

## Stress among Post Graduate students in Ballari City

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### ABSTRACT

Students stress is an unavoidable phenomenon which is often seen in their lives. It is an emotional imbalance due to various reasons. Combatting with stress is the need of the day and it is important to understand these factors causing stress. The objective of this study is to identify the various factors causing stress among Post graduate students in Ballari city. This paper focuses on five key dimensions that are academic factor, environment factors, personal factors, relationship factors and emotional factors each dimensions have few parameters. The findings of the study show that academic, environment, personal and emotional factors have significant relationship with stress, whereas relationship factor has no relationship with stress. The data for the research has been collected by using structured questionnaire and the sampling technique adopted is convenience sampling. The sample size selected for the study is 250 post graduate students. The data has been analysed by using SPSS software and Statistical tool used for analysis is one sample t test.

### 1. Introduction

Stress is the fact of life, although stress exists since long but attempts were made to study the stress more seriously in the latter half of twentieth century. Students 'life has many benefits and it imposes inevitable stress. Tackling of stress differs from one person to another person the need of the day is to help someone to combat with stress successfully. At any point of time in student phase they face stress due to various internal and external factors. Stress is a complex phenomenon. It has been defined in many ways, but simply put; it is the wear and tear of everyday life. The word stress is hailed from the Latin word "strictus", which means "to tighten". The term stress can have different meaning to different people. Davis (1981) studied stress as "A condition of anxiety on one's emotions, physical conditions and thought processes".

### 2. Literature Review

Elizabeth Scott (2018) has revealed that identifying variety of stress management techniques and identifying the one that suit our need can be the main strategy for stress relief. Christian Nordqvist (2018) has stated that Stress, in everyday terms, is a feeling that people have when they are overloaded and struggling to cope with demands. Jed foundation and MtvU has found that health, college performance and social life will suffer when stress becomes too much to handle. George Essel and Patrick Owusu (2017) have found that working with new people, worrying too much about future; class workload and family financial problem are the main cause for stress among students. Lee, J., & Jang, S. (2015) has stated that education institutions are striving hard to improvise standard quality education and numbers of college students are experiencing high stress rather than satisfaction. MS. Neema Kumar Jadoun, Mr. Abdeshe Singh Kushwah, Mr. Paramanand Barodiya and Dr. Umesh Holani (2012) have identified that 80% of the illness either directly or indirectly is due to stress. Stress weakens the immune system of a person and has other serious effects on the brain and body. Najmoddin Nekzada and

Selamawit Fissena Tekeste has found that the main reason that cause and generate stress are likely uncontrollable, unpredictable and some are not known and personal awareness is one of the alternative in coping stress. Park, J., Chung, S., H., Park, S., Lee, C., Kim, S. Y., & Kim, K. S. (2012) has identified factors that influence in medical students and also investigated causal relationship among variables with path analysis. A. M., & Dawani, H. A. (2008) has examined the relationship between perception of social support and perceived stress among university in Jordan and found that university students have moderate perception of social support and stress. Sinha, B. K., & Watson, D. C. (2007) has explored relationship of stress and coping with psychological illness among university students in Canada and India and found that Indian students reported more psychological symptoms compared to Canadian students. Polychronopoulos, A., & Divaris, K. (2005) a sample of 571 undergraduate dental students were surveyed with a questionnaire and assigned workload, performance pressure and self- efficacy beliefs were found to be the major factors of stress. Strategies for the same were considered. Slaski, M., & Cartwright, S. (2003) examined role of emotional intelligence in the stress process, a sample of 60 managers in UK were given training in emotional intelligence and pre and post measures were taken relating to EI. Misra, R., & Castillo, L. G. (2004) has discussed that five parameters of academic stressors frustrations, conflicts, pressures, changes, and self-imposed and four categories describing reactions of these stressors that is physiological, emotional, behavioral and cognitive were examined on 392 sample of international and American students from two Midwestern universities and found that American students reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. Sherina, M. S., Rampal, L., & Kaneson, N. (2004) medical studies are recognized as stressful environment and have a negative impact on students physical health, psychological mind-set and academic performance and also stated that a study on medical

students in United States of America has found that 23% have clinical depression and 57% psychological stress. Johnson, L. G., Schwartz, R. A., & Bower, B. L. (2000) has found that Stress management among adult women students is important because they face stress from family, career, and financial responsibilities and women must identify the major source of stress and build strategies to alleviate those stressors. Misra, R., & McKean, M. (2000) has found that female had more time management behavior when compared to male and at the same time experienced higher academic stress and anxiety. Fraser, K. P., & Tucker, C. M. (1997) have surveyed 261 college students to examine relationship among individuals, stress level and problem solving ability. Hamdan-Mansour, Godbey, K. L., & Courage, M. M. (1994) has identified anxiety interfering with academic performance in nursing program. Data was analysed using t test and ANOVA and also identified coping strategies to deal with stress like nutrition, exercise, relaxation, time management. Whitman, N. A. (1987) has identified the value of feedback and control, the importance of the interaction between faculty and students. Correct feedback can lower the stress and encourage positive stress and reduce negative stress. Students can reduce stress by improvising their study habits, managing time, talking positively, relaxing.

