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Impact of stress factors on college student's Academic performance

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Abstract: *Stress is the feeling when we are under pressure, while stressors are the things we respond in our environment. Most people are unaware that they are affected by stress until it causes health or others problems; Stress is a fact of everyday life. In today's scenario stress create a greater impact on college student's Academic performance. Students perceive a vast amount of stress during their semester examination. It varies from semester to semester and creates a negative scoring on GPA. The purpose of this paper is to identify the stress factors and its impact on college student's Academic performance. The sample size used for the study is 250 college students. Keywords: Coping skills, College students, Social Support, Stress, Students Perceived Stress Scale (PSS) developed by cohen & mermeistein in 1983 & Students Stress Scale (SSS) were the instrument used to measure the amount of stress and its impact factor concerned. The study indicates students is under large amount of stress and the study found certain factors like health issues, career and social activities affect students Academic performance.*

Keywords: *Stress, Grade Average Point, College students, Academic performance.*

I. INTRODUCTION

College is the stressful time for many students. College students have to face to achieve their academic goal. In such a situation college students have different stressors such as financial, Family, Time management, health issues, social factors to achieve their Academic performance. The way that Academic performance can be measured through Grade Average Point (GPA). Many researchers found the correlation that exists between stress factors and its impact on Academic Performance. According to Hatcher & Prus (1991) referred these stress factors as Academic situational constraints. They found many factors that diminish student's Academic performance.

There are number of health related factors that can contribute students Academic Performance and have an adverse effect on GPA. According to Hammer et.al (1998) referred as an amount of exercise, nutritional routine and the social support all three plays a major role to contribute how students actually perform. College students face different kinds of stressors in their path of curriculum studies & in life. Previous researchers found that the college students perceive a high level of stress during their academic education. According to Lazarus stress is the result of an individual's perception that they do not have the resources to cope with a perceived situation from the past, present & future. Stress is a situation that occurs when a individual is confronted with a situation which is perceived as overwhelming. Many studies found that too much of stress or chronic stress can cause & harm physical & mental health of the students & increase the risk of effects in our body. Coping strategies are classified into active & avoidant coping strategies. Avoiding coping strategies either be behavior or psychological response designed to change the nature of stress ors. Active coping is considered as a better way to deal with the stress while avoiding coping I considered as a psychological factor for stressful events.

On the other hand the effects of Perceived social support many researchers found social support from family, friends and mentors can create tremendous environment on success of college students. Sleep deprivation also affects the students GPA.

According to Kelly, Kelly & Clanton (2001) in his research he classified sleepers into three categories (i) short sleepers (ii) Average sleepers (iii) Long sleepers. The study found that people were considered to be long sleepers reported higher GPA.

II. LITERATURE REVIEW

Kamarudin Rafidah , (2009) found in the research the relationship that exist between stress factors, Perceived Stress & Academic performance. Perceived stress scale (PSS) developed by Cohen, Kmarack & Mermelstein, (1983) were the instrument used for the study. The result of the study indicates many of the students experience stress but at moderate level. But significantly between the level of Perceived stress at the beginning of the semester. The study also suggested parents must in better position t give advice, motivate the students & to have moral support to reduce & to overcome stress.

Shum (2011) examined the relationship among academic self efficacy, stress coping skills & academic performance. The study revealed that individuals who engaged in Emotion – Focused coping had lower self efficacy levels.

Levin, Ilgen & Moos (2007) examines the mediating effect of Coping, personal belief & Social support which is directly or indirectly associated with stress, depression & coping strategies.

Pooley et.al (2002) examined the relationship among academic self- efficacy, stress coping skills & academic performance. The study revealed that individuals who engaged in Emotion- focused coping had lower self efficacy levels.

III. OBJECTIVE OF THE STUDY

- To identify the factors influence Academic performance.
- To evaluate the relationship exist between stress & AP.
- To identify direct correlation between stress & Academic Performance among college students.
- To study the relationship between factors affecting the Academic performance of students.

Hypothesis

H1: To identify the factors influence Academic Performance.

H2: To evaluate the relationship exist between stress & Academic performance.

H3: To identify direct correlation between stress & Academic performance among college students.

H4: To study the relationship between factors affecting Academic performance for students.

IV. RESEARCH METHODOLOGY

Research Instrument:

To validate the study Structured Questionnaire is used as the research instrument for the study. Perceived Stress Scale (PSS) developed by Cohen & Mermeistein were the instrument to study the amount of stress students perceives and it consists of 14 item scale. Students Stress Survey (SSS) by Ross . et al (1999) were the instrument used to measure the sources of stress.

Data set:

The source of data is collected from the primary data through Questionnaire.

Sample Size:

The populations for the study were 250 undergraduate students from top five colleges in Chennai.

Statistical Tools:

- Demographic Analysis

- Descriptive Analysis
- Reliability Statistics
- ANOVA
- Regression Analysis

Measurement scale:

A Likert Scale is used & the respondents can select a numerical score ranging from 1 to 5 for each statement.

A. Demographic**Analysis**

Gender(Variable)	number	percentage
Male	210	56
Female	166	44

B. Descriptive Analysis**(Level of stress)**

Stressors Domain	Mild (0-1.00)	Moderate (.01-2.00)	High (2.01-3.00)
Interpersonal Stress	0%	0.5%	87%
Intra personal Stress	3%	1.6%	45%
Academic Sources	3%	87%	23%
Environmental Sources	2%	35%	7%

C. Reliability Analysis

Cronbachs Alpha	No. of Items
.713	40

D. ANOVA Analysis

Model	Sum of Squares	d.f	Mean Square	F	Sig.
Regression	6.543	5	1.233	18.42	0.12
Residual	144.038	255	.877	-	-
Total	147.98	243	-	-	-

V. SUGGESTIONS AND RECOMMENDATIONS

The colleges should concentrate more on coping strategies for the students. Its better that the colleges can further look into for the concept of coping in the academic setting. The measure used in the study was general, the studying scale it was not created specially designed to measure the coping style for students. There are number of predictors for studying stress associated with stress of students but each variable cannot be focused for the study. It is very much important to develop a well balanced environment for improved balanced study. A focus on student's needs & problems can help to prevent the harmful effects of stress on Academic Performance.

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