



**ORIGINAL RESEARCH PAPER**

**Management**

**A STUDY ON ACADEMIC STRESS AMONG HIGHER EDUCATION STUDENTS WITH MODERATING ROLE OF TEACHERS**

**KEY WORDS:** Academic Stress, Family Size, Gender, Relationship with Teachers, Counseling

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**ABSTRACT**

In today's world stress is playing a vital role in all days' life. Especially stress among students has been increasing beyond their capability. Today's student population is the entire world's population tomorrow. We could find students' life is going into trouble because of uncontrollable stress factors. In recent times we could see students attempting suicide; this would be because students are not capable enough to control their stress. There would be various factors for students' stress which Create negative impacts on the peace of future generations. In this study, such major factors of stress and its impacts have been analyzed taking the Coping strategy as a moderate factor. The major factor analyzed in this study is academic fear due to online classes and relationships with teachers. The impacts of the stress are stress and depression. Student counseling is taken as a part of a coping strategy. The method of the study is descriptive. Simple Random Sampling was conducted among 120 undergraduates from Gobi Arts & Science College. In this study, Chi-square was used to analyze the significance level of Academic Stress in regard to Gender and Family size and Correlation was used to analyze the relationship between the behavior of teachers and academic stress of students.

**INTRODUCTION:**

The term stress was first identified by endocrinologist Hans Selye in the year 1930. He started his analysis by using laboratory animals and later he broadened his research in the aspect of humans. He concluded that everyday challenges and responses to those challenges create stress (Vanadhi & Sekar, 2017) Hence it is determined that stress refers to the reaction of organisms and stressors to the perceived threat. Stress is an internal state that can be caused by physical reactions of the body and situations that are potentially harmful, uncontrollable, and beyond the coping level (Desai *et al.*, 2018). Those situations and happenings are termed as stressors and those stressors lead to various responses, on the other hand, psychological responses such as anxiety, hopelessness, depression, irritability, and the feelings of insecurity are the results of Stress states (Chitra, 2020). Stress can also create positive actions like adaptive stress helps to raise life's challenges (Yikealo *et al.*, 2018). Negative stress occurs when our ability can't meet up with the situation. Challenges become a threat and create doubt in ourselves. There are so many causes that lead to stress (Ali KhaenehKeshi & Basavarajappa, 2013). Stress is subjective and no longer measurable. Only an individual can experience and feel it.

Education life is a crucial part of each individual's life that greatly impacts other aspects of their life. Numerous challenges are faced by today's student community like achieving the year goals, performances, and external benchmarks. This is a common problem all over the world in recent days. This is due to the upcoming development and competitions arising throughout. Education life has both positive and negative impacts on stress. Gaining knowledge, getting a degree, and settling with a year expected career create positive stress where the tough Times to achieve the goals and the benchmarks create negative stress among the students' community (Vanita Rose & Surekha Khokhar, 2016; Sivakumar & Chitra, 2017a) Accordingly, promoting the psychological state in universities is considered a key aspect of developing and improving human resources. In recent days educational organizations have paid a chance of attention to healthy physical and mental workforces in academic institutions. Previous studies have shown that students experience a high level of burnout due to stress (Jenaabadi *et al.*, 2017)]. Several items students commonly identified as a factor of stress are examinations, deadlines, teachers' behavior (Basappa & Madankar, 2019) assignment, poor time management, financial aspects (Heckman *et al.*, 2014) overcrowding, parents' relationship, gender issues, and emotional imbalances (Anita & Srimathi, 2018).

According to Reddy *et al.*, (2008) for a long time, people assumed that students were the least impacted by any kind of stress or troubles. Stress is now recognized as a lifestyle problem (Sivakumar & Chitra, 2017b), impacting anyone at any stage of development. Studying was the sole task students were expected to complete, and studying was never seen as onerous. The expectations that parents had for their children proved to be burdensome, as these expectations turned into heavier responsibilities that these youngsters could no longer bear. According to figures given by the National Crime Records Bureau, one student commits suicide every hour.