**3. Statement of Problem**

Undoubtedly stress has been the main reason for the drop in academic performance among students. Most of the students go through stress and anxiety phase at some point of time during their student life. Some dose of stress can really help a student to perform well but too much of stress can lead to complications. This study is taken up to know such factors that cause stress among Post graduate students.

**8. Data Analysis and Interpretation**

**Table 1.1 One-Sample Statistics**

ACADEMIC FACTORS	N	Mean	Std. Deviation	Std. Error Mean
Competition With Co Student	250	3.4760	1.17940	.07459
Language Difficulty	250	3.2560	1.35566	.08574
Academic Pressure	250	3.4920	1.24262	.07859
Poor Grade	250	3.1240	1.28812	.08147
Deadline	250	3.4840	1.31173	.08296

**Table 1.2 One-Sample Test**

ACADEMIC FACTORS	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Competition with co student	6.381	249	.000	.47600	.3291	.6229
Language difficulty	2.986	249	.003	.25600	.0871	.4249
Academic pressure	6.260	249	.000	.49200	.3372	.6468
Poor grade	1.522	249	.129	.12400	-.0365	.2845
Deadline	5.834	249	.000	.48400	.3206	.6474

**Interpretation:**

The above table interprets that academic factors have positive and significant association with stress. On further

**4. Objective of the study**

To identify the various factors causing stress among Post graduate students in Ballari city.

**5. Hypotheses**

- H<sub>0</sub>1: There is no relationship between academic factors and stress among students.
- H<sub>0</sub>2: There is no association between environmental factors and stress among students.
- H<sub>0</sub>3: There is no relationship between personal factors and stress among students.
- H<sub>0</sub>4: There is no connection between relationship factors and stress among students.
- H<sub>0</sub>5: There is no significance between relationship factors and stress among students.

**6. Scope of the Study**

The scope is only confined to post graduate students of Ballari city in Karnataka State.

**7. Research methodology**

The study has used both primary and secondary data. Secondary data collected from various journals, books and websites. Primary data has been collected from field survey with the help of a structured questionnaire. Convenience sampling method is used for collecting primary data. The data has been collected from survey of 250 students of various Post graduate institutions located in Ballari. The data is analysed with the help of SPSS software and the statistical tool used for analysis is one sample t test.

observation of the results from the table, it is quite evident that other parameters under this dimension namely competition with co student has influence on stress (p value.000) followed by language difficulty (p value .003), Academic pressure (p value .000), Deadline (p value .000) it is also found that poor grade does not have association with stress as the significance

value is more than .05 (p value.129). Therefore, while considering all the parameters as whole we can state that we will reject our null hypothesis and accept alternative hypothesis that is academic factors is causing stress among post graduate students as most of the parameters are having significance value less than .05.

**Table 2.1 One-sample statistics**

ENVIRONMENT FACTORS	N	Mean	Std. Deviation	Std. Error Mean
Bulling	250	2.3520	1.32177	.08360
Racism	250	2.5160	1.26814	.08020
Hostel facility	250	3.1160	1.35569	.08574
Rigid rules	250	3.3480	1.30295	.08241
New change	250	3.2800	1.30861	.08276

**Table 2.2 One-sample test**

ENVIRONMENT FACTORS	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Bulling	-7.752	249	.000	-.64800	-.8126	-.4834
Racism	-6.035	249	.000	-.48400	-.6420	-.3260
Hostel facility	1.353	249	.177	.11600	-.0529	.2849
Rigid rules	4.223	249	.000	.34800	.1857	.5103
New change	3.383	249	.001	.28000	.1170	.4430

**Interpretation**

The above table interprets that Environmental factors have positive and significant association with stress. On further observation of the results from the table, it is quite evident that other parameters under this dimension namely Bulling influence on stress (p value.000) followed by Racism (p value.000), Rigid rules (p value.000), New changes (p value.001) it is also found that Hostel facility has no

association with stress as the significance value is more than .05 (p value.177). Therefore, while considering all the parameters as whole we can state that we reject our null hypothesis and accept alternative hypothesis that is environmental factors is causing stress among post graduate students as most of the parameters are having significance value less than .05.

