



A Study of the Effects of Stressors on University Students' Academic Performance

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ABSTRACT:

The main focus of the study is on Academic Performance and Stress Management in Applied Management of Students at Noida Institute of Engineering & Technology (Greater Noida). What is the stress level of academic success in students? How does it affect their lifestyle and health? Here's what research involves to combat common stress in students. The purpose of the research is to investigate and shed light on the measurement and control of students' prevailing stress. The research used a quantitative method for data collection and analysis. For this purpose, questionnaires were distributed among various students. The results found a myriad of stressors and the factors were grouped into four categories environmental factors, academic factors, and personal factors. stress from environmental factors was associated with future fate. Students were found worried about the future, what about their fate? How does that happen? What's going on? When they met new people, it increased their stress. Classwork was also the biggest cause of student stress regarding academic factors. When students experienced the class's workload, a group of students was stressed. The last factor was a personal factor, which was mainly due to the financial problems of students. Stress in all classes can be alleviated through stress management courses and various extracurricular activities that help distract students in various situations. This study drew important conclusions and recommended additional measures for professionals who can help others cope with stress. Limitations are also mentioned so that researchers of such cases can get better results and ways to control stress. A questionnaire was created to collect student responses. Google Form version was used to interpret the results using various quantitative techniques such as pie charts and interpretation.

Keywords: Stress, Academic Stress, Personal Factor, Academic Factor, Environmental Factor, Students Performance.

1. Introduction

Background of the Study: Stress is the main root cause of the problems being faced by students throughout their academic lives when they are struggling to achieve academic accomplishments for their future. life. The pressure of academia is one of the important factors that cause failure among learners. Stress is the reaction of the brain and action by means of hormonal signaling, the perceptual experience of risk sets off an automatic reactionary system, known as the fight or flight response. Commonly, stress refers to two things: the mental perception of pressure, on the one hand, and the person's response to it, on the other, involves multiple systems, from the cracking of muscles to memory. Stress is an area by which learners expect a lot from him to achieve a bright future. Stress is a feeling of strain and pressure. Stress is a mendacious feeling for learners. (Cohen et al., 1997). Academic performance is one of the educational objectives that are to be accomplished by a student, teacher, or institution over a specific time. The academic performance of students to a greater extent depends on the involvement of parents in their academic activities to achieve a higher level of success in their career. The learners have quite dominant affective factors, especially in girls, regarding academic excellence. They take pressure and stress in every situation during their study life. A lot of factors affect their study, such as regularity and teachers' attitudes towards their study, strictness at home, and future job tension (Hussain et al.,2012).

Problem Statement: Stress is common among students; many things can cause stress. For students, stress is a very serious problem, because stress can damage health and the future, university students have many goals, such as good grades, good jobs, and social levels, but they are difficult to achieve due to academic stress, so stress brings to the many problems. This study was conducted to identify the causes, factors, and specific solutions to these stress-related problems.

2. The objective of the study

- To distinguish the causes of anxiety among the studied students.
- Identifies specific concerns in students' lives.
- Identifies pressure control methods.

3. Hypotheses

- H1. Personal factors significantly affect the academic success of students.
- H2. The academic factor has a minor effect on students' academic performance.
- H3. The environmental factor has a positive and significant effect on student results.

4. Literature review

Stress is a feeling caused by unknown factors, but the soul reacts according to its intensity, which causes problems or burdens, affecting the brain and all the organs of the body in a pleasant state, leading to mental disorders and physiological, problems. and, in addition, numerous mental problems such as distress, nervousness, agony, and exhaustion. Physiologically, stress-related diseases can be cardiovascular diseases, digestive disorders, and gastrointestinal diseases that manifest incredible heritable traits. Shape variables vary from individual to individual, and in addition, the characteristics of this disability can sometimes be almost identical between people (Hellmer, 2008). Stress is then a very basic limitation related to man and can cause tension. or, in the end, the result of an uncontrollable drive of the day, where the man is unable to withstand the trial and the stress experienced as a result. Some individuals find the effects to be negligible, resulting in lasting weight gain, while others may experience effects that have a huge weight impact. Port Personality (2006) describes stress as a "hyperreaction to factors outside the gut," which causes a bad and overwhelming response. Over time, central organs such as the genitals affect heart rate, peaking with circulatory disorders, respiratory rate, and hormonal responses.

