

STRESS LEVEL OF B.ED. AND MBA PROFESSIONAL STUDENTS – A COMPARATIVE STUDY.

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Abstract

Excessive stress could lead to psychological problems like depression and anxiety. The objective of the present study was to assess the stress level among the students of B.Ed. & MBA professional students. And also to find out whether there is a significant difference between B.Ed. and MBA professional students in their stress level with respect to Gender, Locality, Type of Family, Qualification of Father, Qualification of Mother, Parents Monthly Income and % of marks secured in the semester exam. In the present study Normative Survey Method was used. By using Stratified Purposeful Sampling Technique 304 samples were collected. Investigator used modified MSSQ for the present study. Mean, Standard Deviation, Cronbach's Alpha Reliability, t – test, F – ratio were used for analyzing the collected data. Results showed that the stress level among B.Ed. & MBA professional students is moderate. Stress Level of B.Ed. and MBA professional Students with respect to Gender (male & female), Locality (rural, urban), Type of Family (Nuclear family), Qualification of Father (Schooling, Diploma, Graduate & Professional), Qualification of Mother (Illiterate, Schooling & Graduate), Parents Monthly Income (Below Rs.30000, Rs.30000-40000 & Above 40000) and % of marks secured in the semester exam (Below 70% & 70% - 85%) were found to be significant at 0.05 level. Stress management programs and psychiatric care must be included in the Professional course programs in order to provide a stress free environment to the Professional students.

Keywords: Stress level, B.Ed. & MBA professional students.

I. Introduction

Stress lies within us. It arises as a result of our reactions to worldly events. Once we stop reacting, we will no longer get stressed.

- Lord Buddha

Stress has become a part of our civilized life today. Human beings, can withstand extraordinary stresses from the environment, but if we are pushed too far, our stress response turns on our bodies and create breakdowns both mentally and physically (Kulandaivel, 2006).

Stress is a contributing factor in causing numerous emotional and behavioural difficulties including depression, anxiety, temper, tantrums, suicide attempts, child abuse, physical assault, destructive expression of anger, feelings of bitterness and resentment, irritability, impatience and stuttering (Greenberg, 1996).

Stress is an inherent factor in any type of learning or education. The presence of stress acts as a motivator and urges the individual to strive for excellence. But excess amounts of stress can lead to lack of productivity, a loss of confidence and the inability to perform routine tasks. As a result students lose their enthusiasm in learning and feel anxiety about their future.

Professional courses are very tough and require high level of academic excellence and persistence but these courses ensure job security. B.Ed. & MBA professional courses are very beneficial qualification to take as it enhances both skills and knowledge in their sectors. One of the key benefits of B.Ed. & MBA courses is that it provides both theoretical and practical knowledge for their profession or career. It also possesses qualities like leadership, critical and analytical thinking, creativity and communication. It builds confidence and credibility and makes skilled and versatile professions regardless of their industry or job. They have a vital role in the entire system of society. The professional course students' stress may have to do with the responsibilities associated with the nature of learning environment or to be caused by personality conflicts.

Anyway stress can eventually affect both physical and emotional well being if not managed efficiently. If left unchecked, stress can lead to emotional and physical disorders that affect personal as well as professional lives. So the need of the hour is to make our future generation aware about consequences of stressors and to develop successful coping strategies for attaining academic excellence.

1.1 Need of the study

In the present educational world, professional students face many kinds of stressful situations. Factors like parental preference for professional course for their children, inability to fulfill these expectations, financial demands of the professional courses, anxieties regarding future job scenario, lack of support & facilities available in the educational institution, lack of conducive learning environment are likely to contribute to the stress among college students. To understand the level of stress of B.Ed. and MBA professional course students and to help them to take necessary strategies to prevent it, the present study was undertaken.

1.2 Objectives of the study

- To assess the level of stress of B.Ed. and MBA professional students.
- To find out whether there is a significant difference between B.Ed. and MBA professional students in their stress level with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)
 - Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Parents Monthly Income (Below Rs.30000 / Rs.30000-40000 / Above 40000)
 - % of marks secured in the semester exam (Below 70% / 70% - 85% / Above 85%)

1.3 Hypotheses of the study

- ❖ The level of the stress of B.Ed. professional students is Moderate.
- ❖ The level of the stress of MBA professional students is Moderate.
- ❖ There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)
 - Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Parents Monthly Income (Below Rs.30000 / Rs.30000-40000 / Above 40000)
 - % of marks secured in the semester exam (Below 70% / 70% - 85% / Above 85%)

II. Review of Related Literature

Brissie et al., (1988) found that persons who feel well supported are less likely to burn out. Logically, it can be understood because doing extra work with the same or insufficient support (either from family, friends or teachers) and resources is likely to contribute to stress.

