

Brunt of Academic Stress among MBA Students in their Course with an Elucidation

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Abstract--The theme of the study is to explore the areas of academic stress among the Masters of Business Administration students. So many researchers in the fields of behavior science have carried out extensive research on components of academic stress and other stresses which also shows the impact on students. This research further tries to enlighten each one of the components of stress, which will affect the overall performance of the students. As per our study, we identified around eleven micro issues under curriculum, six sub issues regarding assignments four micro issues under placements. The sample opinions have collected from 116 Masters of Business Administration students.

Keywords: Stress, Academic stress, students.

I. Introduction

Stress is a common phenomenon if it is not well managed it will rise disasters, India stands at top largest education system in the world. In India system of education has been divided into two major types: Core and Non-Core education. The “core” team consists of primary and secondary education^[2]. While, non-core deals with pre-schooling, vocational training and coaching classes. Masters of Business Administration is related to non-core. In India there are more than 1500 colleges are providing two years MBA programs^[6].

The nature of stress will be result both positive and negative consequences if not well managed. Different

Institutions have their own unique style of work settings. Compared to non-academic therefore one would accept the difference in symptoms^[7], results and consequences of stress in two segments in student life stress seem to be common. They have to survive from the stress to complete the course into go for further professional training. The idea of the research came from observing students and their interactions during the teaching lesson process.

Press coverage, express in the on January 13th 2016 reported that claim records Bureau figures show Indian students^[8] committing suicide rate has raised to 49.89% a year for 15years. According to 2000 estimate 26.22% in 2001-27.34%, 2002-29.32%, 2003-32.28%, 2004-34.96%, 2005-38.28%, 2006-40.39%, 2007-44.95%, 2008-50.18%, 2009-53.39%, 2010-60.05%, 2011-64.08%, 2012-66.42%, 2013-69.78%, 2014-73.04%, 2015-76.06% of suicides involved the students age between 20 and 29 years. The suicides occur because students motivated to kill themselves is invariably academic pressures. This accounts for 98% suicides^[9] in the student age group of 20-29 but psychiatrists has short listed the pressures into three specific reasons: Deprivation of sunshine, exam results and also copycat syndrome.

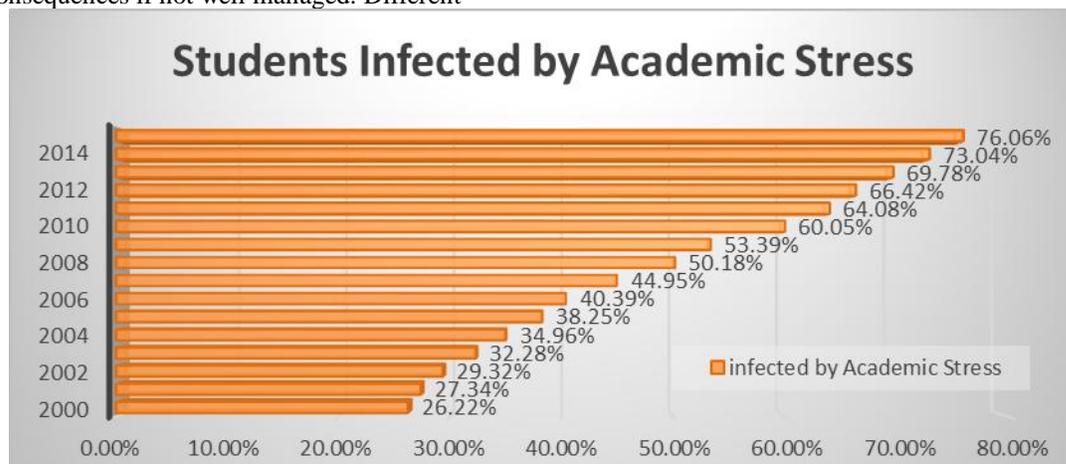


Table 1: students infected by academic stress

Present days all education institutions turned into rat race grounds. The theme of acquiring knowledge and wisdom has been stripped down to a mere ranks game. As

we see the dreams of the students is not fulfilled in the future. Because of unreasonable pressures and stress inflicted on them because of the rat race^[10]. The stress

shows impact on performance and mental health of the students.

II. Literature Review

2.1. Definition of Stress:

Stress can refer to experiencing perceived as endangering one's physiological stress, psychological or physical wellbeing or a combination of these and when there is excessive there is excessive pressure its intensity and chronic nature pressure, its intensity and chronic nature can lead to mental and physical illness including depression, nervous breakdown and heart disease. - Quick, Nelson and Hurrell, 1997^[13]

Stress is a common phenomenon which has both impacts in positive and negative and shows impacts on the character, mental conditions of a person are commonly determined as Stress.–Sai Chandu.K

The pressure in taking workloads vice-versa to time, combining these parameters will thoughtfully raise the feeling is called Stress. – Thejaswi. Y

2.2. Impact of Academic Stress:

From the literature Andrews, B. & J.M. Wilding (2004) an apparent increase in seriously disturbed students referring student health services in the United Kingdom has confirmed the stress affects student's mental health and academic performance. The current investigation the student's anxiety and depression increase after pursuing their MBA Course, the impact of adversity, anxiety and depression shows impacts on exam performance.