Sources of stress among students:

These are the main sources of academic stress for students:

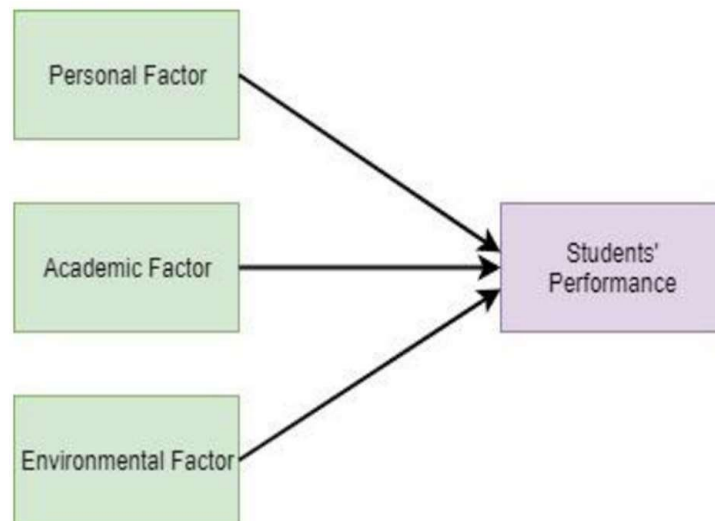
Personal factors as a source of stress: this is the main source of stress among students, it includes changes in the living environment, students may feel uncomfortable when they get out of their comfort zone, changes in sleeping habits wanting to stay awake all night and the classroom they feel sleepy, it also causes stress, because that state is difficult for students. to concentrate on the lecture, thirdly, financial difficulties are also a source of stress among them. Grassroots, Vol.53, No. 1 January-June 2019 103-There are many studies available on the internet about stress and university students. This ended the connection between it and students. Economic factors and stress (Fisher, 1994; Greenberg and Valletutti, 1980; Schafer, 1996; Altmaier, 1983). Writers Folkman and Lazaro found in 1984 that stress arose in the mind of the relative due to the cognitive evaluation of various positions and that this also affects the environment. Stress can occur whenever a stressor perceives things as stressful, otherwise nothing will stress him if he thinks nothing will stress me. Writers Volpe (2000) and writer Feng (1992) tell us that the thing that challenges the stressor is considered stress that affects the mind or makeup of the stressors. Stress can be caused by several reasons, such as various environmental factors; and biological, social, and psychological factors that influence stressors.

Academic Factors as a Source of Stress: A source of academic stress includes increased workload, especially in situations where a lot of work must be done after hard work. Second, low grades are a source of academic stress. Thirdly, a lot of lessons, as a university student they must try hard to compete with many other students not only from the same institute but also from other institutes. Fourth, language difficulties and language skills can also significantly affect. affects students' potential (Association, 2006). The fifth examination is also a source of stress for students. Modern educational institutions that provide education to students evaluate work results day by day. Since the natural sciences change together with management studies, it can be concluded that student stress can be increased or changed or moved up, unless there are many institutions where the student formal load is too high. assignments, practical work, projects, and various presentations or research. Therefore, many students leave the educational institution due to poor performance, or in other words, they do not fulfill their minimum degree requirements (Chang, K. 2007). Some educational institutions consider stress as a positive consequence. If the institute stresses the students and they study hard, they get better marks, that's why it's beneficial. However, stress can have negative effects because stress must be managed properly. If students are smart, they can handle stress, but poor students can't handle it, which hurts their studies. Finally, it should be said that if Grassroots, Vol.53, No. 1 January-June 2019 104- Man can deal with stress, it has a positive consequence (Stevenson, 2006).