As real-world responsibilities and career opportunities boom shortly, the college years might be the most stressful time of a student's life. This is a period when students are essentially deciding the course of their lives, and the pressure can lead to serious mental health problems. College years are a time when people are more vulnerable to developing a variety of mental health problems, and mental health has received a lot of attention on university campuses in recent years. Mental illness has been widely reported throughout the world. A high rate of repeated stress exposures was found among a large sample of US college students in a survey, which was closely associated with a higher likelihood of suicide attempts and mental health diagnoses. Within the previous year, respondents to the American College Health Association-National College Health Assessment survey said they had been diagnosed with or received professional treatment for 15 common mental health conditions, as well as any self-injury or suicidal thoughts. Academics, career-related challenges, social interactions, and sleep difficulties were among the 12 probable stress episodes that students reported as traumatic or unpleasant. Analysis revealed that stress was strongly linked to a greater risk of suicide attempts and mental health diagnoses, even among participants who reported one or two stressful events.

**Review of Literature**

Subramani & Kadhiraavan (2017) made their research to analyze the relationship between academic stress and mental health among high school students. The data was collected from 200 students among the government and personal schools in and around Salem city by using a stratified random sampling technique. Their findings were that private school students experienced higher levels of stress than government school students. The analysis also resulted in a relationship between mental health and academic stress.

Bulo & Sanchez (2014) had an analysis on whether financial stress has an impact on the psychological and emotional effects of higher education students. They researched graduate students taking a sample of 250 in the northern area. Their findings were that financial inability could cause stress, depression, anxiety, poor academic performance, and difficulty in persisting degree completion.

Presnall (2008) conducted a scholarly stress survey that showed the college students having high stress on school-related issues and other similar pressures affected the emotions and the psychological state of students. The survey was conducted among the 2253 undergraduate students aged between 18 to 24 years randomly selected from schools nationwide. The study revealed that the first sources of stress were financial problems, relationships, family problems, and extracurricular activities. From this study, it is also identified that the students underwent stress due to alcohol consumption and drug consumption. They also suggested that professional and teachers counseling will result in a positive solution.

Lazarus & Folkman (1984) Stress is identified as the physical and psychological reaction of any situation or happening or a threat. Similarly, Campbell (2006) cited in Bataineh (2013) Stress is an adverse reaction that individuals undergo excessive pressure or another sort of demands placed on them. Stress especially arises when one is overwhelmed and couldn't handle the situation. The definitions reflect that stress is a psychophysical phenomenon that inherits existence as a result of endless interaction between the individual and therefore the environment. Said differently, when college students, as an example, often affect pressures related to finding employment or a potential life partner, such stressors don't cause anxiety or tension by themselves. Instead, the sensation of stress results from the interaction between stressors and therefore the students' perception and reaction to those stressors (Romano, 1992).

According to Chiang (1995), academics is one of the primary sources of stress for students. Too much work like homework, exam preparations, performance, lack of interest in the subjects, and teachers' behavior all acts as a cause for stress. Parents are interested in more marks and performance, moral conduct and behavior of children are secondary. Moral standards will not only create a good child but also to aspire for their life in future, but parents focus on academic achievements and as well believe that education is the vital & sole factor used by teachers and parents in upgrading the student's life.

Khan & Kausar (2013) Analyzed the effects of demographic factors as the cause of academic stress and educational level of students and their performance. The findings were that academic stress has a major impact on the performance of the student and the mental health of the student. There is no gender difference in the stress level. A considerable stress level difference has been found among junior and senior-level students. Younger children have a high level of academic stress compared to older ones. When students are stressed, it creates a great impact on the results at the start and end of the semester.

Den (2016) Conducted a study on positive teacher-student relationships beyond the classroom problematic one stay inside the author's voice teachers perception of the year in the personal experiences with students in both positive and problematic relationships interview data from 20 80 chairs were examined by coding utterances on teacher and student interactions. results indicate that teachers defined the quality of the relationship mostly by the level of communion instead of the level of agency. analysis of the above-mentioned teacher and student conduct we will see that healthy relationships are a friendly International pattern will problematic connections have your hostile pattern. Positive and negative aspects of teaching are opposed differently by

teachers. relationships also vary depending on the setting in which they occurred, the issue of discussion in contrast to the exchanges that occur in troubled partnerships, positive relationships with experience are placed largely outside the home.

**OBJECTIVES:**

To analyze the relationship between the behavior of teachers and academic stress of students

**Statement of the problem:**

Stress is an inevitable part of life; it can take a toll on students' physical health, emotional wellbeing, and academic success unless they learn to manage it appropriately. College students experience stress related to changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships. Extreme levels of stress can hinder work effectiveness and lead to poor academic performance and attrition. College students who experienced stressful life events also reported worse health outcomes and reduced quality of life. Causes of stress would be workload in studies, the behavior of teachers, financial crisis, irrational job market, and personal well-being. Identifying stress levels with the above-stated reasons would give a better understanding of students' stress and lead to new coping strategies in the future.

