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A study on stressors of academic stress among students pursuing entrepreneurship professional courses

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Abstract: Stress can exist when working at a fast place, doing difficult problems, or listening to someone shout at you. It can be brought about through conflicts, making decisions, or otherwise straining abilities, or it can exist because of numerous social demands on time. We have noted that emotional states tend not to be long lasting, whether they are unpleasant emotions like fear, or pleasant ones, such as joy. Yet on occasion such states may persist for long periods of time, or they may reach excessively high levels. When this happens, the result typically is labeled "stress", and its manifestation in psychological as well as physiological terms. The sample was selected by using a simple random sampling technique. The present study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student's academic stress is higher than female students. The urban student's academic stress is higher than rural student. The students whose parent's education as literacy level academic stress is higher than their counterpart.

Keywords: Entrepreneur, Innovation, Academic Stress, Adolescence, School Students.

INTRODUCTION

Academic stress does not necessarily begin for students. The nervous breakdowns, panic attacks, burnouts and depressions are also common among many young students. The situation does not remain the same for everybody, and everyone does not experience the same feelings or gloomy thoughts when they are under stress. At this point of time, apart from dealing with the physical and socio- emotional changes, the adolescents have to fulfill the expectation of their parents, build their career and complete school, in which they might fail and thereby have a negative impact on themselves. Family is considered to be the first school for the child and is a source of expectations whereby the parents' play a vital role in their children's academic achievements. Our research idea is based on the rich knowledge acquired by our peer teams across the university.(A.C.Gomathi, S.R.Xavier Rajarathinam, A.Mohammed Sadiqc, Rajeshkumar, 2020; Danda et al., 2009; Danda and Ravi, 2011; Dua et al., 2019; Ezhilarasan et al., 2019; Krishnan and Chary, 2015; Manivannan, I., Ranganathan, S., Gopalakannan, S. et al., 2018; Narayanan et al., 2012, 2009; Neelakantan et al., 2013, 2011; Neelakantan and Sharma, 2015; Panchal et al., 2019; Prasanna et al., 2011; Priya S et al., 2009; Rajeshkumar et al., 2019; Ramadurai et al., 2019; Ramakrishnan et al., 2019; Ramesh et al., 2016; Venugopalan et al., 2014)

REVIEW OF LITERATURE

(Busari, 2012)**,** found that stress was leading to depression among secondary school students and is linked with affect on academic achievement. Introduction to preventive measures, teaching life skills and other therapeutic techniques should be taken into serious consideration.

(Bataineh, 2013), in his study measured the academic stressors experienced by students at university. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast course content being covered, high family expectations and low motivation levels are some of the reasons for the stress. Fear of failure is also the prime reason for stress. There was no significant difference found amongst the students from different specializations.

(Deb et al., 2014), studied 400 male students from five private secondary schools in Kolkata who were studying in grades 10 and 12. 35 percent students were found to have high academic stress and 37 percent were found to have

high anxiety levels. Students with marginal grades were said to have higher levels of stress as compared to students with better grades. Also, students involved with extracurricular activities were noted to be more stressed as related to those students who were not involved with it.

(Prabu, 2015), researched the higher secondary students and implied that male students are more stressed than the female students. Urban student's academic stress is greater than rural students.

Government school student's stress is lower than private school student's stress. Students from Science stream are more stressed than the students from Arts.

(Sharma et al., 2016),in their study stated the use of various methods to curb stress. Doing one physical exercise on a daily basis can address the concern of stress. One can also adapt to various time management tools and get involved with leisure activities which can benefit students. Also, it was suggested that colleges should have a conducive ambience to curtail the stress. Change in the style of delivery from teachers end and providing mentors can bring fresh air to the teaching style.

(Subramani and Kadhiravan, 2017),revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the students way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress.