Environmental factors as a source of stress: This includes the lack of breaks or breaks, the human body needs rest, but a constant load of studying or tasks can stress students. Second, bad living conditions: people's living conditions create impressions that cause stress. Third, concerns about the future, the probability of how much the coming choice will prove more beneficial for the students from their point of view. Several researchers have dealt with student stress, there is a lot of literature and many articles. about it. Internet, but in the end, there is no right solution to reduce the stress of students in educational institutions. Based on previous literature, it was concluded that the institutions and the students themselves are responsible for the stress because they are affected by rules, rules, customs, and various conditions such as hours, and lack of lessons. electricity, fewer facilities, higher fees, lack of uniform policies for admission of students to educational institutions and exams, lateness to classes or exams, gender discrimination, harassment, unfair grading, etc. are the same reasons for student stress (Preston, 2003).

Theoretical Framework

Figure-1
Framework for Study



5. Research Methodology

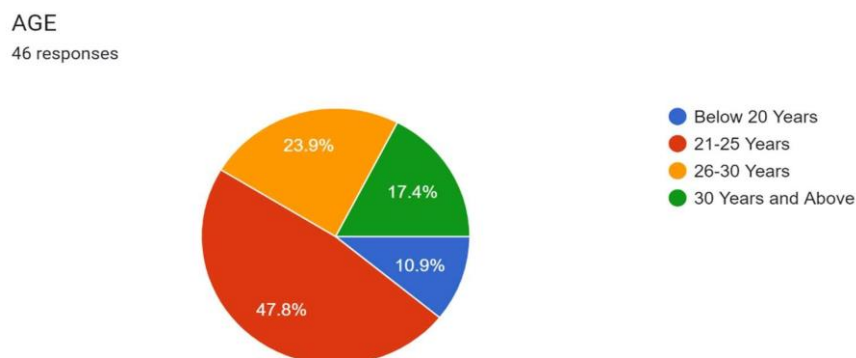
A survey questionnaire was created to get responses from students at the NIET Campus to gauge their degree of stress. There were two components to the questionnaire: the first portion was demography, while the second set of questions dealt with other aspects of stress, such as personal, academic, and environmental issues. Using qualitative methods, Surveys and questionnaires can take place online, in person, or through the mail. It was best to have a combination of open-ended and closed-ended questions, and how the questions were phrased matters. The respondents were asked to check the appropriate box or boxes that corresponded with their preferred evaluations. Several Google form techniques were used to examine the data that was gathered from the surveys. Bar and pie chart measures, for instance, were employed to provide statistics compiled from information supplied by NIET campus students under the circumstances they encountered.

6. Finding and result

For a better understanding, this section of the findings provides details on the figures that were organized using Google Form software and their interpretations.

- The demographic status
- Data analysis, and hypothesis testing.
- Interpretation

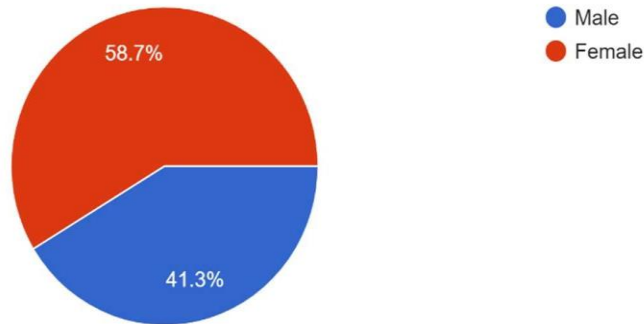
Figure 1. Age



Interpretation: Figure 1 states that the highest rate of respondents comes in the average age of 21- 25 with 47.8% cumulative percent. In this age rate, 46 respondents were involved and formed a majority rate of response. Below 20 years of age bear the lowest percentage of 10.9 %.

Figure 2. Gender

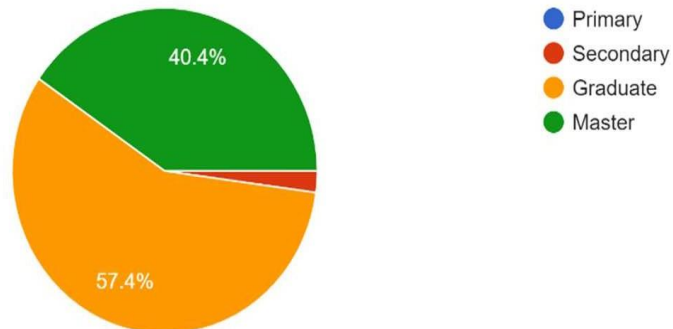
GENDER
46 responses



Interpretation: Figure 2 states gender frequency has been swiped by female dominancy with a percentage of 41.3% and a number of 27 respondents. Males are short in number with a quantity of 19 respondents and 41.3%.