**Scope of the Study:**

Today's students' population is tomorrow's entire population. If students are not able to cope with their stress and emotions they cannot lead a great future. This study leads the way for innovative teaching methods and new counseling methods for overcoming student stress. This study is concentrating only on undergraduate college students; hence analysis of stress levels among school students and higher education students can be done. This study identifies the causes of stress and leaves a platform for identifying coping strategies. Thus there is a scope for analyzing stress and coping strategies among school students and Higher Education students.

**Research Methodology:**

The design adopted for the present study is Descriptive style. The data required for a research study could be collected both from primary and secondary sources. The data obtained by the researcher for fulfilling the research study from the sample respondents are regarded as primary data. It is first-hand information and the primary data would be best suitable for the study undertaken. However, the secondary data are the data obtained by any other scholars for other purposes. While using the secondary data, the researcher has to take care of the genuineness and suitability of the data. In the present study, both the primary and the secondary data have been used.

The sampling unit or the sampling frame is the population from which the sample elements or the respondents are going to be selected for the collection of data required for the present study. The Undergraduate students of Gobi Arts & College, Gobichettipalayam have been the sampling unit for the present study. This study has adopted the Simple Random Sampling Method for the selection of sample respondents. A total of 120 samples were collected through a Questionnaire sent online. The platform used is Google Classroom. In this study Framework of analysis includes various statistical techniques used for data analysis in tune with the objectives of the study which helps to arrive at meaningful conclusions. The collected data were coded using the SPSS package and were used for analysis on the basis of objectives such as the Chi-Square Test and Correlation, which are more suited to make inferences with regard to the subject matter of the study.

**Analysis & Inference:**

**Association between Gender and Level of Academic Stress**

Gender	Category	Level of academic Stress					Chi-square value	P value
		SDA	DA	N	AG	SAG		
	Male	06	10	12	45	79	83.234	0.001
	Female	12	6	5	37	60		

Since the P-value is lesser than 0.01, the null hypothesis is rejected at 1% level of significance. Hence there is a highly significant association between gender of the respondent and Level of Academic Stress

**Association between Family type and Level of Academic Stress**

Type of family	Category	Level of academic Stress					Chi-square value	P value
		SDA	DA	N	AG	SAG		
	Nuclear family	05	9	14	40	52	87.285	0.001
	Joint family	6	10	5	32	67		

Since the P-value is lesser than 0.01, the null hypothesis is rejected at 1% level of significance. Hence there is a highly significant association between Type of Family of the respondent and Level of Academic Stress

**Relationship between Teacher's Behavior and Academic Stress**

Factor	Correlation value
Relationship between Teacher's Behavior and Academic Stress	0.234

The correlation coefficient between Teacher's Behavior and Academic Stress is 0.234 which indicates 23.40 percentage positive relationships between Teacher's Behavior and Academic Stress at 1% level of significance.

**Findings:**

- i. It is found that the majority of the male respondents are having more Academic Stress compared to female respondents. Hence it is identified from the above analysis that Gender plays an important role in Academic Stress.
- ii. It is found in the study that the Joint Family system leads to more academic stress. Overall it is identified that the family system acts as a cause in the level of academic stress.
- iii. From the above inference, it is also found that there is a relationship between the behavior of teachers and the level of academic stress. Hence behavior of teachers can be a factor of stress and as well stress buster on another side.

**Suggestion:**

- i. Parents and Teachers should guide the students, especially male students to overcome stress (Chitra, 2020).
- ii. Parents should take the necessary steps in making a comfortable family atmosphere to reduce academic stress.
- iii. Teachers should take initiative in counseling the students' development towards academic and moral values.

**CONCLUSION:**

Stress is a reaction that occurs during a situation. If no reaction takes place there won't be any sort of development or change. Stress that gives positive thought like Eustress develops oneself but Distress which creates negative feelings will lead to poor performance, physical and mental illness, depression, and burnout. Thus to overcome the negativity of stress, it is important to analyze the cause of stress, and then it is to be rectified. In this study, academic stress among college

students is analyzed and it is found that Gender and Family size plays a vital role in causing Academic stress (Gopinath & Chitra, 2020), and the behavior of teachers causes less stress among students' performance. Hence proper counseling by parents and teachers should be given to overcome academic stress.

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