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**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

**CONTRIBUTIONS TO BOOKS**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

**CONFERENCE PAPERS**

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

**UNPUBLISHED DISSERTATIONS AND THESES**

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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**WEBSITES**

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>



**IMPACT OF STRESS ON ACADEMIC PERFORMANCE AMONG POST GRADUATE STUDENTS**

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**ABSTRACT**

*Stress is a word that is regularly used today but has become progressively more difficult to describe. Stress usually describes a negative idea that can have an effect on one's mental and physical well-being. Stress can have an effect on student's academic performance. Different types of stressors such as time management, financial problems, health problems, personal problems, assignments, etc create pressure to the academic performance of the students. This research paper investigates the different sources of stress and finds their impact on the academic performance. It also describes the different ways that can be adopted to reduce the impact of stress, which in turn would help the students to achieve good academic performance.*

**KEYWORDS**

Interpersonal stress, intrapersonal stress, academic stressors, academic performance.

**INTRODUCTION**

The term Stress was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change" (stress, 2013). Stress is becoming part of human life and every individual faces stress in their life. Stress has a negative impact on one's mental and physical well-being. Throughout a lifetime, one may experience thousands of different episodes of stress. The level of stress may vary from intense to minimal (Maheswari & Deepa, 2013). In order to achieve academic success college students have to face many obstacles. There are many stressors such as time management, financial problems, sleep deprivation, health problems etc which pose as a threat to students academic performance.

There are several emotional and physical disorders that are caused due to stress such as depression, anxiety, heart attacks, stroke, hypertension, etc. Stress can also have direct effects on the skin like rashes and acne. In fact, it's hard to think of any part of the body that is not affected by stress (stress, 2013).

According to Dr Karl Albrecht who is a pioneer in the development of stress reduction training for business people has defined four types of stress: Time Stress, Anticipatory Stress, Situational Stress and Encounter Stress.

**Time Stress:** Time Stress occurs when people worry about time. People worry about a number of things that have to be done and have a fear if they will be able to achieve or not due to lack of time (mindtools, 2013).

**Anticipatory Stress:** This stress occurs when we worry about the future. It can be related to a specific event for example when we are going to give a presentation (mindtools, 2013).

**Situational Stress:** People face situational stress when they are in a scary situation that have no control over. This could be an emergency. For example making a major mistake in front of team are examples of events that can lead to situational stress (mindtools, 2013).

**Encounter Stress:** Encounter stress occurs when you worry about interacting with a certain person or group of people (mindtools, 2013).

**SOURCES OF STRESS****Interpersonal Stressors**

Stressors which bothers a person externally and the issues that can bring stress include lack of support within the relationship, lack of healthy communication within the relationship, struggle for power and control in the relationship, poor intimacy within the relationship, over-dependency of one party on another etc (Maheswari & Deepa, 2013).

**Intrapersonal Stressors**

The personal stressors or routine stressors or unique stressors. Eg change in sleeping habits, eating habits, financial problems etc (Maheswari & Deepa, 2013).

**Academic Stressors**

Researchers have long been researched on academic stress among students and have identified stressors such as too many assignments, competitions with other students, failures and poor relationships with other students or lectures has an impact on academics (Maheswari & Deepa, 2013)

**STRESS MANAGEMENT**

"A set of techniques and programs intended to help people deal more effectively with stress in their lives by analyzing the specific stressors and taking positive actions to minimize their effects" (medical-dictionary, 2013).

Some of the techniques to manage stress include: Exercise, Getting a hobby, Meditation, Yoga, Prayer, Listening to certain types of relaxing music, Spending time in nature (wikipedia, 2013)

**LITERATURE REVIEW**

Talib and Zia – ur- Rehman conducted a study among university graduate and undergraduate students at Rawalpindi and Islamabad to find relationship between perceived stress and academic performance. From the study it was found that perceived stress had significant negative correlation with academic performance

of students. However, there was no difference in stress level among male and female students but it was found that engineering students differed from management sciences in term of perceived stress score. The major sources of stress affecting academic performance were course load, sleep problem and social activities (Jalib & Zia-ur-Rehman, 2012).

#### **IMPACT OF STRESS FACTORS ON COLLEGE STUDENTS ACADEMIC PERFORMANCE**

Laura P.Womble did a study on the above topic. Twenty Five college students were chosen for the study. In this study the students were asked to complete a survey including the perceived stress scale and also to rank the different stress factors. The study was unable to find a correlation between the perceived stress score and GPA. The factors that affected student's GPA were sleep and social activities (Womble, 2001).

