of the student's examinations held in college are 01-2 times in a quarter. 32% of students' examinations are held in half-yearly, 14 % in once in a quarter, the remaining 6% held every week.

4 TABLE 8 SHOWING THE RESULT OF CLASSMATE BULLY

Category	No of respondent	Percentage
Yes	44	88
No	6	12
Total	50	100

Source: primary data

INTERPRETATIONS:

The table shows that majority of the students are facing bullying from classmates.

TABLE 9 SHOWING THE SUPPORT FROM FAMILY

Category	No of respondent	Percentage
Yes	35	70
No	15	30
Total	50	100

Source: primary data

INTERPRETATION: The table shows that 70% of the students get support from their family, 30% not.

TABLE 10 SHOWING THE ACTIVITY DO WHEN FEEL STRESS

Category	No of respondent	Percentage
Singing	10	20
Shouting	18	36
Eating	13	26
crying	9	18
Total	50	100

Source: primary data

INTERPRETATIONS: 36 % of students shouting while feeling stress and 26% are eating. 20% of students are singing while feeling stress and the remaining 18% are crying.

TABLE 11 SHOWING THE FREQUENTLY OF STRESS OF COLLEGE STUDENTS

Category	No of respondent	Percentage
Short time	20	40
Long time	30	60
Total	50	100

Source: primary data

INTERPRETATIONS: 60% of students felt stress in long term and 40% of students felt stress in the short term

TABLE 12 SHOWING THE OPINION ABOUT TEACHING

Category	No of respondent	Percentage
Satisfied	25	50

Highly Satisfied	5	10
Neutral	13	26
Dis Satisfied	7	14
Total	50	100

Source: primary data

INTERPRETATIONS: The chart shows that 50% of students are satisfied with teaching their department, and 26% are neutral. 14 % are dissatisfied and 10% are highly satisfied.

TABLE 13 SHOWING THE FACTORS THAT FEELS STRESS

Category	No of respondent	Percentage
Feel tired during a day	14	28
Cannot sleep at night	21	42
Do not feel well	15	30
Total	50	100

Source: primary data

INTERPRETATIONS: The table shows that 42% of students cannot sleep at night because of stress. 30% is do not feeling well. 28% of students are feeling tired during the day.

TABLE 14 SHOWING THE PERSON THAT WILL MEET WHEN FEELS STRESS

Category	No of respondent	Percentage
Friends	23	46
Teachers	1	2
Parents	16	32
Councilor	1	2
Others	9	18

Source: primary data

INTERPRETATIONS: The table shows that 46% meet friends. 32% are meet their parents. 2% of students are meeting the teacher and another 2% meet the counselor, the remaining 18% are meet others.

**TABLE 15 SHOWING HOW DIFFICULT TO FIND THE JOB AFTER
EDUCATION**

Category	No of Respondent	Percentage
Nervous	9	18

Worry	12	24
Sad	14	28
Angry	15	30
Total	50	100

Source: primary data

INTERPRETATION: The table shows that 30% of students get angry when stressed. 28% are sad because of stress. 28% is felt worried and the remaining 18% are nervous.

TABLE 16 SHOWING THE HOW OFTEN THINK FEEL STRESS

Category	No of respondent	Percentage
Everyday	8	16
During exam	33	66
Once a week	9	18
Total	50	100

Source: primary data

INTERPRETATION:

The table shows that 66% of students felt stress during exams, 18% of students felt stress once a week, and the remaining 16% of students felt stress every day.

FINDINGS

- The majority of the stress respondents are female students.
- The main causes of stress among college students 12W2are related to study.
- The majority of the students can follow the class.
- Many of the students are agree with exam factors can be a motivational factor to work hard.
- Most of the students' academic training held per week between 20-30 and less than 5 hours.
- 52% of the student's examinations held in college are 1- 2 times in a quarter.
- Most of the students get support from family.
- 88% of students are facing bullying from classmates.
- Many of the students are shouting while feeling stress.
- 60% of students felt stress in a long time and 40% of students felt stress in a short time.
- Students are satisfied with teaching.
- The majority of the students cannot sleep at night.

- Most of the students meet their friends while feeling stress
- 50% of students difficult to find a job after education
- Many of the students get angry when they feel stress.
- 66 % of students felt stress during exam
- Examinations and curriculum overload lead to stress among students.

SUGGESTIONS

- Academic stress adversely affect the performance and their health condition so it is very important to arrange some workshop at the beginning of each semester
- The institution should be arranging classes for practicing yoga, meditation, physical exercise, etc.
- Follow a diet rich in vegetables, fruits, and whole grains
- Get emotional support from friends
- When you feel stressed deep breathing exercise can help melt away the tension
- Local authorities and educational institutions should take initiatives to provide motivational classes to students for reducing their stress and mental issues.
- Teachers should act as mentors by providing the utmost care to students to reduce their mental stress.

CONCLUSION

The main aim of this study was to find factors affecting stress among college students. The result of this study shows that there are a lot of factors affecting the stress of college students. That is study problems, frequently of examinations held in college, lack of employment opportunities, etc. Everyone reacts to stress in different ways. Stress has become part of students' academic life because of several factors. Stress cannot be considered as harmful but it may seriously affect those who react to it badly.

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