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Stress Differences between Deemed University Students and Central University Students of Arunachal Pradesh

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Abstract

The study attempts to investigate the stress difference between two different university students. The paper conceived to be empirical in nature and carried out in the state of Arunachal Pradesh with the minimal sample size of 150 post graduate students where 75 from each university has been taken. The results shows that there is a very slight differences in stress levels between the respective universities which is almost negligible however the stress level of non-technical university (RGU) students are slightly higher. The findings also shows that parents having higher academic qualification may have greater expectations from their children which may result in higher academic stress on students. The issues of the stress are very important at every level as the individual attains different personality and adjustment level at different stages respectively.

Keywords: Stress, Academic stress, Deemed University, Central University,

1. Introduction

In this era of competition, everybody wants to achieve higher excellence in terms of grades, positions, achievements for better career advantage. Gone are the days when one satisfied with mere first class results and considered it as a ultimate attainment of goals. Today there is a crave for higher places among the peers, social group, family etc. which provoke the students to study harder and deeper. The parental expectations, self identity in the society, career planning induced a great pressure among the students in the higher educational institutions. This induced pressure give birth to the stress among the students which needs an attentions to avoid further issues related with it. The stress occurred in the academic have certainly effect the mental health of the students as well as the performance of the students.

Stress may be considered as any physical, chemical or emotional factor that causes bodily or mental unrest and that may be a factor in disease causation. Physical and chemical factors that can cause stress include trauma, infections, toxins, illnesses and injuries of any sort.

We can learn to manage stress so that we have control over our stress and its effects on our physical and mental health. Creating enabling outdoor environments support young children's health, wellbeing, development and learning. (Carveth et al, 1996). Students report experiencing academic stress at predictable times each semester with

the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time. The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003). Knowing the causes of students stress will make the educational administrator know how to monitor and control the stress factors that are responsible for the students' stress? Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness. Abouserie (1994). College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. An undergraduate study done by Neumann et al (1990) concludes that college students may in fact experience the burnout phenomenon due to learning conditions that demand excessively high levels of effort and do not provide supportive mechanisms that would facilitate effective coping. In a higher learning institutions where the demands placed on students are based on deadlines and pressure for excelling in tests or examination, the students are likely to be the victims of stress. This highlights the need for research to examine the sources of academic stress faced by students at various management institutions. With such knowledge, educationists will be able to pay more attention to the sources of academic stress of students and the use of counselling measures to assist students in the sound development of their bodies and mind.

2. Review of related Literature

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers

Srivastava(1987), studied stress under competitive examinations on twenty postgraduate students of average age of Twenty-Four years. This study was conducted to investigate factors which caused the stressful situation. The results revealed that a) Stress causing factors were different for both the sexes. b) Fear of failure in examinations was present in both the sexes.

R.G.Chattrajee, R. Bhattacharya and A.K.Bhattacharya (1999), an attempt is made to report this effect of failure induced stress on perception (cancellation of vowels) and conceptual (coding of meaningful words) tasks. The result showed that in the perceptual task stress increased performance significantly as compared to that of no stressful states. But in conceptual task stress decreased the performance significantly. The nature of the task appeared to be a major factor in considering the direction of stress effect on performance in perceptual task. The means of high anxiety were greater than low anxiety in the two sex groups for each of the medium of instruction.

Kumarwasmi, *et al.*, (1989), did a comparative study on 1st and 2nd year medical college students to see if they suffered from stress. They found that senior students suffered from greater stress. College students have a unique cluster of stressful experiences or stressors (Garrett, 2001). According to Ross, Neibling and Heckert (1999), there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. In addition, students in college experience stress related to academic requirements. Studies have

investigated the relationship between coping resources and various outcomes among general samples of youth. Research in this area is important considering that such youth often report high stress when attempting to meet their personal standards, particularly as these standards pertain to their academic environment.