#### **AN ASSESSMENT OF ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS**

The research was done by Joseph E.Agolla and Henry Ongori. 320 undergraduate students at a university in Botswana participated by completing a self-administered questionnaire. The study reflected that most of the students were experiencing stress in their daily academic activities and the people at home and campus were making them feel anxious. The factors that lead to stress were academic workload, overcrowded lecture halls and uncertainty of getting job after graduating (Agolla & Ongori, 2009).

#### **IMPACT OF STRESS UPON THE ACADEMIC PERFORMANCE OF B-SCHOOL STUDENTS**

K.Uma Mahaswari and M. Deepa did a study on the topic. From the study it was found that students of business school experienced medium level of interpersonal ,intrapersonal and academic stressors. From the result, it was identified that increase in interpersonal and intrapersonal stressors affected the academic performance while academic stress brought positive result in the performance (Maheswari & Deepa, 2013).

#### **RELATIONSHIP BETWEEN STRESS AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS**

Rajni Kumari and Radhakanta Gartia did a research to find the relation between stress and academic achievement of senior school students. A group of 120 students from six senior secondary school of North Western Delhi were randomly selected. The result of the study showed that there existed a difference in academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students with less stress (Kumari & Gartia, 2012).

#### **LEARNED RESOURCEFULNESS MODERATES THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND ACADEMIC PERFORMANCE**

A research among 141 first year undergraduate students was done by Serap Akyun and Joseph Ciarrochi. The study revealed that academic stress was negatively associated with academic performance. Students with low resourceful had academic stress while it had no effect on high resourceful students (Akgun & Ciarrochi, 2003).

#### **IMPACT OF ACADEMIC STRESS ON MBA STUDENTS OF GUJARAT TECHNOLOGICAL UNIVERSITY**

The research was done by Anushree Karani. The purpose of the study was to find the components of academic stress among management students of Gujarat Technological University. This study also tried to explain each component of academic stress like curriculum and instruction, team work related issues, assessment, and placement, impact on performance and outcomes of Academic stress. Around 118 students of GTU associated colleges from all the five zones of Gujarat participated. Data was collected through structured academic stress questionnaire and the result revealed that there are academic and psychological stressors which affected the performance of students. Academic Stressors like lack of time for recreational activities and pedagogy of teaching were having impact while cultural effect was having more impact among behavioral sciences (Pandya, Deshpande, & Karani, 2012).

#### **A STUDY OF STRESS SOURCES AMONG COLLEGE STUDENTS IN TAIWAN**

Chang Kai – Wen did the research to find the various sources of stress among college students in Taiwan. The data was collected through questionnaire and it was analyzed. The findings suggested that male students faced more stress from family than the females. It was also found that higher class and students who took loan were facing stress from physical/mental, school and emotional factors (kai-Wen, 2010).

#### **AN ASSESSMENT OF STRESS AMONG M.B.A STUDENTS : A STUDY OF SELECTED COLLEGES OF G.B.T.U. IN LUCKNOW (INDIA)**

This study was done by Priya and Dr. Vikram Bisen. A total of 300 students from different colleges of Lucknow city took part in this study. The data was collected through questionnaire and it was found that the students were stressed and the factors that lead to stress included fear of getting job after MBA, poor academic performance, inadequate resources and room-mate conflicts (Priya & Bisen, 2012).

#### **A STUDY OF ACADEMIC STRESS AND ITS EFFECT ON VITAL PARAMETERS IN FINAL YEAR MEDICAL STUDENTS AT SAIMS MEDICAL COLLEGE, INDORE, MADHYA PRADESH**

The study was done by Balkishan Sharma, Rajshekhar Wavare, Ajit Deshpande, Richa Nigam and Ramkrishna Chandorka to evaluate stress and its effect on vital parameters during academic examination. The study was conducted among final year medical students of Sri Aurobindo Institute of Medical Sciences,Indore. The height, weight, pulse rate and blood pressure was checked before and during the examination. It was found that academic examination were stressful and produced change in vital parameter which affected their performance (Sharma, Wavare, Deshpande, Nigam, & Chandorkar, 2011)

#### **IMPORTANCE OF THE STUDY**

Many researchers have found that there is a direct relationship between stress and academic performance. This study would help the students to discover the various stressors affecting their academics. It helps the faculties in determining the stressors affecting their students and to guide the students in reducing the stress level so that they are more shaped and ready to face the challenges confidently. The study also gives an insight to the management to design and implement new programs that would facilitate in reducing the stress on students.

