



A STUDY ON ACADEMIC STRESS AND ITS CONSEQUENCES IN THE STUDENTS OF UNIVERSITY LEVEL: A CASE STUDY OF DIFFERENT UNIVERSITIES OF MADHYA PRADESH, INDIA.

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Abstract: In this study the Academic Stress of University students and Consequences of Academic Stress was studied. To examine the academic stress Student Academic Stress Scale (SASS) was applied in which students divided in two groups high academic stress groups and low academic stress group and to examine academic stress consequences Academic Stress Consequences Scale (ASCS) was used. In regard to consequences of academic stress, high academic stress groups subjects have scored higher mean score and significantly differ from low academic stress group subjects only on two dimensions of Academic Stress Consequences Scale i.e., impulsiveness and tension on rest of the three measures of academic stress consequences, two comparable groups not differ significantly.

Index Terms – Stress, SASS- Student Academic Students Stress, ASCS- Academic Stress Consequences

1. Introduction:

Stress is an inevitable aspect of life; in fact, the word "stress" has entered our everyday lexicon. According to a recent survey by the American Psychological Association (2007), stress levels are high and steadily rising for many of us. In a survey of Americans, one-third said they were "living with stress," and about half said their stress levels had risen over time. Not all stress is negative. It can provide you the drive you need to deal with crises, make adjustments, conquer obstacles, and succeed. However, even if a small bit of stress might be beneficial, chronic stress has negative long-term effects on our health.

1.1 PHYSIOLOGY OF STRESS

The balance of the body is disturbed by environmental stressors such as heat, cold, noise, pain, and danger (Selye, 1956). The body then makes use of its resources to combat these stressors and go back to normal. General Adaptive Syndrome (GAS), a series of physiological responses to stresses, was the term used by Selye to characterise the body's reaction to external stressors of all kinds. One complete model to explain the stress phenomenon is the general adaptive syndrome. According to this paradigm, when an organism encounters a threat, there are three phases of physiological reactions.

1.2 PSYCHOLOGY OF STRESS

Physiological changes are caused by stressors, but psychological elements are equally important. Cognitive, conative, and emotional functions are all impacted by stress. High levels of stress have an impact on people's attention and memory. Stress can affect cognitive function, frequently by detracting from it. Heart rate and blood pressure are physiological signs of increased autonomic nervous system activation, as are sweating, digestive problems, muscle strain, and weakness. People who are anxious often experience symptoms including worry, insomnia, impatience, difficulty focusing, forgetfulness, distress, and mild sadness. Thus, stressful situations may result in brain and endocrine alterations that disrupt a person's normal functioning and lead to a variety of health diseases. Both men and women are considered to be in the high-risk group for coronary heart disease when they experience significant levels of mental stress. A mental state of stress may include feelings of rage, worry, and hopelessness as well as a lack of joy, low self-esteem, and a sense of fulfilment. Stress frequently comes with emotions, and people frequently assess their stress levels based on their emotional state. Both the stress and the emotional experience are influenced by cognitive assessment processes. It is common knowledge that in some circumstances, emotionally taxing experiences—more especially, angry outbursts—can precede and even seem to be the catalyst for the beginning of acute myocardial infarction (Behar et al., 1993). It has long been thought that stress may contribute to medical illnesses, and it is firmly believed that emotional stress may result in physiologic

problems. It has been noted that persons who work in high demand, poor control occupations, such as waiters, drivers, and cooks, among others, experience more systolic blood pressure increase than those who work in more controllable or less demanding.

1.3 Stress Appraisal

People's assessments of stressful circumstances are incredibly individualized. A stressful situation for one individual could be regular for another. Lazarus and Folkman (1984) make a distinction between primary and secondary evaluation when talking about assessments of stress. An event's primary appraisal determines whether it is (1) inconsequential, (2) relevant but not dangerous, or (3) stressful. An individual is more inclined to evaluate his or her coping mechanisms and options when they perceive an incident to be stressful, which is known as a secondary assessment. The impact of stressful situations is affected by how people perceive them (Daniels, Hartley, and Travers, 2006). According to recent studies (Van et al., 2003), negative interpretations of events are frequently linked to heightened distress in the wake of the events. Therefore, stress and executive stress are not necessarily the same.

