IMPACT OF ACADEMIC STRESS AND PERFORMANCE AMONG UNDERGRADUATE STUDENTS FROM SELF-FINANCING COLLEGES IN CHENNAI CITY

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KEYWORDS	ABSTRACT
Academic stress, Academic performance, Undergraduate students, Impact, Stress level, Exams, Self finance Colleges.	Academic stress is common among students, and it can lead to low self-esteem. Academic life is full of pressure such as parental expectations and triumphs. An individuals desire for academic self-actualization is an excessive quantity of homework, arguments with classmates, and final writing assignments. The transition of pupils from school to college is natural. Stress is primarily caused by changes throughout the academic period. At the college level, students have additional challenges. Getting outstanding grades cause them stress, limiting their capacity to impress their parents, friends, and others. The Researcher has concentrated on stress level of undergraduate students on the basis of education, technology, personal, environment and the impact on academic performance. The researcher has collected primary data through online survey from 300 undergraduate students of Self Financing Colleges in Chennai city. Chi-square, Simple Percentage analysis have been used for Statistical analysis. The purpose of the study is to identify the various factors of the students stress level and the measures or activities to overcome the stress level.

INTRODUCTION

Academic stress is a type of stress in which a student reacts to the burdens placed during their academic career. Peer competition, poor time management, a large number of tasks, and family obligations. Academic accomplishment is positively correlated, while anxiety levels were found to be weakly correlated [1]. Academic self-efficacy moderates academic anxiety's mediation function in the link between academic stress and academic

burnout [2]. Stress is seen as a natural part of student life, and it may impact coping techniques used to manage classroom responsibilities. Stress management classes to be handled in every college. The lectures and discussions do not create cognitive, social, or emotional competencies, these sessions can aid students in learning them[3].

Emotional intelligence abilities seeks less stress and improve coping mechanisms [4]. When youngsters start high school, they face difficulties in both intellectually and physically. In addition, they grow in cognitive capacity, which forces them to view and comprehend the world in different ways. The main issues facing by students are poor memory, lack of parental appreciation, the school environment, individual worries, fear of teachers, exam anxiety, ongoing insecurity, competing expectations from parents and society, growing rivalry and parental attitudes [5].

Counselling sessions and other student support systems should be better structured to address concerns including time management, healthy coping mechanisms, career assistance, and enhancing the self-esteem of those impacted. It's important to focus on creating a stress-free study space in the classroom without adding to the already heavy workload [6]. The majority of the students are able to manage stress despite efforts to do so. It might be required to incorporate stress management training into the syllabus to assist students in developing skills to cope with stress. Courses focused on managing stress through techniques such as relaxation, positive attitude, and effective time management. Practicing yoga can assist students in developing effective ways to manage and decrease stress in their daily lives [7].

The educational departments at a self-governing university in Madhya Pradesh mostly experiences moderate stress levels. Faculty members are indicating that work-related stress is considered the most significant factor. The second most prominent stressor is personal and professional development. The third ranked stressor is techno stressor and the organizational climate stressor is the fourth ranked stressor. Among colleagues and students, stress related to interactions are considered to be the least important stressors [8].

Students were present based on both their gender and their academic track. Education, in terms of school structure, significant differences were found in terms of family type and medium of instruction. Male students mentioned that they went through more intense academic pressure compared to their female peers. Similarly, students majoring in science also experience academic stress [9]. Mental health problems impede success of the pupil's. These problems also negatively impact the ability to interact socially and respond effectively difficult circumstances. Coaching staff should provide compensation focus on student anxiety during education and create universal strategies. Programs focusing on stress management techniques like workshops should be added in the curriculum. Students must also develop the skill of effectively organizing their study hours, sacrificing their leisure pursuits and their hobbies, shorter periods of sleep, as decreased sleep hours are linked with as indicated by increased levels of depression in our data research [10].

LITERATURE SURVEY

The researcher has tried to summarize various aspects of the study by analysing the existing literature.The relevant literature is selected and retrieved from popular search engines and databases such as Google Scholar, Shodhganga, Science Direct and Elsevier

according to the objectives of the study. These reference sources include online journals, books, and research papers published in online journals, and reports on academic stress, how it affects the undergraduate students from self financing colleges and academic performance. The evaluations relate to writers who are both Indian and foreign.

Academic Stress

To succeed educationally, pupils must develop good coping techniques and perseverance throughout challenging situations. Furthermore, flexibility shows a positive link with academic stress and a negative relationship with suicidal idea. Individuals who manage effectively with academic stress are more likely to recover and avoid suicidal thoughts [11]. Academic stress and unfavorable learning experiences may raise the chance of being overweight or obese. Interventions are needed to alleviate academic stress among college students and perhaps lower the prevalence of overweight and obesity [12]. There is limited research on the link between academic stress and mental problems, particularly depression and anxiety. Proactive approaches, such as early identification of high-risk people and stress management courses, can effectively control student stress [13]. Problem-focused coping helps youngsters stay motivated and perform well, but emotion-focused coping does not. When academic stress affects a student's grade, it emphasizes the importance of excelling in class. It encourages students to create a study plan, manage their time, and use a study guide can lead to improved motivation and performance. College teachers who understand how students' coping styles impact motivation and performance may train them to be more effective copers, leading to greater teaching outcomes[14].