Misra, McKean, West, and Russo (2000) examined perceptions of academic stress among male and female college students, Results indicated a considerable mismatch between faculty and students in their perceptions of students' stressors and reactions to stressors. Results also supported the hypotheses that stress varied across year in school and by gender.

Michle, Glahan, and Bray (2001) evaluated factors that influencing the academic self concept, self esteem and academic stress for direct and re-entry students in higher education. Establishment of Higher Education (HE) is generally recruiting a more diverse student population. This research has specifically examined differences in the undergraduate student experience of direct and re-entry student. 112 undergraduate direct and re-entry student took part in the study. Multiple regression analysis revealed a complex interrelationship of variables relating to academic self concept, self esteem and academic stress.

3. Objective of the Study

1. To study the Academic stress difference between Deemed University and Central University.
2. To study the significance difference between Academic stress regards to gender.
3. To study the relation between academic stress and parental education of students studying in Deemed & Central university.

Hypotheses of the Study

1. H₀: There is no significant difference between technical and non-technical university students in the academic stress.
2. H₀: There is no significant relationship in academic stress and gender difference.
3. H₀: There is no significance relation between parental education and academic stress of the P.G students

Methodology of the study

The investigator used descriptive method by normative survey for the present study.

Sample of the study

For the present study, investigator have selected a post graduate students of respective universities a sample population i.e. RGU (Central University) & NERIST (Deemed University) which are located at papum pare district of Arunachal Pradesh. A sample of 75 post graduate students from each university with the total of 150 has been selected for the study. Samples were selected from amongst both male and female students, both amongst the tribal and non-tribal students and students from different departments.

Tools used

- a) Students' Academic Stress Scale developed by Rajendran and Kaliappan (1990)

Delimitation of the study

- a) Delimited to Academic stress
- b) P.G Students of Technical & non-Technical university in papum pare district of Arunachal Pradesh.

4. Data Analysis and Interpretation:

For the Objective 1: To study the Academic stress difference between Deemed University and Central University.

Table 1 Summary of mean, standard deviation, t-value, std. error, and mean differences for stress differences of students from Central University and Deemed university students.

One-Sample Test Central University (RGU)

	Test Value = 0								
	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Mean Score	75	.6753	.0780	34.161	74	.000	2.6636	2.508	2.819

One-Sample Test Deemed University (NERSIT)

	Test Value = 0								
	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Mean Score	75	.7577	.0875	27.367	74	.000	2.3942	2.220	2.569



Interpretation:

From the table it is observed that the values of standard deviation, standard error, t-value, significance difference and mean differences are .7577, .0875, 27.367, .000, and 2.3942 respectively. Also the value of Means obtained for Central University (RGU) & Deemed University (NERIST) are 2.66 & 2.39 respectively.

From the observation it is found that there is not much significant difference between stress levels of P.G students of technical & non-technical students. The results shows that there is a very slight differences in stress levels between the respective universities which is almost negligible however the stress level of non-technical university (RGU) students are slightly higher or a point differences only. The lesser stress shown by technical university may be interpreted that the students in technical courses are more focused and concentrated on specified area of specialization which perceptually ensures higher employability and enhances opportunity for placement even though academic rigor is perceptually higher in technical courses.

Objective 2: To study the significance difference between Academic stress due to gender difference.

Table 2: Summary of Mean, Std. Deviation, Std. Error, Variance, Skewness, df, and F value for stress difference in students due to gender.

Report

Mean Score

Gender	Mean	N	Std. Deviation	Std. Error of Mean	Variance	Skewness
Male	2.506	78	.7430	.0841	.552	.913
Female	2.554	72	.7154	.0843	.512	.357
Total	2.529	150	.7279	.0594	.530	.651

ANOVA Table^a

		Sum of Squares	df	Mean Square	F	Sig.
Mean Score * Gender	Between Groups (Combined)	.088	1	.088	.165	.685
	Within Groups	78.856	148	.533		
	Total	78.944	149			

