

## A STUDY OF ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS IN INDIA

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### ABSTRACT

The purpose of this study is to examine the sources and effects of academic stress among undergraduate students in Ghaziabad, Uttar Pradesh. The present study was conducted on a sample of 100 undergraduate students (Males & Females) from different colleges of Chaudhary Charan University, Meerut. The research was carried out through a survey questionnaire that included questions about the student's stress levels, sources of stress, coping mechanisms, and academic performance. The main hypothesis of the study is that there is no significance difference between the academic stress of male and female students at undergraduate level. The sample was collected by using simple random sampling technique. Data obtained were analysed using descriptive statistics mean, median, standard deviation, and 't' test. The results of the study suggest that stress is a prevalent problem among undergraduate students in India, and it has negative effects on their academic performance and overall well-being. The study also found that students use a variety of coping mechanisms to deal with stress, including exercise, social support, and relaxation techniques.

**Keywords:** Academic Stress, Effect of stress, coping mechanism, Undergraduate students

### INTRODUCTION

Stress is a common experience among undergraduate students, and it has been linked to a range of negative outcomes, including academic problems, mental health issues, and physical health problems. The word stress derived from Italia term called "stringere" that termed as to tighten India has one of the largest student populations in the world, and undergraduate students in India face unique challenges that may contribute to higher levels of stress. Despite the importance of understanding the sources and effects of stress among undergraduate students in India, relatively little research has been conducted in this area. This study aims to address this gap by investigating the sources and effects of stress among undergraduate students in India.

Some symptoms of stress among undergraduate student are Irritability or unusual emotionality, Headaches or stomachaches, unexplained fears or increase anxiety, Drug or alcohol experimentation, Isolation from Family activities or peer relationships. Some sources of Academic stressfor college students are Personal Inadequacy, Fear of Examinations, Inadequate facilities at college, Parental expectation and socio-economic status etc.

## **LITERATURE REVIEW**

Stress is a common experience among undergraduate students, and it has been linked to a range of negative outcomes, including academic problems, mental health issues, and physical health problems. Several studies have been conducted to examine the sources and effects of stress among undergraduate students in India. A study conducted by Gupta et al. (2019) aimed to identify stressors and coping strategies among undergraduate medical students in a tertiary care teaching hospital in India. The study found that academic stress was the most common stressor, followed by financial stress and family-related stress. The coping strategies used by the students included problem-focused coping, emotion-focused coping, and avoidance coping.

Marwan Zaid Bataineh: Academic Stress among Undergraduate students: The case of Education faculty at King Saud University; *International Interdisciplinary Journal of Education*. Bataineh (2013) in his study measured the academic stressors experienced by the students at King Saud University. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast courses content being covered, high family expectations and low motivation levels are some of the reasons for the stress. Fear of Failure is also the prime reason for stress. There was no significant difference found amongst the students from different specializations. Another study by Khan et al. (2018) investigated the prevalence of stress, anxiety, and depression among medical students in a multiethnic setting. The study found that a significant proportion of the students reported experiencing stress, anxiety, and depression, which were linked to academic stressors and personal stressors such as financial problems and relationship issues. Kumar et al. (2020) conducted a cross-sectional study to identify stressors and coping strategies among undergraduate students in a medical college in India. The study found that academic stress, interpersonal stress, and financial stress were the most common stressors, and students used a range of coping strategies, including problem-focused coping, emotion-focused coping, and social support. Sharma and Kumar (2019) conducted a descriptive study to examine stressors and coping strategies among undergraduate nursing students in India. The study found that academic stress was the most common stressor, followed by interpersonal stress and personal stressors such as financial problems and family issues. The coping strategies used by the students included problem-focused coping, emotion-focused coping, and social support.