#### **OBJECTIVES OF THE STUDY**

1. To investigate the sources of stress among full time post graduate students of various colleges in Muscat
2. To find out the impact of stress on academic performance
3. To suggest practical methods to overcome stress among students

#### **HYPOTHESES**

- H<sub>0</sub> : There is no significant relation between stress and academic performance  
 H<sub>1</sub> : There is significant relation between stress and academic performance

#### **RESEARCH METHODOLOGY**

##### **RESEARCH DESIGN**

Descriptive Research Design was used to identify the impact of stress on academic performance among full time post graduate students in Muscat. This research was conducted by observing and describing the stressors rather than trying to influence them.

##### **DATA COLLECTION METHOD (s)**

The data collected for this study was through the primary method. Census Method was used to collect the primary data The questionnaire was given to a total of 200 students out of which totally 155 useable instruments were received giving a response rate of 77.5%.. The questionnaire was divided into two parts. The first part was related to the demographic details and the second part comprised of 33 questions which was divided into 3 headings: Interpersonal, Intrapersonal and academic stress. There were 5 items on Interpersonal stress, 13 on intra personal

##### **TOOLS & TECHNIQUES**

Mean, Standard Deviation, Correlation and T-test was used to analyze the data.



**LIMITATIONS TO THE STUDY**

- The study was confined to colleges in Muscat
- The study was limited to full time post graduate students only
- The questionnaire was limited to Interpersonal, Intrapersonal and Academic stressors

**RESULTS & DISCUSSION**

The questionnaire was distributed to the 200 post graduate students of Muscat. Only 155 were complete, correct and useable. Out of 155 students, the number of male students were 60 and female students were 95. 51 respondents were from MBA 1<sup>st</sup> and 104 students were final year students.

**DESCRIPTIVE STATISTICS**

Descriptive Statistics are used to explain the basic features of the data in a study. The mean and standard deviation of the three types of stressors have been found and summarized.

**TABLE 1: MEAN AND STANDARD DEVIATION OF THREE TYPES OF STRESSORS**

Stressors	Mean	Std. Deviation
Interpersonal	2.93	0.73
Intrapersonal	3.22	0.61
Academic	3.43	0.52

**TABLE 2: CORRELATION ANALYSIS**

Stressors	GPA	Significance
Interpersonal	0.09	0.54
Intrapersonal	0.11	0.41
Academic	-0.26	0.06

**INTERPERSONAL STRESSORS**

H<sub>0A</sub> : There is no significant relationship between Interpersonal Stressors and GPA

H<sub>1</sub> : There is significant relationship between Interpersonal Stressors and GPA

**INTERPRETATION**

The significance value is greater than 0.05 (sig = 0.54). So the null hypothesis is accepted. Hence there is no significant relationship between the Interpersonal Stressors and GPA. Since the correlation value is positive (r = 0.09) it shows that there exists positive correlation between Interpersonal Stressors and GPA. This explains that an increase in the level of Interpersonal Stressors will increase the GPA.

**INTRAPERSONAL STRESSORS**

H<sub>0B</sub> : There is no significant relationship between Intrapersonal Stressors and GPA

H<sub>1</sub> : There is significant relationship between Intrapersonal Stressors and GPA

**INTERPRETATION**

The significance value is greater than 0.05 (sig = 0.41). So the null hypothesis is accepted. Hence there is no significant relationship between the Interpersonal Stressors and GPA. Since the correlation value is positive (r = 0.11) it shows that positive correlation exists between Intrapersonal Stressors and GPA. This explains that an increase in the level of Intrapersonal Stressors will increase the GPA.

**ACADEMIC STRESSORS**

H<sub>0C</sub> : There is no significant relationship between Academic Stressors and GPA

H<sub>1</sub> : There is significant relationship between Academic Stressors and GPA

**INTERPRETATION**

The significance value is greater than 0.05 (sig = 0.06). So the null hypothesis is accepted. Hence there is no significant relationship between the Academic Stressors and GPA. Since the correlation value is negative (r = -0.23) it shows that negative correlation exists between Academic Stressors and GPA. This explains that an increase in the level of Academic Stress will decrease the GPA.

**TABLE 3: MEAN COMPARISON OF MALE AND FEMALE**

Sex	Interpersonal	Intrapersonal	Academic
Male	2.84	2.98	3.33
N	60	60	60
Std.Deviation	0.83	0.59	0.46
Female	2.99	3.36	3.49
N	95	95	95
Std.Deviation	0.67	0.57	0.55

The mean comparison of the three stressors of male and female was done. The results showed that there was only a slight difference in the level of Interpersonal and Academic Stress of male and female, whereas the Intrapersonal Stress was experienced more by females when compared to males.