Figure 3. Education

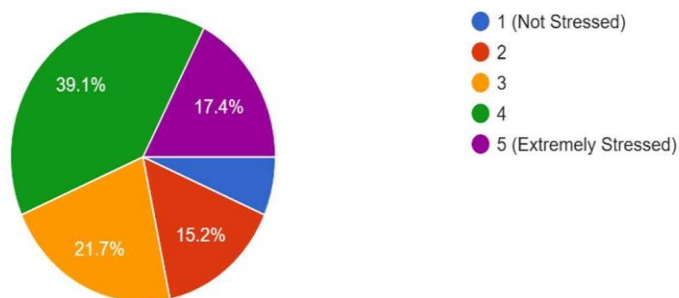
EDUCATION
47 responses



Interpretation: Figure 3 states that the above data has respondents with graduate educational backgrounds who happen to have received the highest number of respondents with a percentage of 57.4%. Secondary seems to have a lesser number of respondents with 2.1%.

Figure 4. On a scale of 1 to 5, how stressed do you feel academically?

On a scale of 1 to 5, how stressed do you feel academically?
46 responses

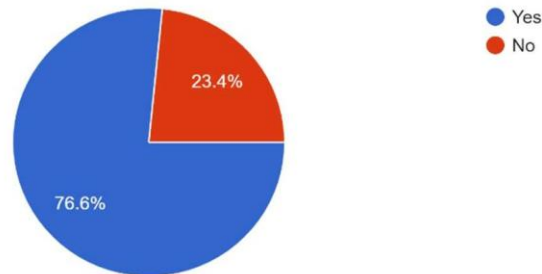


Interpretation: Figure 4 states that the above data has respondents with Highly Stressed backgrounds who happen to have received the highest number of respondents with a percentage of 39.1%. Not Stressed seems to have a lesser number of respondents with 6.5%.

Figure 5. Do you feel that your academic performance has been affected by stress?

Do you feel that your academic performance has been affected by stress?

47 responses

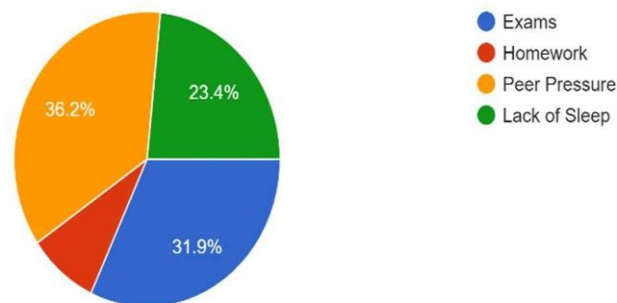


Interpretation: Figure 5 states that a high number of respondents said yes with a percentage of 76.6%. Academic performance affects stress and the lesser respondents with a percentage of 23.4% state that there is no effect of stress on academic performance.

Figure 6. What are the sources of academic stress for you?

What are the sources of academic stress for you?

47 responses

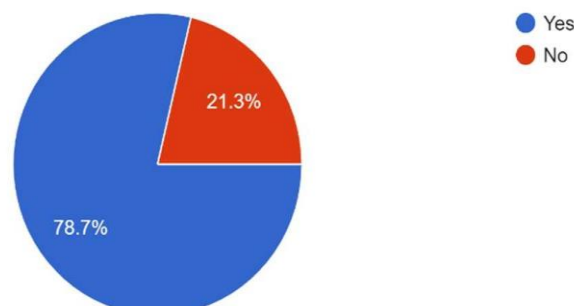


Interpretation: Figure 6 states that Peer pressure is the source of academic stress with the high percentage of 36.2% of Stressed backgrounds who have received the highest number of respondents. Homework seems to receive a lesser number of respondents with a percentage of 8.5%.

