

## LEVEL OF ACADEMIC STRESS AMONG COLLEGE GOING STUDENTS

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### Abstract:

Academic stress, fear and depression among college students are a cause of stress. Every nation invests lot of money on education. However, research survey on college students reports at any given time there will be 10 to 20 % of student population miserable 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 stress among college students, nature of psychiatric disease emotional problems and adjustment, psychological problems of college students. Point out how counselling will help students with emotional problems and also imply preventive measures to be taken by colleges such as setting up student counselling centres, create realization among college students in look for help with counselling centres. It is also suggested to have mentor mentee organise compulsorily on all colleges. A student health committee should be set up in each college with mental health professionals as its members. There should be regular seminar & workshop for teachers & college students on various concern of psychological problems and its coping mechanisms.

**Keywords:** *Anxiety, Depression, Stress, College Students*

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### Introduction:

College education plays a vital role in an individual's life and is also a crossroad in their academic life. At this stage, the academic performance of a student plays a critical role in deciding the next stage of their education, which in turn forms their career. A surplus of academic stress through this stage can result in unfavourable effects that are extensive and lengthy. In today's highly ruthless world, students face many academic problems including exam stress, Lack of interest in attending classes and the Inability to understand a subject. Academic stress calls for mental stress regarding expect academic challenges or failure or even the fear of the possibility of academic failure. Academic stressors arrives in many aspects in the students' environment: at school, home, peer relationship and even in their society. Academic Stress issue has rise over during the past few years, there are examinations, assignments and many more activities that a student has to shamble through. Not only the arrangement but, teachers and parents also burden their students with a lot of constraint of getting good grades. These expectations make the students work ruthlessly and end up creating more stress (Jain and Singhai, 2018)

The description of academic stress is the anxiety and stress that occurs from schooling and education. There is often a lot of pressure that comes along with getting a degree and one's education (Prabhu, 2015). Extreme levels of academic stress can lead in an increased generality of psychological and physical problems such as depression, anxiety, nervousness and stress related disorders, which causes huge damage to their academic results. According to many high



school students, their greatest academic stressors includes tests, grades, homework, academic and achievement expectations and parental pressure. School related stresses include insufficient instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments, inability to balance one's convince time with school, and disorganization surrounding academic assignments and schedules. Further sources contain a lot of struggle to meet academic standards, distressed about time management and worry over grades and scores. Students are seen to be influenced by the negative sources of academic stress. (Thakkar, 2018). Indeed, stress can be increased even more when students leave their parents and attend university for the first time, as it has been found that psychological symptoms, including stress, were commonly displayed among first-year college students (Abdulghani et al, 2011) Another stress-inducing factor is the highly competitive educational environment existing in the initial years (Gilbert at al., 2009). The unhealthy competitions to score marks and the obstructive pressure of parents and the high desire of teachers are, thus, a source of stress for a student of intermediate level. Added to the above EAMCET, JEE, NEET and IIT coaching during the intermediate education are another influential factor to cause stress. This is even more so with the students of intermediate (or 10+2). In school and college education too, variables such as gender, community background, and group of subject students are studying, location of college, medium of study play a vital role in creating academic stress in students (Babu, 2021)

Every country expand its own organization of education to show and promote its unique socio-cultural identity as well as to match the challenges of the times. Human beings are a valuable natural resource. In essence, education is to be looked upon as a unique investment in the present and the future (Thanseera et al.. 2021). Academic Stress in educational administration can have both positive and negative outcome if not lifted in a proper way. Academic stress in students leads to depression, hardship of harmony with the peers in school/college and in social life, sense of disruption, disturbance, physical and mental order. It reduces the order of study and work by causing them least achievements. Academic stress in students instill absence of correct thinking and absence of attentiveness in life and work.

#### **Review of Related Literature:**

Pascoe et al. (2020) observed that students commonly report high levels of academic related stress, cross-culturally. The academic-related stress experienced by secondary and tertiary students' impacts their mental and physical health and leads to a range of academic problems. Fromel and Safar (2020) found that adolescents with academic stress are not more physically active after school than adolescents without academic stress represents a warning, they also added that there is a need to seek ways to promote physical activity among adolescents who are at mental health risk. Misra and Castillo (2014) examined that differences in stressors and reaction to stressors were found between men and women after controlling for age. Male participants reported more stress that was due to conflict. Women displayed greater behavioural and physiological reactions to academic stressors.

Chen (2018) noted that social support from family towards was found negatively associated with pressure, workload, and overall academic stress, support from significant other was negatively associated with pressure, despondency, and overall academic stress, while support from friends was negatively associated with pressure among students. While exploring Stress profile and university performance of pharmacy students, Alshammari (2019) found that no relationship was found between academic performance and academic stress, no correlation between age and academic stress; and a significant relationship was found between the year of study and academic stress. The Study results of Reddy, et al., (2018) stated that the dimensions of academic stress differed significantly among males and females and fear of failure was the only significant dimension that varied with respect to gender. Nagle and Sharma (2019) observed that over a

