



An Analysis on influence of Stress among Engineering students in Bengaluru

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Abstract:

The current generation is faced with more stress. This research aims to establish the relationship between stress and academic achievement among students of engineering. The research target population consists of students from a small number of VTU engineering colleges (Visvesvaraya Technological University). A selection of 30 students (studying engineering) were taken for the research. The Cohen Stress Scale was used to assess student stress levels. A detailed analysis of the results collected in this study shows that both low and high stress levels were considered to be high. The results of the analysis will help educators, advisors, psychologists and researchers create methods to improve the psychological well-being of students.

Keywords: Academic stress, Engineering students, Episodic tension, Family pressure

Introduction:

Stress is a trigger for some internal or external body demand (Dusselier et al., 2005). Stress is seen as a condition of people who are seen as too stressful and threatening to their well-being because of their contact with the world. The stressors are not just measurable, but also emotional. Many people face stress by combining busy life with research and job requirements and often striving to conserve time for friends and families. Stress is like a way of life for certain individuals. Episodic tension – get ready for a big test, complete a major paper and maybe prepare for a vital interview. A permanent "stress" does not, therefore, become a way of life. We recognise that tension will raise certain health risks for a long term, not to speak of the wear and tear that occurs in relationships and overall well-being.

Relationship failures, family pressures or reports, social pressure (tough competition). Objectives, success and tests for students (Isabella & Manjula, 2011; Jadoon et al, 2010; Ospina et al, 2011; Uras, et al, 2012).

Academic burden sources include:

- academic demands (73%);
- insufficient study time (63%);
- future career (61%);
- finance (41%);
- insufficient time (other); (40 percent).

Inadequate university decisions, unreal parental aspirations, small admission opportunities for technical training, and good colleges (Sahani, 2006; Das & Majula, 2009; Meghna & Manjula, 2012; Hesi & Manjula 2011; Saumya & Manjula, 2010).

Stress is the most undermined syndrome in our world, and is overlooked because of the related aspect of mental wellbeing. Internationally, there is much study and analysis on the matter but there has been no breakthrough domestic research. The parameter for improved or improved results in any community is mental wellbeing. Greek theory exists;

Mens sana in corpore sano” Thales Translation:

“A sound mind in a sound body”

Having said that, it was necessary to identify stress and the core stressors that influence academic success. Several studies have shown the positive link between health tension and social events that impair student academic achievement.

Review of Literature:

Students' stress has been seen to be a part of their lives, and it may affect how they react to academic demands. Students reported the most academic stress across predictable semester hours, with the most academic stress resulting from taking and planning tests, grades, and large quantities of material for the master's degree in a brief span of time (Rawson, Bloomer, & Kendall, 1999).

One paradigm that is helpful for student tension comprehension is the person's environmental model (Misra & McKean, 2000). This paradigm allows people to assess traumatic situations as demanding or dangerous. Stress will lead students to a sense of achievement and a greater capacity to learn, whether they view their schooling as an obstacle.

If schooling is viewed as a threat, however, tension may produce feelings of despair and a foretaste of disappointment, which can result in lower academic achievement. Research has shown that there is a link between traumatic life experiences and low academic results by university students and a link between quality of life and tension in relation to health (Dusselier et al., 2005; Misra & McKean, 2000). Since stress adversely affects psychological and physical wellbeing, students complain that their academic performance was affected by stress (Dwyer & Cummings, 2001).

Demakis and McAdams (1994) observed that students with higher stress levels have much more physical health issues and less learning success compared with students with lower stress levels.

The students' experience of stress could play an important role in their severity. If stress is adversely regarded or excessive, students are physically and psychologically disabled (Murphy & Archer, 1996). Students have been shown to have excessive tension that reduces their research efficacy and leads to weak habits and has detrimental long-term effects, including absenteeism, lack of academic success and dropouts.

Wintre and Yaffe (2000) also observed that the cumulative change to tension rises during the first year expected to decrease and made the students more prone to a number of social and psychological issues.

In their research, Reddy et al. (2018) concluded that there is a wide disparity in tension in pupils. Stress at the personal, social and institutional levels is critical. Medications like feedback, exercise, life skills preparation, attention to detail, mediation and psychotherapy also considered helpful when dealing with tension. The trick to dealing with stress is to recognise the root cause for stress. Professionals should create customised tension management tools. The integrated well-being of the students is critical not only for the pupil, but also for the school.

In his research, Bataineh (2013) measured academic stressors faced by university students. The results of the analysis found that there is an unreasonable academic overload, insufficient time to prepare since it covers a large course material, strong family demands and low levels of motivation are some of the causes for the tension. Fear of disappointment is often the main cause of tension. There was no noticeable distinction between students from various departments.