Colleges should promote a friendly and effective learning atmosphere for students.Preparing medical students for their careers entails more than just acquiring information and abilities. It also requires them to follow professional behavior principles. Early detection and adequate management of stress need support and coaching. Providing health education programs, mentorship, and reducing information overload in the curriculum can help undergraduates deal with the demands of higher education. College students' psychological well-being should be prioritized, along with the instructional approaches used. It is concluded that three major concerns must be addressed: More attention needs to pay attention to educational processes, appreciate teachers and their instruction, and provide adequate support systems for college students and trainees[15]. A corpus of information about students' academic pressures and how they respond to them. More study on academic stress among international students is needed to better understand the disparities by country and level of acculturation. It's important to investigate how academic stress affects students' time management, coping techniques, and support networks, as these elements may differ between cultures. Future research may also look at the influence of gender role expectations on perception and reactions to academic stress[16].

Academic Performance

Academic achievement can be influenced by factors such as socioeconomic position, parental education level, and attendance. The gender and nationality engagement in ECA,

ambition to pursue higher education, Learning preferences contributed to pupils' academic performance. Performance improved considerably. It is important for educators to recognize the aspects that might lead to pupils' academic accomplishment in order to develop better classroom activities. [17]. To make learning more successful, teachers should provide tasks that require students to investigate, formulate, reason, and solve issues, rather than just asking them to recall material.. The atmosphere with a presentation from the teacher followed by a lecture does not encourage learners. Students engagement and reasoning skills do not meet the needed level. Students have a greater understanding when students are involved in problem-solving tasks during class, they are more likely to grasp the important concepts[18]. Collaboration between teachers and schools is key to maximizing student involvement at university. Improving student involvement can lead to more effective learning experiences [19]. Many students will value face-to-face training, social networks may effectively adapt similar ideas to virtual classrooms. Technical issues such as slow speeds and poor network access can hinder communication on social media platforms [20].

SCOPE OF THE STUDY

Colleges have started offering self-financing courses to give students a foundational understanding of business and to get them ready for exploring prospects in both non-professional and professional education. This study helps to measure the impact of academic stress and performance among undergraduate students from Self Financing Colleges in Chennai city.

NEED FOR THE STUDY

The issue of academic stress in students has long been studied, and researchers have identified a number of significant stress such as student staff relationship, frustration in daily studying, boring in attending classes on daily basis, dissatisfaction in grading system. The current study highlightes the impact of academic stress and performance among undergraduate students from Self Financing Colleges in Chennai city.

SIGNIFICANCE OF THE STUDY

Future researchers gathering information about how stress affects students' academic stress and performance can refer to this study. The study's finding will assist the counselling, management, and administrative department of the college offer the right kind of counselling to the students. The government and specialist institutions would benefit from the study as they establish policies and initiatives to mitigate the detrimental effects of stress on students. The study's finding will serve as the cornerstone for promoting the widespread adoption of a fresh, optimistic outlook on student life, that will guarantee the academic achievement.

OBJECTIVES OF THE STUDY

1. To assess the amount of academic stress faced by undergraduate students.
2. To ascertain and investigate the disparities in academic stress from the stream of study.
3. To identify the utmost beneficial technique for managing the academic stress on the basis of gender.

TESTING OF HYPOTHESES

1. Relationship between academic stress and the stream of study.
2. Relationship between academic performance and the stream of study.
3. Relationship between the stress managing techniques and gender.

RESEARCH METHODOLOGY

Both primary and secondary sources of information were used in the research.. There have been 10 colleges that have taken part in the study. The sample size is 300. The respondents were 30 UG students from each Self-Financing Colleges in Chennai city.

Sources of Data
A] Primary Data – Data were collected by a self-structured questionnaire.
B] Secondary Data – Books, websites, magazines, and other resources were used.

Questionnaire Design

The primary data is collected through the well structured questionnaire which consists of close ended, scaling and ranking questions. The questionnaire consists of 4 parts. The First part deals with demographic variables of undergraduate students from self financing colleges in Chennai city. The Second part is useful to find out the level of academic stress among the college students in Chennai city using Likert's 5 point scale. It helps to find in what extent the stress has affected the students of UG level in chennai city in their day-to-day work. The Third part is useful to find out the level of academic performance among the undergraduate students from self financing colleges in Chennai city using Likert's 5 point scale.The Fourth part contains stress managing techniques it is framed to assess how often they apply some techniques and actions to cope up with their stress using ranking questions.

Statistical tools used
Data obtained from undergraduate students in Chennai City is organized and summarized for analytical purposes. The primary data set is analyzed carefully with the statistical methods listed below.
1. A simple percentage analysis is employed to characterize the demographic profile.
2. Pearson's Chi-squared Test

Reliability Statistics

Cronbach's Alpha	N of Items
0.098	27

Reliability refers to the degree to which a scale delivers consistent results when the values are repeated several times. If the association in reliability analysis is high, the scale generates consistent quantification results and so is consistent 0.098 will be a appropriate level.