(Jayasankara Reddy et al., 2018),in their study concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. Identifying the main reason for stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated

(Enns et al., 2018) Post-secondary students in training for helping profession disciplines, including nursing, may be at elevated risk for high stress levels. Stress among students has been linked with adverse physical and psychological health. In addition to the common stressors associated with post-secondary education, sources of stress for students in the helping professions include balancing academic and clinical demands. Previous research indicates perceived stress levels are correlated with emotional intelligence and with the coping strategies employed by students.

(Ghiasvand et al., 2017)Time management skills are essential for nursing students' success, and development of clinical competence. The purpose of this study was to determine the relationship between time management skills and anxiety and academic motivation of nursing students in Tehran medical sciences universities in 2015.

(Gordon and Borkan, 2014) Maintaining work–life balance as a physician necessitates learning how to improve efficiency and effectively manage the limited resource of available time. Indeed, pressures on physicians have recently increased, partly due to changes in physician reimbursement and a decrease in the availability of funding to support scholarly and patient-centred endeavours.

(Goroshit, 2018) Procrastination is typically defined as a voluntary delay of an individual's intended action toward some task despite foresee-able negative consequences and a potentially overall worse outcome . Some individuals delay action as a maladaptive lifestyle across a variety of settings.

(Mirzaei et al., 2012) In the course of their studies, nursing students must learn many skills and acquire the knowledge required for their future profession. This study investigates how Iranian nursing students manage their time according to the circumstances and obstacles of their academic field. Research was conducted using the grounded theory method. Twenty-one nursing students were purposefully chosen as participants.

(Rafidah et al., 2009) Stress can come in different ways in an individual's daily life. Stress is also viewed as the body's reaction, both biologically and physiologically, to adapt to a new condition . When there is a change in life, we adjust ourselves to fit in the new condition. For a student, stress may be caused by failure in academic or sports, financial problems, health problems or loss of a family member or close friend. Such events that bring stress are called stressors.

(Rahardjo et al., 2013)**.**College students have many course assignments to be done related to the achievement of academic competencies as needed by them. The course assignments have varying levels of difficulty. Adaptation to the completion of the courseworks sometimes deteriorates over time. College students have many course assignments to be done within a limited time . Students can become lazy and tend to delay the completion of the course assignments.

(Rathnayake and Ekanayaka, 2016)**.** Education is a very stressful experience and university students encounter a great deal of academic, personal and social stress during their academic activities Stress can be identified as a

multi-dimensional phenomenon that is focused on a dynamic relationship between the individuals and the environment. Although some degree of stress is essential to stimulate and motivate individuals to achieve their goals.

(Said, 2014)**.**Time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This process encompasses a wide scope of activities, including: planning, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities.

(Aiken et al., 1991)**.** Is the perception of academic performance among peers biased to the disadvantage of students with migration background (MB)? What role does friendship among peers play for the perception of performance differences? In a quasi-experimental study, 9th graders with and without MB attending school in Germany rated the performance of a comparison partner relative to their own performance after taking a mathematics test.

(Aldwin and Greenberger, 1987)**.** There is a significant difference in the level of perceived stress between the beginning and middle of the semester but not significant between the middle and end of the semester. With regards to academic performance, there is no significant correlation in the level of perceived stress at both the beginning and middle of the semester.

(Elias et al., 1997) In simple terms, social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students.

(Felsten and Wilcox, 1992)**.** Examined the effects of stress and cumulative situation-specific mastery beliefs and satisfaction with social support on somatic and psychological symptomatology and academic performance of 146 college men. Stress was directly related to increased symptomatology and decreased grade point average (GPA), whereas mastery beliefs were directly associated with reduced depression and anxiety. Satisfaction with social support was related to anxiety through an interaction with mastery.

RESEARCH METHODOLOGY

The main objective of the study was to find if there exists academic stress among students. Further, this study was also conducted to understand if there gender wise and stream wise differences in academic stress reported by the participants. Differences in gender and stream were also noted in the different dimensions or sources of stress as assessed by the Academic Stress Scale. It was hypothesized that there exists significant gender differences and stream wise differences in academic stress. It was also hypothesized that the sources of stress will also significantly vary among gender and the different streams.