Interpretation: From the table 4.3 it is observed that mean value for male = 2.506 where as female = 2.554, Std. Deviation, Std. Error, Variance, Skewness for male are .7430, .0841, .552, .913 and for female are .7154, .0843, .512, .357 respectively. The degree of freedom and f- value obtained are 1 and 165 respectively. This may be interpreted that there in no such significant differences in stress variation in both male and female. Both the group shows almost same level of stress level. However female group shows a slight difference of stress of value .04 compared to the male group which is almost negligible. This may be interpreted as females are more dedicated and concern about the seriousness of their study compare to the male segment. The f-value which is .165 and significance level is .658 are also not very promising for the relationship between the academic stress with gender differences.

Objective 3: To study the relation between academic stress and parental education of students studying in technical & non-technical universities.

Table 3: Summary of Mean, Std. Deviation, Std. Error, Variance, Skewness, df, and F value for stress difference in students due to parental education & income.

Parental Education	Mean	N	Std. Deviation	Median	Grouped Median	Std. Error of Mean	Skewness	Variance
No formal Education	2.593	15	.7978	2.400	2.408	.2060	.917	.636
Elementary Education	2.672	16	.8516	2.525	2.567	.2129	.927	.725
Middle School	2.696	14	.7224	2.663	2.663	.1931	.243	.522
High School	2.525	41	.7486	2.425	2.419	.1169	.460	.560
Bachelor Degree	2.455	47	.6287	2.325	2.308	.0917	.649	.395
Master Degree	2.442	16	.8279	2.225	2.225	.2070	.745	.685
Others	1.950	1	.	1.950	1.950	.0	.	.0
Total	2.529	150	.7279	2.400	2.397	.0594	.651	.530

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Mean Score * Parental Education	(Combined)	1.493	6	.249	.459	.837
	Between Groups	1.030	1	1.030	1.901	.170
	Linearity	.463	5	.093	.171	.973
	Deviation from Linearity	77.451	143	.542		
	Within Groups	78.944	149			
Total						

Interpretation: The table 3 describes the comparative analysis of parental education and academic stress of the post graduate students. The table shows that the non-technical student data set it is depicted that there is positive correlation between total academic stress and parental income of the students as well as between total academic stress and level of parental education. The f-value(combined) and significance differences are .459 & .837 respectively.

However the correlation between total academic stress and level of parental education is higher($R=0.464$) compared to total academic stress viz-a-viz parental income($R=0.384$). This may be interpreted as parents having higher academic qualification may have greater expectations from their children which may result in higher academic stress on students.

5. Conclusion:

It is the fact that if the stress level is beyond the control of an individual will led to distress which is harmful and make a negative impact on the performance of the individual. However it is also true that a certain level of stress called eustress is necessary for the better performance of the students or an individual. The study

gives the clear picture about the mental health of the students pursuing higher studies in selected universities. From the study it was found that overall stress level including the students of both the universities is in the range of 2 to 3 which is 'Slightly Stress' & 'Moderate Stress' respectively. And there is no significant relationship between academic stress and University differences. Moreover there is no relation between academic stress and demographic variables like gender differences, parental income, cast etc. However there is a slight correlation between parental education and academic stress. The respective hypotheses for the objectives have accepted except the hypothesis which claims to be no relations between parental education & stress.

The results of the study is very positive in nature as it shows the mental health of the students studying in both Deemed university and Central university irrespective of difference in nature of the university. From the result it may be interpreted that the stress management mechanism practices and interventions adopted by the university is very effective in nature as the results shows that stress level is slightly-moderate stress which could be considered as healthy and safe one. Also it may be interpreted that the learning environment of both the university are student friendly and providing a good academic environment to the students' community which is a sign of a standard & quality university. The higher educational institutions should maintain and enhance those interventions to overcome the stressor and maintain the standard of the academic environment for the development and improvement of the performance of the students. Universities should also make changes or modification to those interventions time to time so as to ensure its effectiveness and welcome new approaches and strategies achieve better results.

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