Hypothesis Testing

1)H0 = There is no significant relationship between the academic stress and the stream of study.

H1 = There is significant relationship between the academic stress and the stream of study.

Significance of Academic Stress on the Stream of Study based on 0.05 level
(Pearson Chi –Square)

Variables	Level of Academic Stress	P Value at 0.05 level
Arts	Difficulty in communicating and learning the language	0.01
	Lack of technology usage inside the college leads to tension	0.05
	Conducting exams very often	0.07
Commerce	No appreciation for getting good marks in exams	0.01
	Spending money on educational aids	0.38
	High College Fees	0.03
Science	Insufficient infrastructure within the college	0.23
	Insufficient cooperation from non-teaching personnel	0.45
	No proper food available in college	0.00
	Huge expenditures for transportation to the college	0.04

Chi-Square is commonly used to evaluate the relationship exists on the variables while using the cross tabulation. The main purpose of the test of independence assesses whether there is a significant relationship between two variables by comparing observed values in the cells and expected values were exactly independent each other.

The Pearson's chi-square estimated value for all "Academic stress" was significant at the 0.05 level. If the significant result in SPSS is less than 0.05, reject the null hypothesis and accept the alternative hypothesis. The p value is less than 0.05, hence reject the null hypothesis. As a result, there is a considerable relationship between academic stress and the stream of study shown above in the table.

2)H0 = There is no significant relationship between academic performance and stream of study.

  H1 = There is significant relationship between academic performance and stream of study.

Significance of Academic Stress on the Stream of Study based on 0.05 level (Pearson Chi –Square)

Variables	Level of Academic Performance	P Value at 0.05 level
Arts	Revising the topics taken by Professors	0.01
	Subject related discussion with classmates	0.05
Commerce	Practising previous year question papers	0.00
	Learning subjects through video mode	0.00
Science	Writing and practising the content which have studied	0.13

     Chi-Square is commonly used to evaluate the relationship exists on the categorical variables when using the cross tabulation. The main purpose of the test of independence assesses whether there is a significant relationship between two variables by comparing observed values in the cells and expected values were exactly independent each other.

     The pearsons chi-square calculated value for all the level of academic performance was significant at 0.05 level. Using, SPSS, if the significant value is less than 0.05 then reject null hypothesis and accept alternate hypothesis. From the results the significant value is less than 0.05 so, reject null hypothesis. Hence, there is significant relationship between all the mentioned variables and academic performance mentioned above in the table.

3) H0 = There is no Significant relationship between stress managing techniques and gender.

  H1 = There is Significant relationship between stress managing techniques and gender.

Significance of Academic Stress on the Stream of Study based on 0.05 level (Pearson Chi –Square)

Variables	Stress Managing Techniques	P Value at 0.05 level
Boy	Breathing techniques	0.02
	Rest well at night	0.01
Girl	Spending more time in social media	0.00
	Play Music Instruments	0.02
	Compare Yourself with others	0.23

Chi-Square is used to test the independence, homogeneity and goodness of fit among the various factors with the demographic variables. The main purpose of using the test was to test whether there is a significant relationship between two variables.

The pearsons chi-square calculated value for all the stress managing techniques was significant at 0.05 level. Using, SPSS, if the significant value is less than 0.05 then reject null hypothesis and accept alternate hypothesis. From the results the significant value is less than 0.05. So, reject null hypothesis. Hence, there is significant relationship between the stress managing techniques and the gender mentioned above in the table.

Table Shows the Activities to Reduce Stress

ACTIVITIES TO REDUCE STRESS	PERCENT	RANK
Spending more time in social media	48%	1
Play Music Instruments	32%	2
Rest well at night	10%	3
Breathing techniques	8%	4
Compare Yourself with others	2%	5

Major Findings of the Study
- There is a significant relationship between academic stress and the stream of study
- There is significant relationship between academic performance and stream of study.
- There is a significant relationship between stress managing techniques and gender.

CONCLUSION

The researcher have analysed the academic stress and performance among the undergraduate students from self financing colleges in Chennai city and also identified the stress managing techniques to reduce stress. Most of the students feels that academic stress in under graduate level is because of the difficulty in communicating and learning the language, Lack of technology usage inside the college leads to tension, conducting exams very often, no appreciation for getting good marks in exam, high college fees, no proper food available in the college, huge expenditures for transportation to the college. Most of the boy students from science stream face high stress level. The Students feel that academic performance is based upon the revising the topics taken by professors, subject related discussion with classmates, practising previous year question papers, learning subjects through video mode. To alleviate academic stress, students want to spend more time on social media and perform musical instruments. Further communicate the everyday activities to the parents and discuss the college activities, that will significantly alleviate the tension. Make plans to spend Saturday and Sunday with the family and friends in a different place. Never spend the entire day focused on academic tasks; instead, enjoy yourself and moreover education enable students to make better decisions for themselves and to be self disciplined.

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