

# A STUDY ON ACADEMIC STRESS AMONG MANAGEMENT STUDENTS

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**ABSTRACT.** *The present study is survey in nature. The following were the objectives of the study (1) To construct the Academic Stress Rating Scale (ASRS), (2) To find out significant difference between the boys and girls Students of Management with referenced to Academic Stress and (3) To find out significant difference between the private and government Students of Management with referenced to Academic Stress. The population used for the study comprised all the Students of BBA in Rajkot city. The investigator was purposively selected 250 Students of BBA in Rajkot city in which 125 boys and 125 girl's students of government as well as private BBA colleges in Rajkot city. Survey type research method was used. In the present study the investigator in order to trace out in Academic Stress by Academic Stress Rating Scale (ASRS) was prepared by investigator himself. To find out significant of difference between scores on Academic Stress by Academic Stress Rating Scale (ASRS) of two groups, statistical technique t-test was used with respect to gender and types of colleges. For that M and SD of Academic Stress by Academic Stress Rating Scale (ASRS) of both groups were calculated. The study revealed that (1) The boy's college Students of BBA should show more effective than those the girls Students of BBA with referenced to Academic Stress and (2) The private college Students of BBA should show more effective than those the government Students of BBA with referenced to Academic Stress.*

**Keywords:** *Academic Stress, BBA*

## **Introduction**

Scientific and technological advancement all over the globe has made man very conscious and sensitive about his vocation, lifestyle, relations etc. One of the major problems of today's world is "stress". Researchers have defined stress as the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands. Stress can be defined as "Any emotional experience accompanied by predictable biochemical, physiological and behavioral changes". Feeling stressed in difficult and unfamiliar situations is natural. The level of stress which energizes an individual to perform his/her activities efficiently is called "Eustress" while as the opposite of it is "Distress" Eustress has the potential of turning into distress, Emotions at this stage rise very high. The stress in college students mainly springs from academics. The other worth mentioning causes of stress among college students are health issues in family, financial status of family, career/future concerns and relationship issues. There is strong possibility that their stress may turn into distress and thereby may cause many physical, psychological and behavioral disorders among the students. This paper addresses a Study on Academic Stress among Management Students.

## **REVIEW OF LITERATURE**

The existence of stress depends on the existence of the stressor. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Study conducted by Remya & Parthasarathy (2009) on the coping patterns of the junior college student's found that time concerns, fear of failure, classroom interactions, and economic issues are some of the academic factors for stress in students. Moreover these factors, unlimited expectation of parents upon their children also make stress to the students. The impact of this stress will result in emotional problems, anxiety, stress, and other neurotic problems, frightening, abusive, depressing, threatening, competitive, unpredictable, and confusing situations. The suicide percentage of the college is also high when compared to others. Many studies have been conducted from time to time (Schafer, 1996; Fisher, 1994; Altmaier, 1983; Greenberg & Valletutti, 1980), which have reported strong relationship between stress and college students. According to Lazarus & Folkman (1984), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. A study conducted by Misra & Renjitha (2000) on the College student's academic stress and its relation to their anxiety, time management and leisure satisfaction. According to Sinha et.al. (2000) the Canadian students are more irritable than the Indian students. Study concluded that the Indian students are using emotional focused coping strategies and the Canadian students are not using the coping strategies more effectively. The Indian students have low self esteem compare to Canadian students. Indian students are taking more support and confrontation to deal with the stress. Another study conducted on Stress coping strategies of students at universities and colleges of technology by Lin Ying Ming, Wang and Ming (2010) found that in the level of education, the educators force on acquisition of knowledge, neglecting the emotional caliber. The study concluded that if the teachers do not give an attention towards over stressed students then these students might show some unusual behavior. To maintain a healthy body and mind one needs to be cared for his or her stressful events of life. A study conducted by Ji, Hong & Zhang, (2011) tried to understand the mental stress of the college students and the coping methods to overcome the stress. The study showed a positive correlation between mental stress of the college students and employment situations and study conditions and mental stress. The various coping strategies given by the authors are Adapt to college life as soon as possible and improve the effect of study, Improve college students' ability of starting a career and establish a correct concept of career, Ease the mental stress caused by family conditions etc.

### **Objectives of the study**

Objectives of the study were:

1. To construct the Academic Stress Rating Scale (ASRS).
2. To find out significant difference between the boys and girls Students of Management with referenced to Academic Stress.
3. To find out significant difference between the private and government Students of Management with referenced to Academic Stress.