2.3. Stress among MBA Students:

The management education is the branch of the arts course, which means study to society this subject as no defined content as other science subjects has for an example: we can demonstrate gravity by dropping a pen to the ground but it is not so easy to define EGO by any simple experiment. In this medium, that facilitates improvement of leadership qualities and technic in positive motivation. Therefore, the syllabus is vast that a single subject in a semester cannot be completed successfully in a given time. Along with it the assignments, mid exams are the additional stresses are adding to the academic course on the pressure to earn good grades and to crack the campus drives. According to Ross, Nibling & Heckert there are several explanations for increasing stress levels in college life^[14]. First, students have been to make emphasis adjustments to college life^[5]. Second, because of the pressures in studies, there is a strain placed on interpersonal relations among

students to students, professors and management. Third, housing arrangements (Location) and changes in lifestyle contributes stress experienced by college students and ineffective coping skills, whereas, this factor responsible for stress but it is worth nothing that even order to reduce stress. So it is the primary responsibility of researchers to develop appropriate strategies that will help to defeat symptoms and causes of stress^[1].

III. Aim and Objectives of the study

The main aim of our research is to understand “The Impact of stress upon performance and philological health of management students”. In this study, we realize the academic stress contains institution related compounds, teamwork^[12] related aspects, factors related to assignments, families, high expectations and also the impact of time management and the stress levels of the students^[4].

3.1. Objectives:

Based on the review of the existing stress literature, this project addressed the following specific questions, which will guide this study;

1. To develop students to face the stress, changes and challenges of competitive world and to succeed in their professional life.
2. To relies the academic stress and its factors.
3. To inculcate a high sense of positive motivation to commitment among the students to achieve the goals.
4. To provide an environment that promotes the professional development of students and faculty members in a stress free environment

Each objective further divided into FIVE questions for facts finding.

IV. Methodology:

The project evaluates the Stress Management with the help of the most appropriate tool for human resource management analysis like QUESTIONNAIRE. Hence, it is essentially fact finding study. It contains only Primary data study^[11]. By using of Mean & Median statistical analysis. By using the management tool commonly known as five ractor scale for all the questions as the figure below



4.1. DATA COLLECTION

4.1.1. Primary Data:

Primary data are the first-hand information that is collected during the period of research primary data will be collected through Questionnaire held with the student. With the help of questions listed below.

- ✓ Can you feel a keen competitive atmosphere between students in the academic year?
- ✓ Is your academic syllabus heavy?
- ✓ How do you feel about course material?
- ✓ How do you feel about presentation and assignments?
- ✓ How do you feel about your exam procedure?
- ✓ Rate the performance of the academic overload?
- ✓ What is the level of the support from your faculty?
- ✓ Does it your campus environment to support your professional development?
- ✓ How do you feel about your college dressing code?
- ✓ Lack of communication between college and university?
- ✓ Rate the class timetable?
- ✓ How do you feel about your university academic timetable?
- ✓ Is the entire university information pass in formal communication?
- ✓ Rate your university with other university?
- ✓ Rate the performance of your college compare with other college?
- ✓ Rate the support from society?
- ✓ How Do you feel about friend's behavior in your week times?

- ✓ Affect the family finance problems on education?
- ✓ How to affect your background education to your management Studies?
- ✓ Rate the support from your family?

4.1.1.2. Secondary Data:

The Secondary Data is collected for publisher, magazines, journals, bulletins, websites and annual reports, etc., Published by the organization. In addition to these, several structured interviews, and unstructured interviews, have also been conducted with specialists on the subject and also a number of persons who are connected by hook or cook, either directly or indirectly to know about the stress management.

4.2. Statistical tools used for data collection:

A questionnaire with a set of questions was constructed and admitted to sample students of the university to elicit first-hand information related to the stress management practices of the student at post - graduation level

4.2.1. Statistical Analysis tools:

The questionnaire schedule method is used for gathering data, which are relevant for the research conducted among various categories of students. The data collected through the schedules from primary sources have been processed and the result are analyzed using chi square test, mean, and standard deviation^[15].