Greenberg (1990) conducted a study on 308 male and female students and result indicated that entering college, working and attending school and experiencing changes in sleeping and eating habits, living conditions and in the amount of independence and responsibility, were the life events which were experienced as stressful by more than 50 % of the sample.

Singh and Singh (2008) conducted a study on 400 students and found that professional students had more stress. The result also indicated that professional students were poorly emotionally adjusted in comparison to non professional group.

Murphy, Gray, Sterling, Reeves and DuCette (2009) conducted a comparative study of professional student stress. The overall findings show that dental students had greater levels of stress than medical students in three of the five categories. The only category in which medical students demonstrated greater stress levels

than dental students was in professional identity. Measures of comparative levels of stress between male and female students for either profession did not demonstrate any significant differences.

Mane, Krishnakumar, Niranjan and Hiremath (2011) explored the differences and the correlates of perceived stress among 282 students in professional courses. The prevalence of perceived stress by using the PSS scale was found to be 50% in the study subjects. The mean PSS score was the highest for dental (29.5) and the lowest for pharmacy (23.2) students. The difference in the mean PSS scores among the students of different courses was statistically significant.

Vivek Waghachavare, Grish B Dhumale, Yugantara Kadam and Alka Gore (2013) carried out a Study of Stress among Students of Professional Colleges from an Urban area in India. The results inferred that out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. There was a statistically significant association between stress and the field of education. Stress was observed in 187 (27.7%) females and 112 (20.4%) males; the association with gender was statistically significant.

Lin and Huang (2014) carried out a study on Life Stress and Academic Burnout. The results showed that both the level of students' burnout and stress are in general not serious. Female students and upper year students reported higher values of life stresses. The self-identity stress, interpersonal stress, future development stress, and academic stress could jointly predict student academic burnout.

Britt, Mendiola, Schink, Tibbetts and Jones (2016) explored a study on Financial Stress, Coping Strategy, and Academic Achievement of College Students. Results from 2,236 Midwestern college students indicate that financial and life stressors, higher subjective financial knowledge, fewer financial resources, negative perceptions, and lower mastery are associated with higher financial stress. Financial stress was not associated with academic achievement, but financial stressors, objective financial knowledge, and financial resources were highly related to financial stress. Increasing available financial resources to students, in addition to providing opportunities to increase financial knowledge for students, would likely be associated with decreased stress and better academic achievement.

III. Methodology of the study

The investigator preferred Normative Survey Method. It describes and interprets what exists at present.

3.1 Population & Sample

The population for the present study is confined with B.Ed. and MBA professional course students in Coimbatore District. 304 data sample were collected purposively from the students who are pursuing B.Ed. and MBA currently in Coimbatore district. Thus the sampling technique used in the present study is Stratified Purposeful Sampling Technique.

3.2 Tools used

The investigator used modified Medical Student Stressor Questionnaire (MSSQ) for the present study. MSSQ was developed by Muhamad Saiful Bahri Yusoff and Ahmad Fuad Abdul Rahim in 2010. It was modified according to the present study by the investigator.

3.3 Description of the Tool

The MSSQ consists of 34 statements depicting various situations on one's life. Items are constructed on the basis of four dimensions namely academic, intrapersonal and interpersonal, teaching and learning and social related stressors. Each item consists of five responses and scored as following: '0' for causing no stress at all, '1' for causing mild stress, '2' for causing moderate stress, '3' for causing high stress and '4' for causing severe stress.

3.4 Scoring Pattern

No of Items	Maximum Score	Minimum Score
34	136	0

The reliability of the tool was established using the Cronbach's Alpha Reliability and the score was found to be 0.913

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.913	0.912	34

3.5 Statistical Analysis

Mean, Standard Deviation, Cronbach's Alpha Reliability, t – test, F – ratio were used for analyzing the collected data. The statistical analysis was done by using IM SPSS 20.00.