### **Variables involved in the study**

Two types of variables were involved the study: (1) Independent variable and (2) Dependent variable.

**Independent Variable.** The independent variables of present study were Gender and Types of Schools. Two level of Gender: (1) boys and (2) girls. Two level of Types of college: (1) Government and (2) Privet.

**Dependent Variable.** The dependent variables of present study were Academic Stress Scores on the Academic Stress Rating Scale (ASRS).

### **Operational Definitions of Terms**

Operational definitions of terms were as:

**Academic Stress.** Academic Stress of Students was considered the Score achieved in the Academic Stress Rating Scale (ASRS).

### **Hypotheses of the study**

With reference to objective the null hypotheses were framed as:

$H_{01}$ : There was no significant difference between boys and girls Students of Management with referenced to Academic Stress.

$H_{02}$ : There was no significant difference between private and government Students of Management with referenced to Academic Stress.

### **Population & Sample**

The population used for the study comprised all the Students of BBA in Rajkot city. The investigator was purposively selected 250 Students of BBA in Rajkot city in which 125 boys and 125 girl's students of government as well as privet BBA colleges in Rajkot city.

### **Research Method**

The study employed a survey research method because none of the variables used in the study was manipulated but were used as they have existed.

### **Tool of the Study**

In the present study the investigator in order to trace out in Academic Stress by Academic Stress Rating Scale (ASRS) was prepared by investigator himself. Academic stress rating scale was developed by the researcher and it consists of 32 items. The items are expressed in the form of statements. Each item has 4 alternatives: strongly agree, agree, disagree and strongly disagree with the scoring of 1, 2, 3 and 4 respectively. Items are given under headings of examination stress, stress from peers, and stress from self, study habits and time management. The highest score was 128 and lowest score was 32. Academic stress were categorized as mild (32-64), moderate (65-90) and severe (91-128). Content validity of the demographic preformed and stress scale ensured by giving to subject experts. The modifications made as per the experts suggestions are as follows. Reliability of the tool was established using Cronbach's alpha method and was established as 0.74.

### **Data collection**

The researcher collected the data for the study by Academic Stress by Academic Stress Rating Scale (ASRS). The sampled BBA colleges were visited to administer the research tool to the targeted students after due permission was granted by the college administrators. The Academic Stress of Students on the Academic Stress by Academic Stress Rating Scale (ASRS) was recorded.

**Statistical Technique used of analysis of the Data**

The data were analyzed by statistical technique mean and SD and testing the null hypotheses by t-test.

**Results and discussion**

Results and discussion of the present study were as:

**Academic Stressby Gender.** The results of Mean, SD and t-value of boys and girls Students of BBA with referenced to Academic Stress are presented in Table-1.

**Table-1**  
**Mean, SD and t-value of boys and girls Students of BBA**  
**with referenced to Academic Stress**

Groups	N	Mean	SD	df	t-value	p
Boys	125	53.22	8.81	248	4.33	p<0.01
Girls	125	49.41	10.77			

The Table-1 presents a significant difference between boys and girls Students of BBA with referenced to Academic Stress ( $t=4.33$ ,  $df=248$ ,  $p<0.01$ ). Thus the null hypothesis  $H_{01}$  “There was no significant difference between boys and girls Students of Management with referenced to Academic Stress” was not rejected. It means the boy's college Students of BBA should show more effective than those the girls Students of BBA with referenced to Academic Stress.

**Academic Stress by Types of College.** The results of Mean, SD and t-value of private and Government College Students of BBA with referenced to Academic Stress are presented in Table-2.

**Table-2**  
**Mean, SD and t-Value of Private and Government College Students of BBA with**  
**referenced to Academic Stress**

Groups	N	Mean	SD	df	t-value	p
Private	125	51.25	8.34	248	17.37	p<0.01
Government	125	42.37	10.37			

The Table-2 presents a significant difference between private and government College Students of BBA with referenced to Academic Stress ( $t=17.37$ ,  $df=248$ ,  $p<0.01$ ). Thus the null hypothesis  $H_{02}$  “There was no significant difference between private and government Students of Management with referenced to Academic Stress” was rejected. It means the private college Students of BBA should show more effective than those the government Students of BBA with referenced to Academic Stress.

**Conclusions**

Conclusions were as under:

1. The boy's college Students of BBA should show more effective than those the girls Students of BBA with referenced to Academic Stress.
2. The private college Students of BBA should show more effective than those the government Students of BBA with referenced to Academic Stress.

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