**Table 3.1 One-sample statistic**

PERSONAL FACTORS	N	Mean	Std. Deviation	Std. Error Mean
No family support	250	2.5720	1.43284	.09062
Lack of money	250	3.3400	1.45080	.09176
Health issues	250	2.9440	1.27883	.08088
Family issues	250	2.8280	1.34075	.08480
Lack of interest	250	2.8280	1.43620	.09083

**Table 3.2 One-sample test**

PERSONAL FACTORS	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
No family support	-4.723	249	.000	-.42800	-.6065	-.2495
Lack of money	3.705	249	.000	.34000	.1593	.5207
Health issues	-.692	249	.489	-.05600	-.2153	.1033
Family issues	-2.028	249	.044	-.17200	-.3390	-.0050
Lack of interest	-1.894	249	.059	-.17200	-.3509	.0069

**Interpretation**

The above table interprets that Personal factors have positive and significant association with stress. On further observation of the results from the table, it is quite evident that other parameters under this dimension namely family support has influence on stress (p value.000) followed by Lack of money (p value.000) and family issues (p value .004). It is also found that Health issues has no association with stress as the

significance value is more than .05 (p value.489), followed by Lack of interest (p value.059) Therefore, while considering all the parameters as whole we can state that we will reject our null hypothesis and accept alternative hypothesis that is personal factors is causing stress among post graduate students as most of the parameters are having significance value less than .05.

**Table 4.1 One-sample statistic**

RELATIONSHIP FACTORS	N	Mean	Std. Deviation	Std. Error Mean
Loneliness	250	2.8760	1.40732	.08901
Conflicts	250	2.8840	1.25092	.07912
Unrealistic expectation	250	3.3120	1.26692	.08013
Splitting up	250	2.7960	1.33624	.08451
Communication issues	250	3.1360	1.39905	.08848

**Table 4.2 One-sample test**

RELATION FACTORS	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Loneliness	-1.393	249	.165	-.12400	-.2993	.0513
Conflicts	-1.466	249	.144	-.11600	-.2718	.0398
Unrealistic expectation	3.894	249	.000	.31200	.1542	.4698
Splitting up	-2.414	249	.017	-.20400	-.3704	-.0376
Communication issues	1.537	249	.126	.13600	-.0383	.3103

**Interpretation**

The above table interprets that Relationship factors has no significant association with stress. On further observation of the results from the table, it is quite evident that other parameters under this dimension namely unrealistic expectations has influence on stress (p value.000) followed by splitting up (p value.017). It is also found that Loneliness has no association with stress as the significance value is more

than .05 (p value.165), followed by conflicts (p value.144) and communication issues (p value.126). Therefore, while considering all the parameters as whole we can state that we will accept our null hypothesis and reject alternative hypothesis that is relationship factors has no statistical significance with stress among post graduate students as most of the parameters are having significance value more than .05.

**Table 5.1 One-sample statistic**

EMOTIONAL FACTORS	N	Mean	Std. Deviation	Std. Error Mean
Fear	250	3.5320	1.36838	.08654
Anxiety	250	2.9920	1.40279	.08872
Anger	250	3.3280	1.24039	.07845
Tension	250	3.6480	1.20078	.07594
Grief	250	2.9440	1.29444	.08187

Table 5.2 One-sample test

EMOTIONAL FACTORS	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Fear	6.147	249	.000	.53200	.3615	.7025
Anxiety	-.090	249	.928	-.00800	-.1827	.1667
Anger	4.181	249	.000	.32800	.1735	.4825
Tension	8.533	249	.000	.64800	.4984	.7976
Grief	-.684	249	.495	-.05600	-.2172	.1052

**Interpretation**

The above table interprets that emotional factors has significant association with stress. On further observation of the results from the table, it is quite evident that other parameters under this dimension namely fear has influence on stress (p value.000) followed by anger (p value.000), tension (p value.000).It is also found that anxiety has no association with stress as the significance value is more than .05 (p value.928), followed by grief (p value.495).Therefore, while considering all the parameters as whole we can state that we will reject our null hypothesis and accept alternative hypothesis that is emotional factors has statistical significance with stress among

post graduate students as most of the parameters are having significance value less than .05.

**9. Conclusion**

Stress is an inevitable phenomenon in students life, small dosage is essential to perform well but too much of stress leads to high complications among students. The study has found that on a whole academic, environment, Personal and emotional factors cause stress in post graduate students when compared to relationship factors. Mentoring system, stress management classes, meditation, time management and counseling can be really helpful strategies in coping stress. Hope this article will be of great help in helping students to have an excellent academic life.

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