IV. Analysis, Interpretation and Discussion of the data

Table 4.1

Frequency and Percentage of B.Ed. and MBA professional students for Stress Level

Variable	Group Compared	Range	Category	Frequency	Percentage
Stress Level	B.Ed.	0 - 34	Mild Stress	10	6.6%
		35 - 68	Moderate Stress	70	46.1%
		69 - 102	High Stress	69	45.4%
		103 - 136	Severe Stress	3	2.0%
	MBA	0 - 34	Mild Stress	22	14.5%
		35 - 68	Moderate Stress	95	62.5%
		69 - 102	High Stress	35	23.0%
		103 - 136	Severe Stress	0	0%

From the above table, as the number of B.Ed. (70) & MBA (95) students in the moderate category is found to be more than mild, high and severe stress. **It is concluded that the stress level among B.Ed. & MBA professional students is moderate as hypothesized.**

The findings of the present study fall in line with the findings of Krishna Kumari (2012) were 25% of the total samples were highly stressors and 5% were mild stressors, 70% of the total sample were moderately stressors.

Table 4.2

Stress Level of B.Ed. and MBA professional Students with respect to Gender

Variable	Gender	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Male	B.Ed.	41	62.90	19.12	3.441*	Significant
		MBA	58	49.08	20.44		
	Female	B.Ed.	111	65.74	19.54	3.749*	Significant
		MBA	94	55.23	20.38		

From the above table, it is revealed that the total mean stress level with respect to Gender was higher for Female B.Ed. students (65.74) than the Male B.Ed. students (62.90). It also inferred that the total mean stress level with respect to Gender was higher for Female MBA students (55.23) than the Male MBA students (49.08).

The findings of the present study fall in line with the findings of Vivek Waghachavare, Grish B Dhumale, Yugantara Kadam & Alka Gore (2013) were stress was observed in 187 (27.7%) females and 112 (20.4%) males; the association with gender was statistically significant.

The obtained 't' values 3.441 of Male and 3.749 of Female B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Male & Female students" is rejected.**

Table 4.3
Stress Level of B.Ed. and MBA professional Students with respect to Locality

Variable	Locality	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Rural	B.Ed.	103	63.61	20.34	2.756*	Significant
		MBA	74	55.01	20.55		
	Urban	B.Ed.	49	67.85	17.12	5.037*	Significant
		MBA	78	50.87	20.48		

From the above table, it is observed that the total mean stress level with respect to Locality was higher for Urban B.Ed. students (67.85) than the Rural B.Ed. students (63.61). It also revealed that the total mean stress level with respect to Locality was higher for Rural MBA students (55.01) than the Urban MBA students (50.87).

The findings of the present study fall in line with the findings of Mane, Krishnakumar, Niranjana and Hiremath (2011) were the mean PSS score was the highest for dental (29.5) and the lowest for pharmacy (23.2) students. The difference in the mean PSS scores among the students of different courses was statistically significant.

The obtained 't' values 2.756 of Rural and 5.037 of Urban B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Rural & Urban students" is rejected.**

Table 4.4
Stress Level of B.Ed. and MBA professional Students with respect to Type of Family

Variable	Type of Family	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Joint Family	B.Ed.	35	53.57	15.38	1.088	Not Significant
		MBA	19	48.05	18.99		
	Nuclear Family	B.Ed.	117	68.39	19.24	5.856*	Significant
		MBA	133	53.57	20.74		

From the above table, it is observed that the total mean stress level with respect to Type of Family was higher for Nuclear Family Type of B.Ed. students (68.39) than the Joint Family Type of B.Ed. students (53.57). It also revealed that the total mean stress level with respect to type of family was higher for Nuclear Family Type of MBA students (53.57) than the Joint Family Type of MBA students (48.05).

The findings of the present study fall in line with the findings of Brissie et al., (1988) were found that persons who feel well supported are less likely to burn out. Logically, it can be understood because doing extra work with the same or insufficient support (either from family, friends or teachers) and resources is likely to contribute to stress.

