



## Exploring Stress Levels of Students Via Burnout

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*In the contemporary set-up students are stressed out very much even though they try to be away from it, nowadays students have lots of advantages with stress, which makes their life haywire. A recent study plotted and interrogated students and found that, about half of them are habitually stressed. The consequences aren't startling between the study required for Advanced Placement classes, sports practices, extracurricular activities, the fortunate kids who have access to these opportunities don't have much downtime these days. These experiences can cause kids to burnout by the time they get to work, or to feel the psychological and physical effects of stress for much of their adult lives (Alexandra Ossola, Oct 9, 2015) [9]. So with this the present study is carried out to explore the stress levels of students via burnout The present study is significant for the following reason:*

• GARRETT ranking is used to rank which one is contributing high levels of stress and it is resulted that un-even syllabus and communication barrier are the factors which makes them to have high level of stress.

**KEYWORDS :** Challenging academic classes; chronically stressed; burnout**INTRODUCTION**

The problem is that at least some of that academic pressure is warranted. It's more viable than ever to get into college, so it's mandatory on students with the ability to apply to the most competitive educational institution to extant the sturdiest likely assortment, and their parents and teachers push them to do so. These kids find different tactics for coping, sometimes in ways that aren't healthy. So how can administrators and parents start to change the culture of stress while still pushing kids to reach their full potential?

Adolescence is an important time to learn to deal with stress because teens can then deal with it better in college and in their adult lives.

**CONCEPTUAL OUTLINE**

Since the stress appears to mean so many different things to different people it seemed appropriate to get some idea of college students concept of it. It is to be expected that there would be a rather wide variety of responses among students as far as their concept of stress are concerned.

There is no solid agreement regarding the origin of the term stress. For example, it is possible that the term is derived from the Latin word *stringere*, which means to bind tightly. Or it could have been derived from the French word *destress*, anglicized to *distress*. The prefix *dis* could eventually have been eliminated because of slurring, as in the case of the word because sometime becoming cause.

The contention is very frequently used in relation to stress and thus, attention should be given to the meaning of this term. It is interesting to look at the entries used for these terms in the education index. The Bibliographical index of periodical educational literature records entries on the term stress and tension as follows:

Stress (physiology) see Tension (Psychology)

Tension (physiology) see Stress (physiology)

Tension (psychology)

This indicates that there are physiological and psychological aspects of both stress and tension. However, Stress seem to imply that stress is more easy logical oriented and that tension is more psychological oriented. The psychological stress and physiological tension could be integrated to mean the same thing.

Some persons become an able to muddle through physical and emotional trauma generated by the demands on their energy emotions and time. Some research steered on people oriented occupations indicates that students are characterized by several built-in sources of frustration that eventually leave them to become ineffective and apathetic, that is called as burnout.

**Burnout can eventually be defined as a diminished behavior in work.**

With regard to Burnout the study of college Athletes by William C Thomas, the hypothesized that the personality traits known as hardiness could mediate the effects of stress that lead to burnout.

**FEW COLLECTED WORKS OF PREVIOUS RESEARCH**

**Wilmar B. Schaufeli, Isabel M. Martínez, Alexandra Marques Pinto, Marisa Salanova and Arnold B. Bakker.** Burnout and Engagement In University Students A Cross-National Study, Journal of Cross-Cultural Psychology, Vol. 33 No. 5, September 2002 464-481. This study examines burnout and engagement—the hypothesized opposite of burnout in university students from Spain. The sample size of the study was 623. Confirmatory factor analyses showed that the expected three-factor structures of the adapted versions of the Maslach Burnout Inventory(MBI) for students (including Exhaustion, Cynicism, and Reduced Efficacy) and the Utrecht Work Engagement Scale (UWES) for students (including Vigor, Dedication, and Absorption) fitted to the data of each sample. The study resulted that the three-factor structure of the MBI-SS and the UWES-S fits well to the data of samples from various European countries, but their factor loadings differ from one country to another despite the fairly similar university context.

**Marwan Zaid Bataineh,** Academic Stress Among Undergraduate Students: The Case of Education Faculty at King Saud University, International Interdisciplinary Journal of Education – January 2013, Volume 2, Issue 1. This study investigated the academic stressors experienced by the students at university. A total sample of 232 subjects participated in this study were obtained from faculty of education at KSU. Data were collected through self-administered questionnaire which was randomly distributed to the students during lecture time. Data obtained were analyzed using descriptive statistics, correlation, and analysis of variance (ANOVA). The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students.