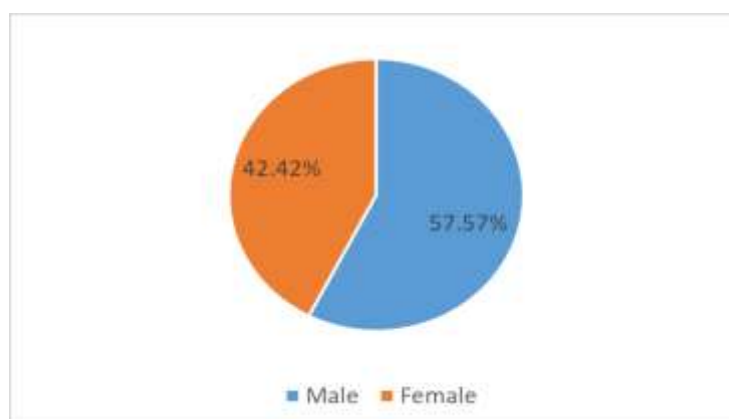
period of time, academic stress among students has increased drastically due to parental expectation and competitive environment among students. Deb (2015) found that the students reported feeling pressure from their parents for better academic performance. The degree of parental pressure experience differed significantly across the educational levels of the parents, mother's occupation, private tutors, and academic tutors, and academic performance. Kadapatti and Vijayalakshmi (2012) concluded that as the number of siblings increased the academic stress of the students also increased. Family size was negatively and significantly related indicating that as the family size increased the academic stress decreased. Type of family was significantly related to academic stress indicating that students from the joint family had more academic stress than nuclear families. Deb (2016) opined that as academic stress increased, male with high parental support were less likely to be depressed than female. Rao and Laxmanaiah (2011) stated that Students of both Government and Private Schools were found to have a similar stress perception. The students of Government-run schools exhibited more of avoidance coping strategies and therefore suitable for a systematic study on chronic stress for early intervention.

#### **Methodology and Sample of the Study:**

A Descriptive survey was carried out in order to study the Academic Stress faced by college students from Mumbai. Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 99 College Students. Academic Stress questionnaire designed by Kim (1970) was used to collect data which was scored on a 5 point rating scale from No Stress, Slight Stress, Moderate Stress, High Stress, Extreme Stress. Out of total students 42 were females and 57 were boys. The following table depicts the sample size.

**Table 1.1: Sample Size for present study based on Gender**

	Number	Percentage
<b>All Students</b>	99	100%
<b>Males</b>	57	57.57%
<b>Females</b>	42	42.42%



**Figure 1.1: Pie-Chart Depicting College Students for present study based on Gender**

The total sample consisted of 99 college students out of which 57.57% students were male and 42.42% students were female.

### Scope and Delimitations of the Study:

The proposed study was conducted and the data was collected from college students. Data included responses of both junior college and degree college students. Students from other standards were not considered. The data was collected from Mumbai University students. Other University students were not included in the survey. The data was collected from colleges located in Urban Area. Rural Area colleges were not considered. The present study shows the level of academic stress among college students. The level of academic stress of teachers, parents, principals, management, etc were not considered. The level of Academic stress on gender was studied in the present study, other variables affecting gender like personality, experience, well-being, etc. were excluded.

### Hypothesis Testing And Interpretation of Data:

1. There is no significant difference in level of Academic Stress among College Students.
2. There is no significant difference in level of Academic Stress among Female and Male College Students.

**Table 1.2: Relevant Descriptive Statistics**

	Mean	Median	Mode	SD	Skewness	Kurtosis
<b>All Students</b>	66.34	68	21	44	0.57	-0.07

The above table shows relevant descriptive statistical measures that were used to test Hypothesis 1.

**Hypothesis 1:** The Mean for students was found to be is 66.34, Median was found to be 68, Mode was found to be 21 and Standard Deviation was found to be 44. The distribution is positively skewed. The Skewness is found to be 0.57. The Kurtosis is found to be -0.07 which is negative and thus the distribution is Platykurtic.

**Table 1.3: Inferential Data Analysis**

	N	Mean	t value	p value	LoS
Female College Students	42	58.88	2.72	0.008	S
Male College Students	57	42.07			

The above table shows relevant descriptive statistics for male and female college students used to test Hypothesis

**Hypothesis 2:** The t value of all male and female students was found to be 2.72 and the p value was found to be 0.007 which is lesser than 0.01 and 0.05, it is significant. Therefore, null hypothesis is rejected. There is significance difference between the level of academic stress based on gender. The mean score of Male students was found to be 42.07 and Female students was 58.88. Thus, Female students have higher level of Academic Stress when compared to Male students.

### Discussion and Conclusion:

The educational institutions must be careful in bringing out balanced growth and development of a learner's personality; Social, emotional and aesthetic development should be properly attended to. The educational institutes should organize varied activities to identify the potentialities of children and nurtured them according their taste and will, then focusing for better grades in academics. Parents/teachers mindset should be changed insisting their children/students to achieve high ranks and fixing high goals. They should be oriented towards valuing their education goals of their children/students based on the innate potentiality of children and diversified talents should be nurtured. Activities such as meditation, prayer, yoga, sports and games are useful in educational institutes to reduce academic stress. These activities not only support the physical and intellectual abilities of individuals but also strengthen the human mind towards the goals whether it is academic or otherwise. There should be a frequent guidance & counselling services to the students and



parents with regard to the career opportunities. These programmes help students having awareness in the stress preventing strategies. No formal and informal classes should be held before 8 am and after 6 pm as such classes would affect both the physical health and equilibrium of students. Students need to provide better facilities by govt. in the name of scholarships, special coaching centers, career guidance centers, hostels facilities and free education in corporate colleges. Students should be provided with better conducive college environments in the junior colleges, both private, government and aided colleges. Conclusion The policy of government in recruiting college lectures in junior colleges should be reviewed. The candidates who have trained in teaching pedagogy with having qualification B.Ed/ M.Ed on par with regular PG degree should be appointed as lectures in government and private junior colleges. The government has to recruit the inspecting staff in sufficient number to regulate the irregular colleges and admissions especially in corporate colleges.

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**Cite This Article:**

\* *Shaikh, A., M.* & \*\* *Shaikh, R., R.* (2022) Level of Academic Stress among College Going Students, *Electronic International Interdisciplinary Research Journal*, Volume No. XI, Issue-VI, 167-172.