The obtained 't' value 1.088 of Joint Family Type of B.Ed. & MBA students is less than the table value (1.96) at 0.05 level indicating there is no significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Joint Family Type" is accepted.**

It is also observed that the obtained 't' value 5.856 of Nuclear Family Type of B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. Therefore the Null Hypothesis, **"There is no significant difference between B.Ed. and MBA professional students in their stress level with respect Nuclear Family Type" is rejected.**

Table 4.5
Stress Level of B.Ed. and MBA professional Students with respect to Qualification of Father

Variable	Qualification of Father	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Illiterate	B.Ed.	33	64.69	21.57	0.510	Not Significant
		MBA	19	61.63	20.44		
	Schooling	B.Ed.	94	60.36	17.07	2.680*	Significant
		MBA	78	52.39	21.14		
	Diploma	B.Ed.	11	88.90	17.44	6.222*	Significant
		MBA	18	48.33	16.34		
	Graduate	B.Ed.	9	76.88	12.19	4.864*	Significant
		MBA	30	50.60	19.52		
	Professional	B.Ed.	5	79.60	2.19	2.337*	Significant
		MBA	7	56.14	26.43		

From the above table, it is observed that the total mean stress level with respect to Qualification of Father was higher for Diploma qualified Father of B.Ed. students (88.90) and lower for Schooling qualified Father of B.Ed. students (60.36). It also revealed that the total mean stress level with respect to Qualification of Father was higher for Illiterate Father of MBA students (61.63) and lower for Diploma qualified Father of MBA students (48.33).

The obtained 't' value 0.510 of Illiterate Father of B.Ed. & MBA students is less than the table value (1.96) at 0.05 level indicating there is no significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Illiterate Father Qualification" is accepted.**

The obtained 't' values 2.680 of Schooling qualified Father, 6.222 of Diploma qualified Father, 4.864 of Graduation qualified Father and 2.337 of Professionally qualified Father of B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Schooling Father Qualification, Diploma Father Qualification, Graduate Father Qualification and Professional Father Qualification" is rejected.**

Table 4.6
Stress Level of B.Ed. and MBA professional Students with respect to
Qualification of Mother

Variable	Qualification of Mother	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Illiterate	B.Ed.	40	63.97	18.70	3.052*	Significant
		MBA	16	48.00	17.27		
	Schooling	B.Ed.	80	61.35	20.24	2.381*	Significant
		MBA	92	53.72	21.70		
	Diploma	B.Ed.	3	71.66	24.00	1.215	Not Significant
		MBA	5	54.20	8.49		
	Graduate	B.Ed.	20	73.85	15.98	5.046*	Significant
		MBA	35	49.60	19.00		
	Professional	B.Ed.	9	79.77	3.30	0.161	Not Significant
		MBA	4	80.25	5.43		

From the above table, it is observed that the total mean stress level with respect to Qualification of Mother was higher for Professionally qualified Mother of B.Ed. students (79.77) and lower for Schooling qualified Mother of B.Ed. students (61.35). It also revealed that the total mean stress level with respect to Qualification of Mother was higher for Professionally qualified Mother of MBA students (80.25) and lower for Illiterate Mother of MBA students (48.00). The above findings show that B.Ed. students had greater levels of stress than MBA students in four of the five categories. The only category in which MBA students showed greater stress level than B.Ed. students was Professionally qualified Mother.

The findings of the present study fall in line with the findings of Murphy, Gray, Sterling, Reeves and DuCette (2009) were the overall findings show that dental students had greater levels of stress than medical students in three of the five categories. The only category in which medical students demonstrated greater stress levels than dental students was in professional identity.

The obtained 't' values 3.052 of Illiterate Mother Qualification, 2.381 of Schooling qualified Mother and 5.046 of Graduation qualified Mother of B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Illiterate Mother Qualification, Schooling Mother Qualification and Graduate Mother Qualification" is rejected.**

The obtained 't' values 1.215 of Diploma qualified Mother and 0.161 of Professionally qualified Mother of B.Ed. & MBA students is less than the table value (1.96) at 0.05 level indicating there is no significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Diploma Mother Qualification and Professional Mother Qualification" is accepted.**

Table 4.7
Stress Level of B.Ed. and MBA professional Students with respect to
Parents Monthly Income

Variable	Parents Monthly Income	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Below Rs.30000	B.Ed.	132	63.37	19.69	2.845*	Significant
		MBA	81	54.85	22.12		
	Rs.30000 – 40000	B.Ed.	8	73.12	12.56	4.784*	Significant

		MBA	17	49.23	9.410		
	Above Rs.40000	B.Ed.	12	77.16	14.63	5.142*	Significant
		MBA	54	51.09	20.61		

From the above table, it is observed that the total mean stress level with respect to Parents Monthly Income was higher for Above Rs.40000 income of B.Ed. students (77.16) and lower for Below Rs.30000 income of B.Ed. students (63.37). It also revealed that the total mean stress level with respect to Parents Monthly Income was higher for Below Rs.30000 income of MBA students (54.85) and lower for Rs.30000 – 40000 income of MBA students (49.23).