**SIGNIFICANCE OF THE STUDY**

This work emphasis on exploring the stress levels of students in terms of burnout. As **Albert Einstein** said once “The world we have created is a product of our thinking; it cannot be changed without changing our thinking”, and it is a destiny to all the students who are wrapped up into stress and makes them insane in each and every work they do. So this study will analyze the causality between stress and students.

**INTENTIONS OF THE STUDY**

The intentions of the study is to,

- Analyzing the stress levels in terms of burnout
- To examine the factors responsible for stress

**HYPOTHESIS OF THE STUDY**

H0: There is no significant relationship between gender and level of stress

**METHODOLOGY**

The study is exploratory in nature. Survey method was adopted and the study is piloted amongst college students at Salem City, Tamilnadu. The respondents for the study is confined to 500 college students. Proportionally stratified random sampling technique was adopted. Primary data is collected with the help of the questionnaire.

**EXPLORATION AND INTERPRETATION**

**Table 1 Gender category and level of stress**

**Objective:** Analyzing stress levels in terms of burnout.

**H0:** There is no significant relationship between gender and Level of Stress

Gender	Level of Stress			Total
	Low	Moderate	High	
Male	37 (14.10)	180 (68.40)	46 (17.50)	263 (100.00)
Female	37 (15.60)	166 (70.00)	34 (14.30)	237 (100.00)
Total	74	346	80	500

Source: Computed and calculated through questionnaire

Df: 2

Calculated  $\chi^2$  Value: 1.017      One per cent level: 9.210

**Interpretation:**

Out of 500 students 263 students are male, of which 37 (14.10) have low level of stress; 180 (68.40) have moderate level of stress and 46 (17.50) students have high level of stress.

237 students are female of which 37 (15.60) have low level of stress; 166 (70.00) have moderate level of stress; 34 (14.30) have high level of stress.

The percentage with high level of stress is found high among the male students. The percentage of faculty members with low level of stress is found high among the female students.

**Table 2 Percentage Positions and their Corresponding Garrets Table Value**

Rank	Percentage Position	Garett's Table Value
1	$100(1-0.5)/5=10$	76
2	$100(2-0.5)/5=30$	61
3	$100(3-0.5)/5=50$	50
4	$100(4-0.5)/5=70$	40
5	$100(5-0.5)/5=90$	25

Source: Computed and calculated through questionnaire

The above table percentage positions for the ranks 1,2,3,4 and 5 and their corresponding Garett's table values. For rank 1 the calculated percentage position value is 10 and the table value is 76, this value is given in the garret ranking table for the percentage 9.17 which is near 10. As like for all the calculated positions, the table values are referred from garrets ranking table.

**Stress:**

The below table shows the number of respondents ranking the factors as 1,2,3,4 and 5 for the preference of the factors responsible for stress, which shows the total score and mean score.

**Objective: To examine the factors responsible for stress**  
**Table 2 Factors responsible for stress-GARRETT**

Factor	I (76)	II (61)	III (50)	IV (40)	V (25)	Total	Total Score	Mean Score	Rank
Self-perception on them	111	79	90	115	105	500	24980	49.96	3
	8436	4819	4500	4600	2625				
Lack of Own Control	118	120	111	79	72	500	26798	53.60	2
	8968	7320	5550	3160	1800				
Lack of Appreciation	130	127	113	91	39	500	27892	55.78	1
	9880	7747	5650	3640	975				
Poor Commu-niqué	73	89	93	134	111	500	23762	47.52	4
	5548	5429	4650	5360	2775				
Un-even syllabus	68	83	87	89	173	500	22466	44.93	5
	5168	5063	4350	3560	4325				

Source: Computed and calculated through questionnaire

**Source: primary data**

**Interpretation:**

It is known from the above table that according to Garrett's ranking, the factors which persuades the respondents to show the reasons accountable for stress which shows that lack of appreciation is ranked first followed by lack of own control ranking as second. This shows that lack of appreciation is the factor which cause more stress to the students.

**CONCLUSION:**

The classic comment once made by *Selye* that "Stress is a spice of life" which tell us the idea that stress can be desirable as well as devastating. Once the students have proper self-actualization and clear idea of the goal towards their life, they will be away from stress. So students must absorb themselves in their goal and they must get rid-off the unwanted things which is happening around them, by doing this they will not be in stress which will eventually avoid burnout.

**HOW THE PRESENT STUDY CAN BE EXTENDED?**

The future scope for the current study can be supported further on "Impact of burnout on usage of technology among the college students".

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