4.2.2. Factor Analysis:

As per the data collected from first hand, we did a statistical analysis to find out the real factors in student stress life. Here we performed mean, Standard deviation and chi square test. The result shows in the following table and the graph will clearly express the actual stress levels facing by our sample students. These samples represent the mass factors of other students indifferent institutions, areas, regions, universities and also reflects to the other educational branches. For Example Engineering, Diploma also applicable.

V. Statistical Analysis Include

S.NO	Objectives -1		Objectives -2		Objectives -3		Objectives -4	
	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE
STRONGLY AGREE	133	26.6%	120	24%	116	23.2%	169	33.8%
AGREE	178	34.5%	140	28%	120	24%	147	29.4%
MODERATELY AGREE	90	18.75%	90	18%	92	18.4%	95	19%
DISAGREE	56	11.2%	107	21.4%	110	22%	59	11.8%
STRONGLY DISAGREE	43	8.6%	44	8.8%	62	12.4%	30	6%

Table 2: Pilot Project Data Analysis

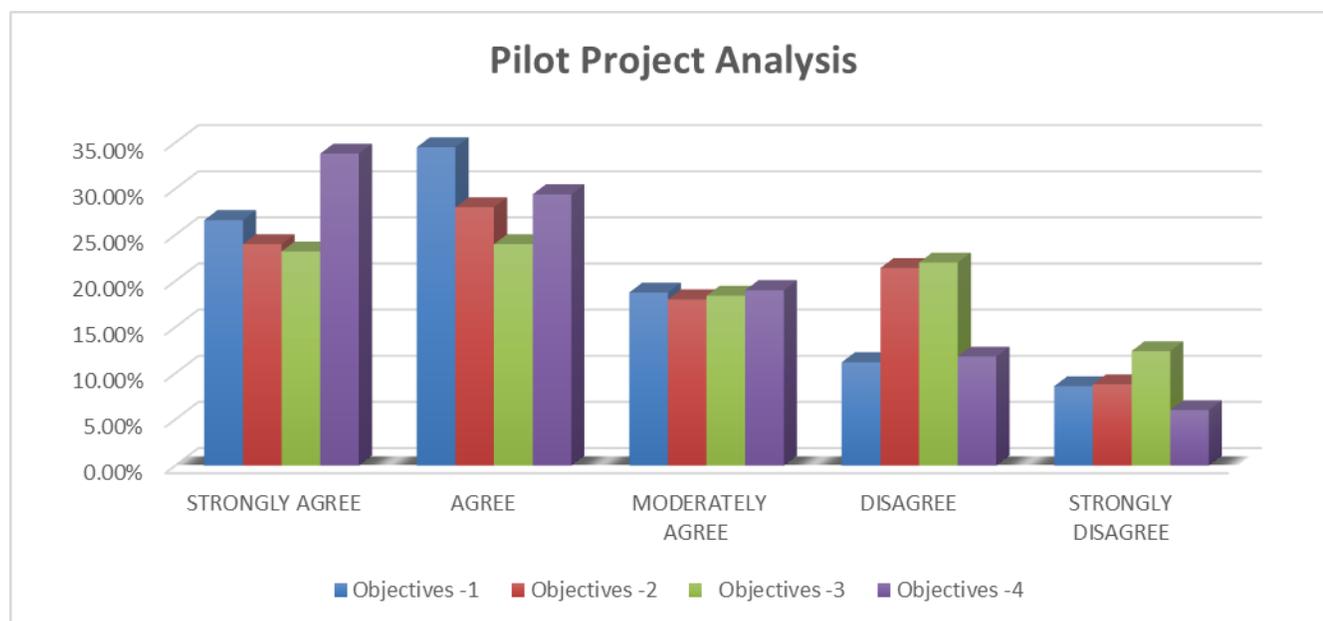


Chart 1: Pilot Project Data Analysis

VI. INTERPRETATION

By the result of the four objectives, which are mainly formed on academic stress, intra personal relations background education and family higher expectations. Each objective further subdivided into four or five characteristics on each characteristic we formed one to two questions, which altogether formed this result as shows four objectives on a five - rector scale. Objective one represented with blue color, Objective 2 in orange color, Objective 3 in gray color and objective 4 in yellow color.

As the interpretation shows majority of students facing the higher level of stress in their two years of Management program.

EPILOGUE

By observing the highlight project and looking after the effects of stress and the management of stress. We strongly conclude that the theoretical elaborated theories and essays will not help the students in gaining leadership qualities, building of teamwork and positive motivation and it is not even possible for an expertise professor to complete his/her syllabus in time without pressuring a student. Therefore, as we know "CHANGE" is the constant thing in the world as it flows, we have to convert this theoretical and elaborated theory should be converted into Case studies and practical practices.

NOTE: BOTH AUTHORS HAS EQUAL CONTRIBUTION FOR THIS PAPER

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