1.3.1 Stress and Environment

Although how one feels about stress is very individualised, many different types of stress are caused by shared environmental conditions. Ambient stress is caused by persistent environmental problems that, while not urgent, are undesirable and put extra demands on people's ability to adapt. environmental factors such Well-being can be at risk and stressed out by factors like pollution, loud noise, and traffic jams. Children attending Universities close to Los Angeles International Airport were shown to have raised blood pressure when exposed to loud noise on a regular basis by Cohen et al. in 1980. Another significant cause of environmental stress is crowdedness. Being crammed into a passenger train for a busy commute is one example of a brief experience of crowding that can be distressing (Evans and Wener, 2007). Crowding is a significant issue that extends far beyond Western cities, as Siddiqui and Pandey (2003) found it to be one of the most significant stresses for urban dwellers in Northern India.

1.4 Stress and Culture

Virtually all human societies consider some occurrences to be stressful; nevertheless, the sorts of stress that are most prevalent in different cultures' populations varies widely.

The abundant evidence that cultural change, such as growing modernisation and urbanisation, as well as shifting values and customs, has been a major source of stress in many societies serves as an example of the potential importance of culture (Dessler, 2000). A particular cultural group may occasionally experience pervasive stress that is particular to that group (Berry and Ataca, 2000).

Every child will face stress in their lives, perhaps in substantial amounts. Most of the time, adults are unable to recognize the frequency and severity of stress in children's life. For instance, research has revealed that child can even pick up the mother's stress while still in the womb. Younger children may feel stress due to:

- Disrupted households, mixed families, both parents working outside the home;
- Increased exposure to violence, both real and on screen;
- Excessive screen time;
- Being overscheduled;
- Feeling under pressure to perform or behave in ways that are beyond their capabilities.

Common sources of stress for teenagers include:

- Failure on a test;
- being judged or evaluated by others;
- unrealistic classroom expectations;
- issues with peers;
- any circumstance that jeopardizes one's self-esteem;
- Conflict with parents, teachers, or other adults;

children's perceptions of their own stress levels are lower than those of their parents (Humphery, 1998).

1.5 ACADEMIC STRESS

Both in scholarly circles and in our culture, stress has grown in importance. Numerous researchers in the field of behavioral science have studied stress and its effects in depth and come to the conclusion that more research needs to be done on the subject (Rees and Redfern, 2000; Ongori and Agolla, 2008; Agolla, 2009). Stress is linked to health problems, negative emotional reactions, and effects on "quality of life and sense of well-being" (Sinha, 2000). This is a "cultural truism" (Sinha, 2000). Academic stress has recently emerged as a serious mental health issue among the various stresses experienced by teenagers and young adults (Rangaswamy, 1982). According to estimates, 10% to 30% of students experience academic stress, which has a negative impact on their academic performance, psychological adjustment, and general emotional and physical well-being (Johnson, 1979; Hoghughi, 1980). Academic institutions have different work environments than non-academic institutions, so one may anticipate differences in the signs, triggers, and effects of stress in the two environments (Elfering et al., 2005; Chang and Lu, 2007).

University students are in the adolescent stage. Adolescence is a stage of life between childhood and adulthood. It is a period of rapid sexual maturation, self-discovery, personal value determination, and occupational and social direction discovery. The adolescent years are the formative years of identity when careers, education, and personal interests emerge. At this point, the individual's societal expectations are radically changing.

At the University students spend the most of the day attending courses, helping with assignments, participating in extracurricular activities, and coaching academics. The academic requirements of formal curricula and teachers who place an emphasis on academic

accomplishment, learning motivation, and self-improvement have an impact on overall development. Adolescents learn new perspectives on the future at university. Adolescents' development depends on it greatly. The relationships among and between administrators, instructors, parents, students, and the community are all part of the University environment.

According to Wilks (2008), a combination of academic demands that are greater than a person's capacity for adaptation results in academic stress. According to Hussain, Kumar, and Hussain (2008), academic stress has a negative impact on students' general adjustment, and numerous studies have already shown this to be the case (e.g., Agolla and Ongori 2009; Hussain et al. 2008; Masih and Gulrez 2004; Shaikh et al. 2004; Sulaiman et al. 2009). In 2005, Kumar and Jejurkar discovered that undergraduate students' greater levels of stress were caused by academic variables.