Primary data is the data which is collected by a researcher from the respondents to know the public perspective on his research topic. This primary data will mostly systematically be prepared in questionnaire patterns.

Secondary data is the data which has already been collected and analysed by some other researchers is called secondary data. It was mostly sourced from websites, magazines, articles, books, journals etc.

In this research both the nominal scale and ordinal scale measures were used. The ordinal scale was used to identify the demographic data i.e. name, age, place of living etc. and the ordinal scale was used to identify the perspective of the public on the questions mentioned by researchers. Both the ordinal and nominal scale give a range of factors establishing the customer's satisfaction on quality service provided by e-commerce websites, apps etc. after collection of data it was edited for convenience by the reader. Later the collected data was inserted in this article in the mode of table to show the relations using the graphs, pie diagrams etc. by using the SPSS software.

Statistical tools used for data analysis: Percentage Analysis; Mean Analysis; Independent T – Test; Annova

DATA ANALYSIS AND INTERPRETATION

ANALYSIS FOR GENDER

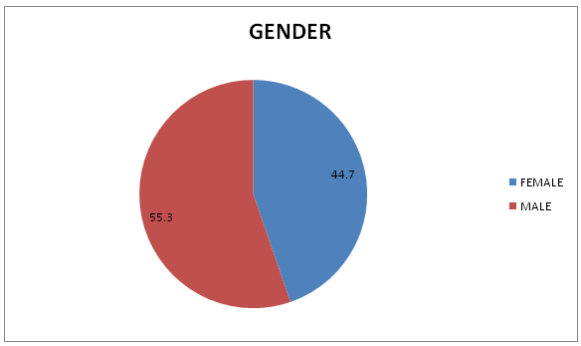

Fig.1: Analysis Of Gender

INTERPRETATION:
FIGURE:1 indicates the frequency analysis of Gender of the respondents. From the table it is clear that majority of the respondents are Male (55.3%) and female respondents are (44.7%)

ANALYSIS OF EDUCATION LEVEL

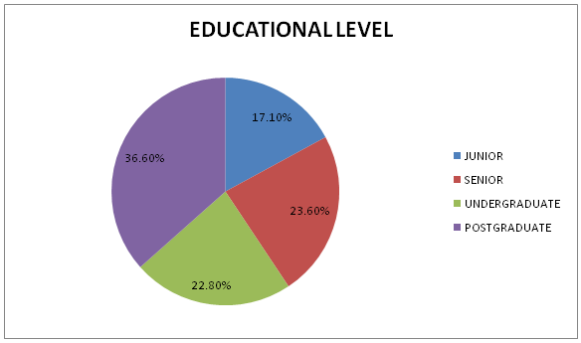

Fig.2: analysis of education level

INTERPRETATION:
FIGURE:2 indicates the frequency analysis of Education level of the respondents. From the table it is clear that majority of the respondents are those whose Education level between Post graduate (36.6%)followed by the Education level which between Senior (23.6%) followed by the
Education level between Undergraduate (22.8%) and followed by the Education level between Junior (17%)

ANALYSIS OF USUAL CAUSE OF STRESS IN YOUR LIFE

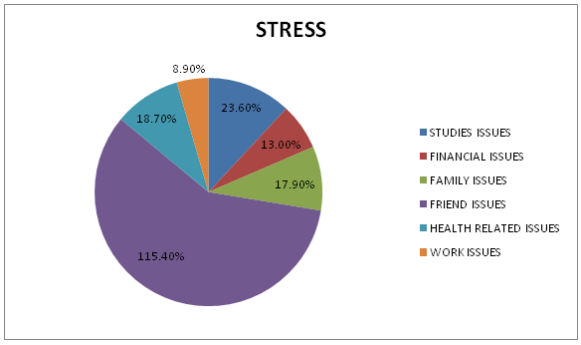

Fig.3: analysis of usual cause of stress in your life

INTERPRETATION:
FIGURE:3 indicates the frequency analysis of Cause of stress of the respondents. From the table it is clear that majority of the respondents are those whose Cause of stress between Studies issues (23.6%) followed by the cause of stress which between Health related issues (18.7%) followed by the Cause of stress between Family issues (17.9%) followed

by the cause of stress between Friend issues (15.4%) followed by the cause of stress between Financial issues (13.0%) and followed by the cause of stress between work issues (8.9%)