Figure 7. Do you feel that academic stress has affected your motivation to study?

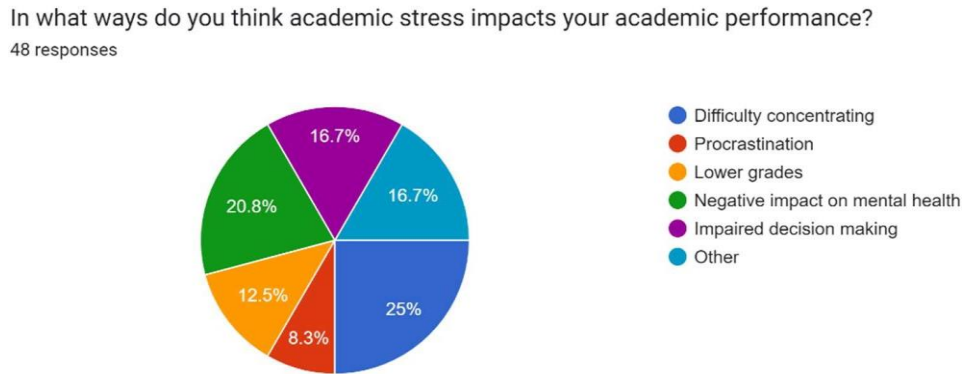
Do you feel that academic stress has affected your motivation to study?

47 responses



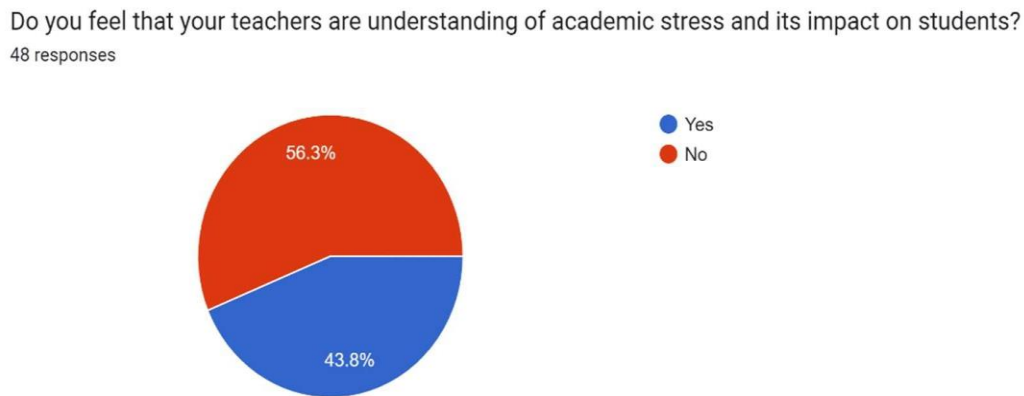
Interpretation: Figure 7 states that academic stress has affected your motivation to study with Yes backgrounds who have received the highest number of respondents with a percentage of 78.7%. There were fewer who responded No that academic stress has not affected their motivation to study with a percentage of 21.3%.

Figure 8. In what ways do you think academic stress impacts your academic performance?



Interpretation: Figure 8 states that a Negative impact on mental health affects academic performance it received the highest number of respondents with a percentage of 20.8%. Procrastination seems to receive a lesser number of respondents with a percentage of 8.3%.