The majority of university students experience stress practically daily. They experience stress in their personal, family, job, and interpersonal interactions in addition to their university lives. While some of this tension is beneficial, the overall amount can be debilitating. A student may be forced to take actions they would not typically take by the intense stress. Those with higher GPAs experience University stress more intensely than do those with lower GPAs. Higher-graded children believe they must consistently perform at a higher level and pace in order to live up to the high expectations that their professors, parents, and peers have for them, and with that expectation comes the expectation that their grade point level will remain the same.

Thus, their grades and achievements may put an unreasonably high amount of stress on a person so young. The children are put under pressure from outside forces to perform tasks they might not be capable of. Students in lower grade levels experience distinct pressures. They can believe that they don't do well in university and will never be able to compete with others who have better grades. Those Students battle with the same external factors, such as peers, parents, teachers, and assignments. Students experience stress on a daily basis, whether it comes from them or from others. Both a student's physical and emotional health can be negatively impacted by stress. Stress can occasionally either cause a pupil to perform beyond his or her limitations or limit any abilities a student may already have. A student may also experience stress as a result of the assignments and notes they receive from their teachers. Students who participate in too many extracurricular activities can also put unnecessary stress on themselves. A student's academic career will either be aided or hampered by adaptive stress and/or negative stress. Many parents believe that their child will have a positive and well-rounded University experience if they can manage their student's stress level. Because stress affects a student's life so greatly, it is important for them to learn how to manage it.

Types of Academic Stress India's educational systems and curricula are built around the exams. In exam preparation takes place during class time. Throughout the final two years of their education, students take frequent tests in each subject after finishing a chapter or topic (cycle tests). Teachers are under pressure from university administration to get top grades from students in every subject. Teachers continually stress the value of academic success because of this. The majority of students attend tutorial and coaching sessions after university. In India, middle class high University students do their homework for 4 to 5 hours per day, compared to 2 to 7 hours per day in Japan and 3 hours per day in Korea. Indian psychologists hypothesised that anxiety results from academic stress (Iype, 2004). A study by a Delhi-based mental health organisation found that 40% of Students experience test stress. According to a different survey, 57% of students were found to be sad and 9% had considered suicide as a result of academic stress (Pasmanlier, 2005).

1.6 Causes of Academic Stress Following are the causes of Academic Stress: Academic Performance:

Academic performance includes tests and written assignments, both of which can dramatically increase University students' academic stress levels. University students typically feel pressure from their parents, peers, and themselves to perform well and pass their exams with favourable results.

I. Self-Imposed Expectations: Academic stress can also be greatly influenced by self-imposed standards for achievement. Most perfectionists attempt to take on too much at once and have very high expectations for themselves.

II. Parents: Parents' expectations put stress on students at both levels.

III. Peers and Siblings: Most adolescents also experience pressure from their siblings and peers. Peers typically have an impact on one another.

IV. Tuitions and Coaching Classes: Tuition and coaching classes are a big contributor to the academic stress that students experience.

V. Workload: The amount of work students is given is a significant contributor to their stress.

VI. University: The most common, treatable cause of academic failure in Indian University is stress connected to education.

VII. Teacher: University teachers are another factor contributing to their academic stress.

VIII. Internal and External Factors: Academic stress is well known to be influenced by both internal and external factors.

IX. Statement of the Problem: Academic Stress amongst University Students and Its consequences.

1.7 CONSEQUENCES OF STRESS

I Physical Symptoms: When a person worries more than the issue or feared outcome actually justifies, physical signs of stress are more likely to manifest. These somatic or physical symptoms include restlessness, fatigue that comes on suddenly, and difficulty falling asleep. Muscle tension, trouble sleeping, headaches, and exhaustion are a few additional typical symptoms (Diagnostic and Statistical Manual of Mental Disorders, 1994).

II Sleep Difficulties: Another harmful effect of academic stress is trouble falling asleep. Everybody occasionally has trouble falling asleep or waking up throughout the night, but when either or both of these problems persist for a long time or often, it's time to pay attention and look for a solution. Sleep problems may indicate stress and add to exhaustion and being worn down.

III Fatigue: Fatigue may be a sign that your muscles are working too hard due to unneeded tension from stress, that you are experiencing sleep issues, that you are not getting enough sleep, that you are exhausted, or that you are becoming ill. Some children choose not to exercise, and they find methods to do so even while at university, which causes their fitness and stamina to decline and makes them feel more worn out.