ANALYSIS OF USUAL CURRENT ACADEMIC CONTEXT

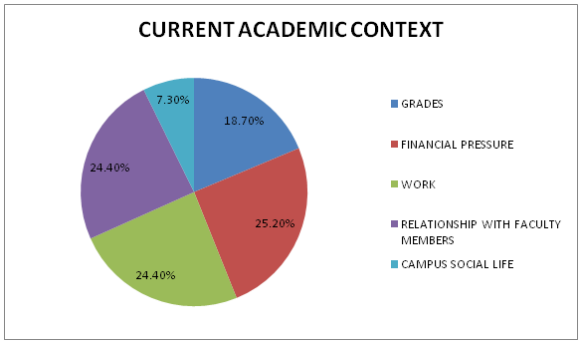

Fig.4: analysis of usual current academic context

INTERPRETATION:

FIGURE:4 indicates the frequency analysis of current academic context of the respondents. From the table it is clear that majority of the respondents are those whose current academic context between financial pressure (25.2%) followed by the current academic context between work (24.4%) followed by the current academic context between Relationship with faculty members (24.4%) followed by the current academic context between Grades (18.7%) and followed by the current academic context between campus social life (7.3%)

T - TEST ANALYSIS

Table 1: Analysis Of Gender And Stress Level

S.No	FACTOR	T-VALUE	SIGNIFICANCE
1	STRESS LEVEL	0.609	0.492

INTERPRETATION:

Table 4.1 shows the independent t-test analysis of Gender and Stress level. It is visible that the 'p' value (0.492) is greater than 0.05 which means that there is no significant difference between the gender with respect to the customer satisfaction.

ONE WAY ANOVA ANALYSIS

Table 2: Education And Stress Level

S.NO	FACTOR	F-VALUE	SIGNIFICANCE
1	STRESS LEVEL	13.613	0.000

INTERPRETATION:

Table 4.2 shows the one-way anova analysis of Education and Stress level.From the analysis it is clear that both the 'p' values of stress level factor (0.000) are less than 0.05. It is interpreted that there is a significant difference among the Education with respect to Stress Level.

MEAN ANALYSIS

Table 3: Mean Analysis Of Safety Measures

S.NO	STRESS LEVEL	MEAN	RANK
1	Do you face any financial problems	1.5285	1
2	Do your parents force you to study when you are not interested	1.5203	2
3	Do you have burden	1.4553	3
4	Do u share others when u feel stressed	1.2033	4
5	Does stress destroy your mood swings on your studies	1.1951	5
6	Have you learned how to deal with with stress better in general	1.1301	6

7	Would you now be able to give advice to your friends on how to deal with stress better	1.1057	7

INTERPRETATION:

The mean score and rank are displayed in table 4.3 It shows variable "Stress level" includes highest mean score of 1.5285 followed by parents force (1.5203),burden(1.4553),share others (1.2033), the moodswings(1.1951),learned(1.1301),Advice(1.1057)

CONCLUSION

The study was conducted to understand the perception of the students' academic stress has a moderate level of stress. It also showed that environmental and academic components of stress were found in the students and they can face financial problems and showed that environmental and academic components of stress were found to be higher among the students. Explicitly Speaking, lack of a fair grading system, academic overload, difficulty in dealing with student's stress level and making them to be normal and making them have the courage to do some work and saying everything will be alright.

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