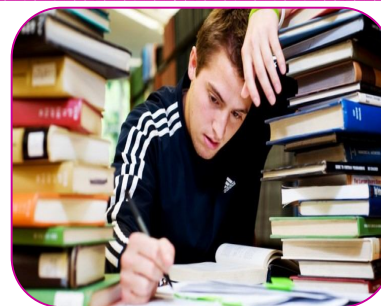




ACADEMIC STRESS OF POST GRADUATE STUDENTS IN CHENNAI

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ABSTRACT:

The main aim of the study was to investigate the academic stress among post graduate students studying arts and science. Survey method was used. A sample of 117 post graduate students was selected in Chennai. Data was analyzed by t-test. Results showed that gender and stream of study are differed significantly on academic stress among post graduate students. Findings also indicated that there is no significant difference in academic stress of post graduate students in terms of year of study and medium of instruction during schooling.

KEY WORDS: - Academic Stress, Post Graduate Students.

INTRODUCTION:

Academic stress is a significant source of stress for many students (Hashim, 2003), covering not only examinations but also other academically related stressors such as fear of logging behind in the homework, writing assignment, working on individual and group projects, time pressure, lack of financial support, concern about academic ability, scheduling classes and required motivation to study (Tyrrel, 1992). For many students, the pursuit of higher education is a time of transition marked by a set of demands specific to the setting. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. If a student is unable to cope effectively with academic stress, then serious psychosocial-emotional health consequences may result (Scott, 2008).

PURPOSE OF THE STUDY

Stress and its manifestations, such as anxiety, depression, and burnout, have always were not only a common problem among people in different professions and occupations but also among the student community at all levels of education, especially the higher education level. The PG students studying any subject must go through some intensive educational works like preparing and performing for university exams, seminar, assignments, internships, project works and so on which requires high levels of concentration and dedication. They are in stage of defining their path to achieve a good career in their respective fields. As the post graduate students have much more responsibilities and are due to face a lot of competition to get a job, they are bound to get lot of Academic stress. It is essential to study the academic stress of the post graduate students and more importantly to study the factors which are more profoundly causing it.

OBJECTIVES OF THE STUDY

- To find out the level of academic stress among post graduate students studying arts and science in Chennai.

- To study the significant difference in academic stress of post graduate students with respect to gender, year of study, stream of study, and medium of instruction during schooling.

HYPOTHESES

- There is no significant difference in academic stress of post graduate students in terms of gender.
- There is no significant difference in academic stress of post graduate students in terms of year of study.
- There is no significant difference in academic stress of post graduate students in terms of stream of study.
- There is no significant difference in academic stress of post graduate students in terms of medium of instruction during schooling.

RESEARCH METHOD & SAMPLE

Normative Survey method was used for this research. A random sample of 117 post graduate students studying arts and science in Chennai was selected.

Tool

- Academic Stress Scale developed by Yumba (2008).

Analysis and Interpretation of Data

Table 1: Level of Academic Stress among Post Graduate Students

Dimension	Mean	SD	Percentage (%)
Relating To Other People	20.51	4.863	58.60
Personal Factors	27.26	5.332	60.57
Academic Factors	27.63	6.222	61.40
Environmental Factors	24.37	5.478	60.92
Overall Academic Stress	99.77	17.480	60.47

From Table-1, the Mean and SD of overall Academic Stress for the entire sample was 99.77 and 17.480 respectively. The mean score percentage was the highest (61.40%) for the dimension 'Academic Factors' and the same was the lowest (58.60%) for the dimension 'Relating to other People'.

Table 2: Academic Stress of PG Students based on Gender

Dimension	Male		Female		t-value	Level of Significance
	Mean	SD	Mean	SD		
Relating To Other People	20.26	4.462	21.19	5.822	0.920	p>0.05
Personal Factors	26.64	4.874	28.91	6.177	2.083	p<0.05
Academic Factors	26.00	5.699	31.97	5.492	5.098	p<0.01
Environmental Factors	23.99	4.826	25.91	6.770	1.885	p>0.05
Overall Academic Stress	96.68	15.472	107.97	19.980	2.886	P<0.01

From Table-2, the t-values 0.920 and 1.885 are not significant at 0.05 level for the dimensions 'Relating to other People' and 'Environmental Factors'.

Table-2 shows that the t-value 2.083 is significant at 0.05 level for the dimension 'Personal Factors'; and the t-value 5.098 is significant at 0.01 level for the dimension 'Academic Factors'.