**t TEST****TABLE 4: MEAN COMPARISON OF MBA 1<sup>ST</sup> AND MBA 2<sup>ND</sup> YEARS**

Year	Interpersonal	Intrapersonal	Academic
<b>MBA1</b>			
Mean	3.13	3.09	3.53
N	51	51	51
Std.Deviation	0.76	0.50	0.39
<b>MBA2</b>			
Mean	2.83	3.27	3.38
N	104	104	104
Std.Deviation	0.71	0.65	0.57

The mean comparison of MBA 1<sup>st</sup> and 2<sup>nd</sup> years showed that there is only a slight difference in the Intrapersonal and Academic Stress of MBA 1<sup>st</sup> and MBA 2<sup>nd</sup> years but the Interpersonal Stress is more for the first years than the final year students.

**TABLE 5: T – TEST MALE AND FEMALE**

Stressors	T	Significance
Interpersonal	-0.73	0.47
Intrapersonal	-2.34	0.02
Academic	-1.08	0.29

The t- test results of the male and female students showed that there is significant difference in the Intrapersonal Stress faced by them, whereas there was no significant difference in the Intrapersonal and Academic Stress.

TABLE 6: MBA 1<sup>ST</sup> AND 2<sup>ND</sup> YEARS

Stressors	T	Significance
Interpersonal Equal Variance Assumed	1.44	0.16
Intrapersonal Equal Variance Assumed	-1.04	0.30
Academic Equal Variance Assumed	1.04	0.30

There is no significant difference in the Interpersonal, Intrapersonal and Academic Stress of the first and second year students.

## FINDINGS

To find the impact of stress on academic performance the statistical tools used were mean, standard deviation, correlation and T-test.

The correlation analysis was done to find the relationship between the three stressors i.e. Interpersonal, Intrapersonal and Academic and the GPA. The result showed that there was no significant relationship between the three stressors and the GPA. The correlation value of the Interpersonal and Intrapersonal stress were positive which demonstrates that increase in the Interpersonal and Intrapersonal Stress would not affect the academic performance, however there was a negative correlation between the academic stressors and the GPA which means that an increase in academic stress would decrease the academic performance. From the mean comparison result it was found that there was only a slight difference in the Interpersonal and Academic Stress of male and female. However there was significant difference in the Intrapersonal Stress of male and female. The females experienced more of Intrapersonal Stress than the males. The mean comparison of MBA 1<sup>st</sup> and 2<sup>nd</sup> years showed that the first years faced more of Interpersonal and Academic Stress than the final years, whereas the 2<sup>nd</sup> years experienced more of Intrapersonal Stress.

t-test was done to find the significant difference between the three stressors of male and female as well as the first and second years.

The result showed that there was a significant difference in the Intrapersonal Stress of males and females, whereas it showed no significant difference between the other two.

There was no significant difference between the three stressors of first and final year students.

## RECOMMENDATIONS/SUGGESTIONS

### SUGGESTIONS

#### SUGGESTIONS FOR STUDENTS

- Manage time wisely
- Be organized
- Make a good study environment
- Be optimistic
- Use stress management techniques (stress.about, 2013)

#### SUGGESTIONS FOR PARENTS

- Have good communication with children
- Avoid pressure on children
- Understand the interest and abilities of the child
- Avoid having high expectations in order to prevent them from additional stress (ezinearticles, 2013)

#### SUGGESTION FOR FACULTIES AND MANAGEMENT

- There should be good relationship between students and faculties
- The college should have a counselor
- Conduct stress management workshops and seminars that would help the students to balance their academic and personal life

## CONCLUSIONS

In the modern era stress has become a part of day to day living of every individual.

This research was done to find the Impact of Stress on Academic Performance among the full time post graduate students in Muscat. The data was collected from 155 post graduate students. The questionnaire consisted of 33 items which was divided into 3 headings Interpersonal, Intrapersonal and Academics. The details were entered in SPSS for interpretation. The result showed a negative correlation between academic stress and GPA which means that an increase in academic stress decreases GPA.

The management of stress is very important. The best way of dealing stress is by learning how to manage the stress that comes in one's life. The management of stress is possible only when one knows the factors that lead to stress.

## SCOPES FOR FUTURE RESEARCH

For future research studies, the same questionnaire can be translated into Arabic. The present study was confined to full time Post graduate students, in future the study can be done among the foundation, UG AND EMBA students. The same study can be conducted at all the educational institutions in Oman.

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