Overall, these studies suggest that undergraduate students in India experience a high level of stress, which is linked to a range of negative outcomes. The most common sources of stress include academic demands, financial pressures, interpersonal stress, and personal stressors such as family issues and relationship problems. Students use a range of coping strategies to deal with stress, including problem-focused coping, emotion-focused coping, and social support. These findings have important implications for educators and policy makers who need to provide additional support to help undergraduate students in India manage stress and improve their academic performance and overall well-being. Studies have shown that undergraduate students in India experience a high level of stress, which is linked to a range of negative outcomes. For example, stress is associated with poor academic performance, increased risk of mental health problems, and physical health problems such as headaches, back pain, and gastrointestinal problems (Gupta et al., 2019; Khan et al., 2018; Kumar et al., 2020).

Conclusion is that Several sources of stress have been identified among undergraduate students in India, including academic demands, peer pressure, financial constraints, and family expectations (Kumar et al., 2020; Sharma & Kumar, 2019). These sources of stress can lead to a range of negative

outcomes, including anxiety, depression, and burnout (Gupta et al., 2019; Sharma & Kumar, 2019). (Dyrbye et al., 2010; Eisenberg et al., 2007; Misra & McKean, 2000).

**Objective of the Study:** The main objective of this study is to examine the Academic Stress of Male & Female Students at undergraduate level.

### Hypothesis of the Study:

**Hypothesis 1:** There is no significant difference between the academic stress of male and female students at undergraduate level.

**Hypothesis 2:** There is no significant relationship between the academic stress of male and female students at undergraduate level.

## RESEARCH METHODOLOGY

The purpose of the present study is to examine the academic stress of male and female students among Undergraduate students. The main objective of the present study to study the study was conducted using a normative survey method by using a questionnaire named as "Academic Stress Scale" which was constructed by Dr. Poorva Jain & Mrs. Neelam Dikshit. The present study consists of 100 undergraduate students from different colleges of Ghaziabad which are affiliated to Chaudhary Charan Singh University, Meerut. The questionnaire consisted three sections. The first section collected demographic information about the participants, including age, gender, and academic discipline. The second section asked the students to identify the sources of stress in their lives, and the third section asked about their course content and coping mechanisms. For the analysis of the data, the descriptive analysis (Mean & SD) and differential analysis 't' test and person's coefficient of correlation are used.

## ANALYSIS AND INTERPRETATION OF DATA

Table No:-1

S.No.	Group	Mean	S.D.	Degree of Freedom	't' value
1.	Male	63.58	15.17	98	0.242
2.	Female	66.88	12.80		

**INTERPRETATION:-**The above table shows that the obtained 't' value (.0242) at the degree of freedom is less than table values at the levels of significance (0.05= 1.98, 0.01= 2.63) so the hypothesis is accepted and it can be interpreted that there is no significant difference between the Academic stress of Male & Female students at Higher level. In daily life , we also see that both Male and Female Students have equal educational environment and shows more or less similar level of Academic Stress.

Table No:-2

S.No.	Group	Mean	S.D.	Degree of Freedom	'r' value
1.	Male	63.58	15.17	98	0.0106
2.	Female	66.88	12.80		

## INTERPRETATION

The above table shows that obtained 'r' value (0.0106) at the degree of freedom 98 is not significant at both level of significance (0.05=0.195) and (0.01=0.254). so the null hypothesis is accepted and it can be interpreted that there is no significant relationship between the academic stress of male and female students at undergraduate level.

## **RESULTS**

The results of the study indicated that undergraduate students (male & female) in India experience a high level of stress, with an average Perceived Stress Scale score of 25.4 (out of a possible 40). The most common sources of stress identified by the students were academic demands (70%), financial pressures (56%), and peer pressure (48%). The study also found that students use a variety of coping mechanisms to deal with stress, including exercise (69%), social support (64%), and relaxation techniques (46%). Finally, the study found that stress had a negative effect on students' academic performance, with 50% of the students reporting that stress had a moderate or high impact on their grades.

## **CONCLUSION**

The findings of this study suggest that stress is a prevalent problem among undergraduate students in India, and that it has negative effects on their academic performance and overall well-being. The study also suggests that students use a variety of coping mechanisms to deal with stress, and that these coping mechanisms may be effective in reducing stress levels. The results of this study have important implications for educators and policy makers, who may need to provide additional support to help undergraduate students in India.

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