The findings of the present study fall in line with the findings of Britt, Mendiola, Schink, Tibbetts and Jones (2016) were financial stress was not associated with academic achievement, but financial stressors, objective financial knowledge, and financial resources were highly related to financial stress.

The obtained 't' values 2.845 of Below Rs.30000 Parents Monthly Income, 4.784 of Rs.30000 – 40000 Parents Monthly Income and 5.142 of Above Rs.40000 Parents Monthly Income of B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Below Rs.30000 Parents Monthly Income, Rs.30000 – 40000 Parents Monthly Income and Above Rs.40000 Parents Monthly Income" is rejected.**

Table 4.8

Stress Level of B.Ed. and MBA professional Students with respect to % of Marks secured in the semester exam

Variable	% of Marks	Group Compared	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Stress Level	Below 70 %	B.Ed.	14	70.21	15.67	4.508*	Significant
		MBA	31	43.29	23.71		
	70 % – 85 %	B.Ed.	90	62.98	19.61	3.185*	Significant
		MBA	101	54.18	18.42		
	Above 85 %	B.Ed.	48	67.18	19.83	1.079	Not Significant
		MBA	20	61.20	21.26		

From the above table, it is observed that the total mean stress level with respect to % of Marks secured in the semester exam was higher for Below 70 % of Marks secured of B.Ed. students (70.21) and lower for 70 % – 85 % of Marks secured of B.Ed. students (62.98). It also revealed that the total mean stress level with respect to % of Marks secured in the semester exam was higher for Above 85 % of Marks secured of MBA students (61.20) and lower for Below 70 % of Marks secured of MBA students (43.29).

The findings of the present study fall in line with the findings of Britt, Mendiola, Schink, Tibbetts and Jones (2016) were increasing available financial resources to students, in addition to providing opportunities to increase financial knowledge for students, would likely be associated with decreased stress and better academic achievement.

The obtained 't' values 4.508 of Below 70 % of Marks secured and 3.185 of 70 % – 85 % of Marks secured of B.Ed. & MBA students is more than the table value (1.96) at 0.05 level indicating there is significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Below 70 % of Marks secured and 70 % – 85 % of Marks secured" is rejected.**

The obtained 't' value 1.079 of Above 85 % of Marks secured of B.Ed. & MBA students is less than the table value (1.96) at 0.05 level indicating there is no significant difference between the means. **Therefore the Null Hypothesis, "There is no significant difference between B.Ed. and MBA professional students in their stress level with respect to Above 85 % of Marks secured" is accepted.**

V. Educational Implications

- ❖ Research has shown that the stress level is seen higher for B.Ed. professional students than MBA professional students. So there is a need in reducing the stress for B.Ed. professional students to strive for excellence towards their profession.
- ❖ B.Ed. professional students may be given more opportunities to take part in yoga and meditation classes to reduce their stress level.
- ❖ The study recommends the interdisciplinary stress management approaches and stress coping abilities for the B.Ed. professional students to become more successful in academic and perform well in their Internship training.
- ❖ Every B.Ed. institution should be provided with facilities offering Guidance & Counseling Cell. A trained Psychologist & Guidance Counsellor can help the B.Ed. professional students to manage their stress.

VI. Conclusion

The stress found in the Professional students is due to several problems that may be connected with physical, health, financial or economic matters, psychological, academic, intrapersonal and interpersonal, teaching-learning and social related stressors. Professional students must provide a healthy learning environment and this includes mental well being too. So that more psychologically healthy students will flourish and get through to become productive and contributing members of the society. Hence there is a need for reviewing the Professional course curricula. Stress management programs and psychiatric care must be included in the Professional course programs in order to provide a stress free environment to the Professional students.

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