



A Study On Academic Stress Among The Degree Students Of Hubli City

¹Vaishnavi Sanjeev Kulkarni , ²Kavya Vijayan

¹PG student , ²Assistant Professor

¹Department Of Psychology

¹CODE, JAIN (Deemed-to-be-University) Bengaluru-78,INDIA

Abstract

Academic stress has become a common concern among students in higher education due to increasing academic demands, examination pressure, and performance expectations. The present study aims to examine the level of academic stress among degree students in Hubli city and to identify the major factors contributing to it. A quantitative descriptive research design was adopted for the study. Data were collected from 200 undergraduate students using a structured questionnaire based on a three-point Likert scale. The collected data were analyzed using descriptive statistics such as mean and standard deviation, along with an independent t-test to examine gender differences. The findings indicate that students experience a moderate level of academic stress, mainly due to academic workload, examination pressure, and expectations from parents and teachers. Although female students reported slightly higher stress levels than male students, the difference was not statistically significant. The study highlights the need for supportive academic environments and effective coping strategies to help students manage stress and improve their overall well-being.

Keywords :Academic Stress, Degree Students, Academic Pressure, Student Well-being, Hubli City.

I. INTRODUCTION

Academic stress has become a growing concern among students in higher education due to increasing academic demands and expectations. Students today are required to manage multiple responsibilities such as attending classes, completing assignments, and preparing for examinations, which can create significant pressure. In addition, expectations from parents and teachers further contribute to the stress experienced by students.

Academic stress can be defined as the psychological strain that occurs when academic demands exceed an individual's ability to cope effectively (Misra & McKean, 2000). While a certain level of stress may motivate students to perform better, excessive stress can negatively affect their mental well-being, concentration, and academic performance.

Undergraduate students, particularly those pursuing degree courses, often face challenges such as time management difficulties, fear of failure, and competition among peers. These factors can increase stress levels and impact their overall academic experience. Moreover, concerns related to future career opportunities and academic success may further intensify stress among students.

Hubli city has developed as an important educational center, attracting students from diverse backgrounds. However, limited research has specifically focused on academic stress among degree

students in this region. Therefore, the present study aims to examine the level of academic stress among degree students in Hubli city and to identify the key factors contributing to it.

II. REVIEW OF LITERATURE

Several studies have examined the concept of academic stress among students and the factors influencing it. Academic stress is often associated with academic workload, examination pressure, and expectations from parents and teachers.

Misra and McKean (2000) reported that academic stress among college students is primarily related to time management issues and academic demands, which can negatively affect students' mental health and academic performance.

Deb et al. (2015) highlighted that a significant number of students experience high levels of stress due to parental expectations, academic pressure, and fear of failure. The study also emphasized the need for stress management strategies among students.

Kumar and Bhukar (2013) found that academic stress is influenced by factors such as competition, workload, and lack of time for relaxation, which may lead to anxiety and reduced academic performance.

Reddy et al. (2018) observed that academic stress has a significant impact on students' psychological well-being, particularly among adolescents facing examination-related pressure.

Pascoe et al. (2020) conducted a systematic review and reported that academic stress is a global issue affecting students' mental health, leading to outcomes such as anxiety, depression, and burnout.

Overall, the reviewed studies indicate that academic stress is influenced by multiple academic and personal factors and has a significant impact on students' mental health and academic performance. However, limited studies have specifically focused on degree students in Hubli city, which highlights the need for the present study.

III. METHODOLOGY

3.1 Research Objectives

- To assess the level of academic stress among degree students.
- To identify the factors contributing to academic stress.
- To examine gender differences in academic stress..

3.2 Research Design

The present study adopted a quantitative descriptive research design to examine the level of academic stress among degree students in Hubli city. This design was considered appropriate as it helps in systematically collecting and analyzing data related to academic stress without manipulating any variables. The study focuses on understanding the extent of stress and identifying the factors influencing it.

3.3 Sample Design

The study used a convenience sampling technique to select participants. This method was chosen due to ease of access and availability of respondents. The participants included undergraduate students from degree colleges in Hubli city who were willing to participate in the study.

3.4 Sample Size

The sample consisted of 200 undergraduate students studying in degree colleges in Hubli city. The selected sample size was considered adequate for conducting descriptive statistical analysis and drawing meaningful conclusions.

3.5 Inclusion Criteria

- Undergraduate students studying in degree colleges
- Students aged between 18–25 years.
- Students willing to participate in the study

3.6 Exclusion Criteria

- Students below 18 years or above 25 years
- Students who were not willing to participate
- Incomplete responses in the questionnaire

3.7 Tools Used

Data for the present study were collected using a structured Academic Stress Questionnaire developed for the purpose of the study. The questionnaire was based on a three-point Likert scale with response options: Often, Sometimes, and Rarely.

The responses were scored as: Often = 3, Sometimes = 2, and Rarely = 1. However, one item was negatively worded and was reverse coded during analysis, where the scoring was modified as Often = 1, Sometimes = 2, and Rarely = 3.

The questionnaire included items related to academic workload, examination pressure, and expectations from parents and teachers. The total score obtained indicated the level of academic stress among students, with higher scores representing higher levels of stress.

3.8 Procedure

The data were collected by administering the questionnaire to the selected participants. Clear instructions were provided, and confidentiality of responses was assured. Participants were requested to respond honestly.

3.9 Statistical Analysis

The collected data were analyzed using descriptive statistics such as mean and standard deviation. An independent t-test was used to examine gender differences in academic stress.