Table-2 also depicts that the t-value 2.886 is significant at 0.01 level. Hence the hypothesis-1 is rejected.

Table 3: Academic Stress of PG Students based on Year of Study

Dimension	1 st Year		2 nd Year		t-value	Level of Significance
	Mean	SD	Mean	SD		
Relating To Other People	20.34	4.857	20.72	4.908	0.412	p>0.05
Personal Factors	27.11	5.387	27.43	5.322	0.326	p>0.05
Academic Factors	28.03	6.314	27.15	6.134	0.760	p>0.05
Environmental Factors	24.47	5.773	24.25	5.151	0.219	p>0.05
Overall Academic Stress	99.95	17.875	99.55	17.159	0.125	p>0.05

From Table-3, the t-values 0.412, 0.326, 0.760, and 0.219 are not significant at 0.05 level for the dimensions 'Relating to other People', 'Personal Factors', 'Academic Factors', and 'Environmental Factors'.

Table-3 shows that the t-value 0.125 is not significant at 0.05 level. Hence the hypothesis-2 is accepted.

Table 4: Academic Stress of PG Students based on Stream of Study

Dimension	Arts		Science		t-value	Level of Significance
	Mean	SD	Mean	SD		
Relating To Other People	19.80	4.714	21.57	4.938	1.958	p>0.05
Personal Factors	26.40	4.906	28.53	5.709	2.153	p<0.05
Academic Factors	26.40	5.969	29.47	6.199	2.648	p<0.01
Environmental Factors	24.01	5.531	24.89	5.414	0.850	p>0.05
Overall Academic Stress	96.61	17.023	104.47	17.218	2.832	P<0.01

From Table-4, the t-values 1.958 and 0.850 are not significant at 0.05 level for the dimensions 'Relating to other People' and 'Environmental Factors'.

Table-4 infers that the t-values 2.153 and 2.648 are significant at 0.05 and 0.01 level respectively for the dimension 'Personal Factors' and 'Academic Factors'.

Table-4 also infers that the t-value 2.832 is significant at 0.01 level. Hence the hypothesis-3 is rejected.

Table 5: Academic Stress of PG Students based on Medium of Instruction during Schooling

Dimension	Tamil		English		t-value	Level of Significance
	Mean	SD	Mean	SD		
Relating To Other People	19.95	4.500	21.13	5.202	1.309	$p>0.05$
Personal Factors	26.54	4.812	28.04	5.790	1.523	$p>0.05$
Academic Factors	26.84	6.165	28.50	6.233	1.452	$p>0.05$
Environmental Factors	24.51	4.617	24.21	6.324	0.289	$p>0.05$
Overall Academic Stress	97.84	16.125	101.88	18.766	1.234	$p>0.05$

From Table-5, the t-values 1.309, 1.523, 1.452, and 0.289 are not significant at 0.05 level for the dimensions 'Relating to other People', 'Personal Factors', 'Academic Factors', and 'Environmental Factors'.

Table-5 depicts that the t-value 1.234 is not significant at 0.05 level. Hence the hypothesis-4 is accepted.

CONCLUSION

In the present study the factors that causes stress or simply stressors were categorized into four, namely Factors Relating to others is about the stress caused when dealing with other persons involved with their study and institution, Environmental factors is about adapting to the culture and the regular practices followed in institution, like the class hours, Academic factors is about dealing the teaching-learning patterns, workload, seminars, assignments, and exams; and Personal factors includes the home sickness, financial problems, adjusting to new environment and the food. The results have indicated that all the four Stressors have similar effect on the Overall Academic Stress among the post graduate students. Female students have more Academic Stress than Male students which is a cause of concern, needs intervention. The reason being, even today the women are forced with a stereotypical role and enjoy restricted freedom, they are able to spend lesser amount of time for their studies which may result in Academic Stress. Also the students studying Science have more Academic Stress than students studying Arts which is notable. The students studying Arts show more interest in participating in co-curricular activities and by doing so get the opportunity to do things they desire to do. They perform some social activities and get the opportunity to interact with lot of people and thus feel less stressed. But the students studying Science are like introverts and they are keeping the activities more related to studies and laboratory works. They don't easily get the opportunity to mingle with others and feel a little more stress. Personal factors and Academic factors are the stressors which account for lot Academic Stress in both the cases.

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