The results of recent studies have shown that tension affects academic performance. Stress may influence the success of students in their academic lives.

The higher the burden, the poorer the academic performance.**Objective of the Study**

1. The aim of this paper is to find the relationship of Stress with the academic achievements of students.

Hypothesis:

The Hypothesis were formulated as below:

H₀: Stress has little effect on academic performance.

H₁: Stress has a huge impact on academic performance

Research Methodology:

The sample of the research consisted of 30 VTU engineering students. They have been chosen by random sampling. The participants were split into two classes, low and high achievement, for the sake of the analysis. Low Learning Community applies to students who achieved less than 60 percent and high Learning Group refers to students who achieved a proportion of less than 60 percent. The research used a stress-scale questionnaire by Cohen to collect data about stress levels.

Testing of Hypothesis:

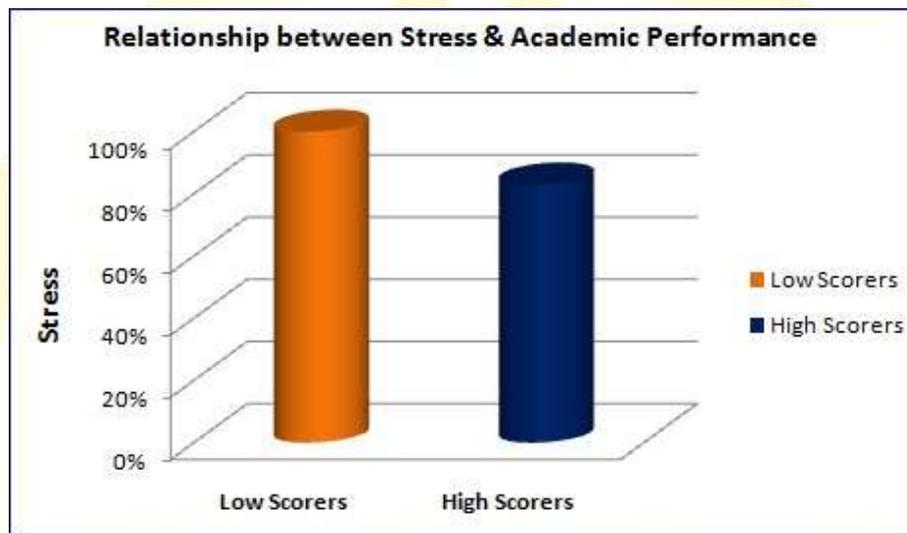
Descriptive Statistics, mean and standard deviation were the descriptive figures utilised in this quantitative analysis work. For research, independent sample t-tests were used to quantify variations in stress levels between low and high levels in classes. The theory was proposed as the first move. To evaluate the validity of the theory, a test statistical must be established.

The test statistics are calculated from the survey data. Here, t-test is selected as statistical test and as the normal meaning level significance (0.05). The null hypothesis may be accepted or rejected through a judgement law.

There have been two methods of analysis to distinguish variations in tension between students at high and low levels. First, the means and standard deviations were collected to assess the amount of stress indicated by these two classes. Secondly, t-tests were performed to determine whether or not there were substantial variations in tension thresholds between high and low. As seen below, the outcome was tabulated.

Table 1: Mean, Standard Deviation, T-test and p values of Measurements

Significance	Low Performers			High Performers			Level of	
	Mean	SD	DF	Mean	SD	DF	T test	p
Measurement value								
Stress	25.37	8.12	3	26.57	7.6	13	0.022	0.497



The study indicates that the average student stress level was 25.37 (SD=8.12), while the average for students at high achievement was 26.57 (SD=7.6). Individual t-test samples showed no substantial change in stress between the low- and high-achievement category $t(15) = 0.022$. The null hypothesis has not been rejected because $p > 0.05$. In other terms, stress should not affect the academic success of students. The findings of the test revealed that high ratings and low ratings had high stress (See Figure 2).

Discussion:

The present research examined the impact of stress amongst students who are low- and high-level. 30 students were chosen as participants in this research, both men and women. Through this research study's knowledge and understandings, it will benefit many, including instructors, consultants and psychologists, improve and develop an adequate learning programme that reduces student psychological challenges. Students may learn from the research themselves. The information and ideas obtained through this research could help them deal with psychological issues, manage them and handle them. Improving

understanding and methods to control psychological disorders will also contribute to improved academic achievements in students.

Conclusion:

The current generation is more stressed than previous generations. The stress level of students is calculated in order to further grasp the association between stress and academic success. Students are classified into two groups: those who are poor achievers and those who are high achievers, with their stress levels matched. Both low and high scorers showed higher levels of tension, according to the results of the current research. This study's conclusion will aid in the development of programmes and methods to improve students' academic success.

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