IV. ANALYSIS AND DISCUSSION

The collected data from 200 degree students were analyzed using descriptive and inferential statistics. The findings are presented as follows :

Table 1: Distribution of participants based on gender

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	100	50%
<i>Female</i>	100	50%
<i>Total</i>	200	100%

Table 2 : Overall Academic stress scores of students

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Academic stress</i>	200	2.10	0.62

Table 3: Comparison of academic stress between male and female students

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t-value</i>
<i>Male</i>	100	2.05	0.60	
<i>Female</i>	100	2.15	0.64	1.32

Note: $p > 0.05$; not significant (NS) at 0.05 level. The null Hypothesis (H_0) is accepted.

The analysis of data collected from 200 degree students gives a clear picture of the academic stress experienced by students in Hubli city. The overall mean score was found to be 2.10, which indicates a moderate level of academic stress on a 3-point Likert scale. This shows that students do experience stress in their academic life, especially due to factors like exams, assignments, deadlines, and expectations to perform well. While they are generally able to manage these demands, stress remains a regular part of their academic experience.

When comparing male and female students, the mean scores were 2.05 and 2.15 respectively. Although female students reported slightly higher stress levels, the calculated t-value of 1.32 was not statistically significant. This means that there is no meaningful difference between male and female students in terms of how they experience academic stress. Both groups seem to face similar academic pressures and challenges.

Overall, the findings suggest that academic stress is a common experience among students, regardless of gender. A moderate level of stress may help students stay focused and motivated, but if it increases, it can affect their mental well-being and academic performance. Therefore, it is important for colleges and educators to support students by helping them manage stress effectively.

V. CONCLUSION

The present study aimed to understand the level of academic stress among degree students in Hubli city. Based on the analysis of the data collected from 200 students, it can be concluded that students experience a moderate level of academic stress in their daily academic life. This indicates that while students are able to manage their academic responsibilities, stress remains a consistent part of their experience.

The findings of the study also show that there is no significant difference in academic stress between male and female students. Both groups experience similar levels of stress, suggesting that academic pressure affects students in a comparable manner, regardless of gender.

Academic stress mainly arises from factors such as examinations, assignments, deadlines, and expectations to perform well. While a certain level of stress can help students stay motivated and focused, excessive stress may negatively impact their mental health and academic performance.

Overall, the study highlights the importance of recognizing academic stress as a common issue among students. It is essential for educational institutions to create a supportive environment and provide necessary guidance to help students manage stress effectively. Proper stress management strategies can improve both the well-being and academic success of students.

VI. LIMITATIONS OF THE STUDY AND SCOPE FOR FUTURE RESEARCH

The present study was conducted among degree students in Hubli city, and therefore the findings are limited to this specific group and location. As the sample consisted of 200 students, it may not fully represent the wider population of students from different regions or backgrounds. The study focused only on academic stress and did not take into account other possible factors such as family issues, financial difficulties, or personal challenges that may also influence a student's stress levels. The data was collected using a self-report questionnaire, which means the responses depend on the honesty and understanding of the participants, and there is a possibility of response bias. Additionally, the use of a 3-point Likert scale may have restricted students from expressing the full range of their experiences, as more detailed options could have provided deeper insights.

Based on these limitations, there is good scope for further research in this area. Future studies can include a larger and more diverse sample, covering students from different cities, states, and educational backgrounds, which would help in making the findings more generalizable. Researchers can also compare academic stress across different streams such as arts, commerce, and science, or even across different age groups and levels of education. In addition, future research can explore how academic stress is related to other important factors like anxiety, depression, coping strategies, and academic performance. Using more detailed measurement scales, such as a 5-point Likert scale, may help in capturing a wider range of student experiences. Longitudinal studies can also be conducted to understand how academic stress changes over time and how students adapt to it throughout their academic journey.

References

1. Alam, M. (2016). Academic stress and its impact on students' mental health. *International Journal of Indian Psychology*, 3(4), 45–51.
2. Bataineh, M. Z. (2013). Academic stress among undergraduate students. *International Interdisciplinary Journal of Education*, 2(1), 82–88.
3. Beck, A. T. (2011). *Cognitive therapy of depression*. Guilford Press.
4. Chandra, Y. (2015). Academic stress and coping strategies among college students. *Journal of Educational Psychology*, 7(2), 28–35.
5. Deb, S., Strodl, E., & Sun, H. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26–34.
6. Kaur, S. (2014). Academic stress among college students. *Scholarly Research Journal for Interdisciplinary Studies*, 2(15), 182–187.

7. Kumar, S., & Bhukar, J. P. (2013). Stress level and coping strategies of college students. *Journal of Physical Education and Sports Management*, 4(1), 5–11.
8. Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety and time management. *American Journal of Health Studies*, 16(1), 41–51.
9. Ross, S. E., Niebling, B. C., & Heckert, T. M. (1999). Sources of stress among college students. *College Student Journal*, 33(2), 312–317.
10. Sohail, N. (2013). Stress and academic performance among medical students. *Journal of the College of Physicians and Surgeons Pakistan*, 23(1), 67–71.
11. Thawabieh, A. M., & Qaisy, L. M. (2012). Assessing stress among university students. *American International Journal of Contemporary Research*, 2(2), 110–116.
12. Verma, S., Sharma, D., & Larson, R. (2002). School stress in India. *International Journal of Behavioral Development*, 26(6), 500–508.
13. Yusoff, M. S. B. (2010). Stress and coping strategies among students. *International Medical Journal*, 17(2), 23–30.