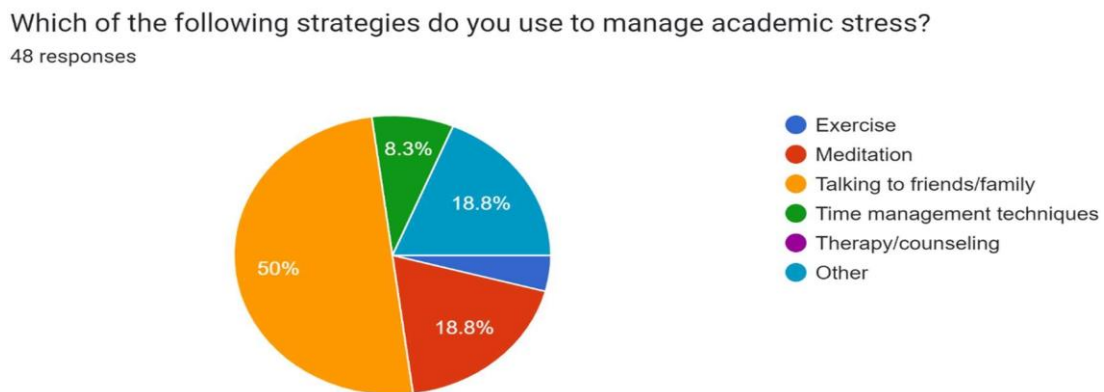
Figure 9. Do you feel that your teachers are understanding of academic stress and its impact on students?



Interpretation: Figure 8 states that teachers did not understand academic stress and its impact on students with No backgrounds who have received the highest number of respondents with a percentage of 56.3%.

There were fewer who responded Yes that teachers did not understand academic stress and its impact on students with a percentage of 43.8%.

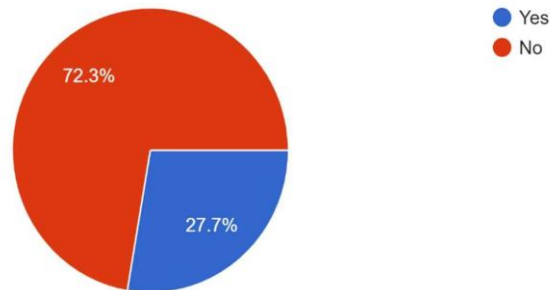
Figure 9. Which of the following strategies do you use to manage academic stress?



Interpretation: Figure 9 states that the respondents talking with friends to manage academic stress with the highest percentage 50%. Meditation received 18.3%, time management technique received a percentage of 18.8%, Other received 18.8%, and exercise received a lesser number of respondents with a percentage of 4.2%.

Figure 10. Do you think your school provides enough resources for students to manage academic stress?

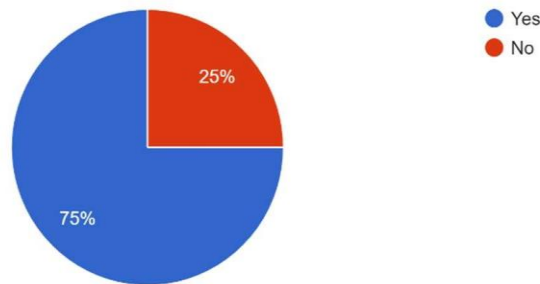
Do you think your school provides enough resources for students to manage academic stress?
47 responses



Interpretation: Figure 10 states that the respondents did not think that school provides enough resources for students to manage academic stress the highest number of respondents responded NO With a percentage of 72.3%. There were fewer respondents who responded YES with a percentage of 27.7% the school provides enough resources to students to manage academic stress.

Figure 11. Do you seek help or support when you are feeling overwhelmed by academic stress?

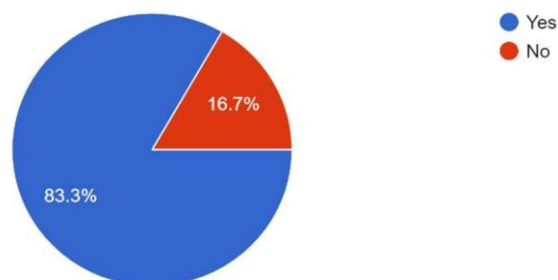
Do you seek help or support when you are feeling overwhelmed by academic stress?
48 responses



