
ACADEMIC STRESS AMONG THE UNDERGRADUATE STUDENTS OF ACHARYA N.G.RANGA AGRICULTURAL UNIVERSITY

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Abstract: Academic stress is a new category of stress that is at present gaining importance, as this affects the students academic performance and their career in the competitive society. Academic stress among students has long been researched on, and researchers have identified different stressors. This study further tries to make an in-depth investigation into one of the component of academic stress i.e. pre-examination stress, to identify the micro issues that are causing stress among all the second year undergraduate students of Acharya N.G.Ranga Agricultural University, Andhra Pradesh and three faculties were included for the present investigation. A total of 123 undergraduate students of i.e., 60 from Agriculture (30 boys and 30 girls), 43 from Veterinary (28 boys and 15 girls) and 20 from Home Science (20 girls) were selected for the study. The academic schedule of undergraduate students of professional course make severe demands in terms of responsibility, time and achievement as a result the student may experience stressful situations in many times during the period of the study. Lack of interest in some subjects and too many exams in a short span of time, heavy syllabus, lack of sufficient preparation for examinations, lack of preparation holidays before final examination and lack of time to prepare the notes of the course were the important causes of pre-examination stress.

Introduction: Education is considered as backbone for a progressive nation and student occupies a pivotal position in the system of education. It is obvious that the progress of any nation depends upon the intellectual capabilities of its students. In the learning process, the student is greatly influenced by a number factors such as intellectual abilities, efforts (skill to work and will to work) and environment in the home and college.

The present generation has to face to more and more challenges in their academic fields. Heavy competition and higher aspirations of a progressive society, sometimes may pose the severe mental health hazards in students. This can also be due to personal vulnerability, poor stress tolerance, doubts about their own ability, unrealistic expectations and undue demand from parents and teachers. Thus, students experience a threat to their self esteem and become pessimistic leading to avoiding behavior, resulting in stress of students.

The students of professional courses must perform well in their academics with the expectation of better career. The extent of their achievement depends upon the percentage of marks they obtained in the examination which is the general criterion for measuring the performance of the students. Stress is a perceived imbalance between demand and response capability under conditions, where failure to meet demand has important consequences.

The new area of stress at present gaining importance is academic stress. Academic stress of a student may be due to continuous examinations, bad college environment, heavy work load, personal problems and poor familial relationships. Students undergo a

lot of stress to succeed and achieve their life goal. The present study was undertaken in order to know the causes of pre-examination stress perceived by the undergraduate students of Acharya N. G. Ranga University, Andhra Pradesh.

Methodology: Ex-post facto research design was followed in the investigation. One college from each faculty, i.e., Veterinary Agriculture and Home Science was purposively selected based on the maximum number of enrolled undergraduate students. The selected colleges include College of Veterinary Science, Rajendranagar, College of Agriculture, Rajendranagar and College of Home Science, Saifabad, Hyderabad. All the second year undergraduate students of three faculties were included for the present investigation. A total of 123 undergraduate students of i.e., 60 from agriculture (30 boys and 30 girls), 43 from veterinary (28 boys and 15 girls) and 20 from Home science (20 girls) were selected for the study. A structured scheduled was framed, pre tested and data were collected from individuals. Academic stress causing items were identified and grouped into five areas namely, personal stress, family environmental stress, college environmental stress, pre-examination stress and examination stress. The final schedule consists of 94 items. The responses from students were measured five point continuum i.e., extreme stress, high stress, medium stress, low stress and very low stress with a corresponding score of 5,4,3,2 and 1. The scores obtained on each area of the academic stress were pooled to find out the total score obtained by a respondent.

S. No	Causes of pre-examination stress	Veterinary Students		Agriculture Students		Home science Students		Total	
		No of students responded	Total score & rank	No of students responded	Total score & rank	No of students responded	Total score & rank	Total No of students responded	Overall score & rank
1	Too many exams in a short span of time	29	86 (IV)	39	148(I)	4	14	72	248(II)
2	Heavy syllabus,	30	97(II)	33	118(II)	10	30(IV)	73	245(III)
3	Lack of interest in some subjects	30	87(III)	33	114(III)	17	54(II)	79	255(I)
4	Lack of sufficient preparation for examinations	32	105(I)	39	110(IV)	10	30(IV)	78	245(III)
5	Lack of time to prepare the notes of the course	24	67	26	93	9	24(V)	59	184(V)
6	Poor study habits	27	74	24	82	6	16	57	172
7	fear of getting low marks	26	70	31	95(V)	18	58(I)	75	223(IV)
8	high academic standards of University	17	45	14	45	15	44(III)	46	134
9	Difficulty in following the lecture in the class	6	15	14	42	4	12	24	69
10	Unable to take down the notes during the lecture	21	56	19	60	4	9	44	125
11	Unable to remember what is learnt	19	49	17	53	5	14	41	116
12	Lack of academic motivation	24	75(V)	21	62	3	8	48	122

Results And Discussion: From the table it was revealed that the causes of pre-examination stress namely lack of sufficient preparation for examinations, heavy syllabus, lack of interest in some subjects, too many exams in a short span of time and lack of academic motivation were ranked 1,2,3,4 and 5 respectively based on the obtained scores and response of the under graduates students of Veterinary.

In case of Agriculture faculty, too many exams in a short span of time (1), heavy syllabus (2), lack of interest in some subjects (3), lack of sufficient preparation for examinations (4) and fear of getting low marks (5) were the first five ranked causes of pre-examination stress based on the total score.

Whereas fear of getting low marks, lack of interest in some subjects, high academic standards of University, lack of sufficient preparation for examinations, heavy syllabus and lack of time to prepare the notes of the course were the important causes of pre-examination stress identified by the undergraduate students of Home science faculty and ranked 1,2,3,4 and 5 respectively based on the total score of the items.

From the table it was clearly evident that the causes of pre-examination namely lack of interest from

subjects because of their dullness and difficulty, too many exams in a short span of time, heavy syllabus because of credit based semester system of education which generally put more academic load on students, lack of sufficient preparation for examinations the reason might be due to lack of preparation holidays before final examination, fear of getting low marks and lack of time to prepare the notes of the course were ranked 1,2,3,4 and 5 respectively based on responses of undergraduates of the ANGRAU. The above mentioned causes were almost similar to the respondents of Agriculture and Home science faculty. On the other hand fear of getting low marks is an important cause of pre-examination stress perceived by the students of Home science.

Conclusion: The study was "An analysis of academic stress among the three faculties under graduate students of Acharya N.G. Ranga Agricultural University" helps the researchers, policy makers, programme planners in improving the quality of life of undergraduate students. The study also helps the teachers in understanding the problems of the students and there by promoting good student teacher relationship which inturn helps the students in their academic success.

References:

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