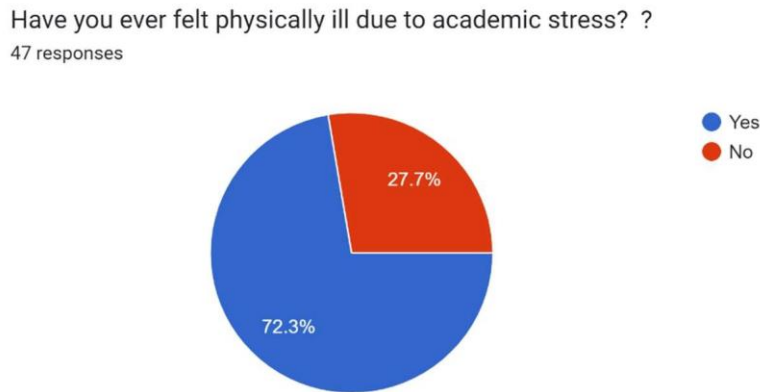
Interpretation: Figure 11 states that the highest number of respondents responded yes that they seek help when they feel overwhelmed by academic stress, with a percentage of 75%. It seems that a lesser number of respondents responded no with a percentage of 25%.

Figure 12. Do you participate in extracurricular activities or hobbies to relieve academic stress?

Do you participate in extracurricular activities or hobbies to relieve academic stress?
48 responses



Interpretation: Figure 12 states that the highest number of respondents participate in extracurricular activities or hobbies to relieve academic stress, with a percentage of 83.3%. It seems that a lesser number of respondents responded that they did not participate in extracurricular activities or hobbies to relieve academic stress, with a percentage of 16.7%.

Figure 13. Have you ever felt physically ill due to academic stress?

Interpretation: Figure 13 states that the above data has respondents with YES backgrounds who have received the highest number of respondents with a percentage of 72.3%. It seems to have a lesser number of respondents who responded NO with a percentage of 27.7%.

Question: What do you think can be done to reduce academic stress among students? **Interpretation:** When we asked them some questions about what they do to reduce academic stress among students they responded with the following answer:

- By removing 75% of attendance compulsory
- Need to provide such knowledge that can help in the real world as well.
- Strategies to reduce stress.
- reduce useless assignments.
- No need for an assignment
- Motivate to perform better not to become position 1st.
- Provide education as a part of life.
- understanding of students by their mentors or faculty.

7. Conclusion

1. The results show that stress negatively impacted students' social and academic performance.
2. Students are found to be inefficient in their studies, slow, and have poor academic performance.
3. Generally, stress affects the personalities of students a lot and as a result their lives become boring. A fix must be found. This is done by identifying the main drivers of stress, including lifestyle changes, increased workload, immediate responsibilities, and relationships, and finding an appropriate solution.
4. There is a cluster dedicated to the study of stress and its management, then technical solutions are provided which means, as the analysis shows, makes great strides to enable students to face the hectic teaching life.

8. Recommendation

1. **Extracurricular activities:** The learner might be inspired to participate in engage in extracurricular pursuits such as music, debate, athletics competitions, etc., which will lessen pupils' tension.
2. **motivating sessions:** Because the younger generation needs appropriate encouragement to study, well- known motivating Speakers will be invited to address students to motivate them to study.
3. **Expert medical visits:** These might start in the classroom and provide kids with professional advice to help them cope with stress, exhaustion, and boredom.
4. **Concern about the future:** It has been noted that students are apprehensive about what lies ahead for them. In light of this, the government should create plans and programs that will reassure brilliant students about their future Grassroots, Vol.53, No. I January-June 2019 110.

5. **University rules, regulations, and policies:** It has been observed that certain institutions enforce the same stringent rules, regulations, and policies, which puts pressure on students and leads to stress in a variety of students.
6. **The weight of studies and assignments:** Research has shown that certain university students experience stress from both the workload and the tasks. There needs to be a rule against giving students more than one task at a time; instead, assignments should be offered with subject-specific breaks.
7. **Insufficient sleep:** Parents need to watch over their children's sleeping patterns so that they may get enough sleep to stay alert and not feel drowsy during class lectures.
8. **Unfavorable living conditions:** Parents are responsible for ensuring that their university-bound children have a comfortable and conducive environment in which to comprehend the curriculum.
9. **To develop an exercise habit:** Students should be counseled to attend the needed workouts to maintain their health and prevent stress from the demands of their coursework.
10. **Play areas:** Appropriate spaces for both indoor and outdoor activities are essential for universities to have so that students may stay focused and intelligent while handling the demands of coursework and assignments.

9. Reference

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