IV Tension Headaches and Muscle Tension: Stress is a common cause of tension headaches. Although there are many other factors that might contribute to headaches, such as allergies, poor vision, or the need for new eyeglasses, academic stress is one of the major factors that contribute to headache and muscular tension. According to one study, children who did well in

university seemed to be more affected by the consequences of academic stress (Rangaswamy, 1982). High-achieving Chennai Students complained of having "tension headaches" and went to see a professional psychologist. Following an evaluation, a psychologist stated that their headaches were brought on by ongoing anxiety, tension, an overly concerned attitude, protracted strain, and exaggerated academic goal setting.

V Reduced Concentration: Stressful situations frequently result in diminished concentration. It may be immediately apparent or only become apparent later when little has been completed (such as with homework). There is a feeling of disarray and a difficulty to concentrate on the current activity. It is quite challenging to recall what has been read, studied, or only half of it was heard in class. Physical exhaustion, sleep issues, and worries about slipping behind and not being able to catch up make it worse.

VI Irritability: Irritability is characterized by a "short fuse," crude remarks spoken carelessly, severe rages over minor irritations, or a propensity for picking conflicts. The level of fury is significantly higher than usual. Because it changes from annoyance to "intense anger" so quickly, it can be difficult to categorise as "stress" and might be confusing. Anger may not easily subside and frequently leads to combative interactions with friends and family. Verma and Gupta (1990) discovered that the pressure of exams, assignments, and expectations from parents and teachers led to a range of behavioural issues, including tension, anxiety, withdrawal, insomnia, and irritability. The younger students suffered more than the older ones; it was also discovered.

Statement of the Problem: Academic Stress amongst University Students and Its Consequences

2. Research Methodology

The population of the current study consisted of all university students in the age range of 18 to 22 from the districts of Indore, Bhopal, and Ujjain in the state of Madhya Pradesh. followed by method, population and sample. Further in this chapter, description of tools used, the methods of data collection, administration and scoring and the frame for analysis are discussed.

This study was descriptive in nature and survey method was used. The following procedure was adopted for the study.

2.1 Population

All the University students of Indore, Bhopal and Ujjain districts of Madhya Pradesh State, of the age group of 18-22 years constituted the population of the present study.

2.2 Sample

The majority of the educational phenomenon is made up of numerous units. But it is not feasible to contact each and every element of the population. The investigator had to contact some individuals only who could represent the whole population. A sample is a portion of the population that is considered to be representative. Sampling is the process by which relatively small number of individuals is selected in order to find out something about the entire population from which it was selected. In the present study, (450) University students constituted the sample for investigation on the basis of simple random sampling. The students included in the sample were taken from three streams i.e., Engineering, Pharmacy and Science. Both boys and girls were selected equally from each stream i.e., (150) from Engineering stream, (150) from Pharmacy stream and (150) from science stream. Similarly equal number of students were selected, were drawn from both types of universities.

i.e., Government Universities (N=225) and Private Universities (N = 225). The students included in the sample range in the age from 18 to 22 years with the mean age of 20 years. A brief profile of respondents is shown in Table 1.

All the selected students were administered with Students Academic Stress Scale (SASS) and Academic Stress Consequences Scale (ASCS). To meet out the objectives of the study the selected subjects were classified into high and low academic stress groups. For this, scores of all three dimensions i.e., cognitive reaction, affective reaction, and behavioral reaction of SASS were combined and obtained the total score of academic stress. The subjects having highest 27% score on SASS constituted the High Academic Stress Group. The high academic stress group consisted of 225 subjects and subjects having lowest 27% score on SASS constituted the low academic stress group. The Low Academic Stress Group consisted of 120 subjects. The study was carried out through Descriptive Survey Method on a sample of 250 University students.

3. Tool Used

Selection of the suitable tools or measures is of vital importance for the collection of data in any research work. Different tools are used for collection of data and for various kinds of information. One may use one or more of the tools according to the purpose of the study. For the present study, the investigator used the following tools.

3.1 Students' Academic Stress Scale (SASS)

For the measurement of academic stress, the investigator adapted A.O. Busari's Students Academic Stress Scale (SASS). SASS is a valid measure and it consists of 37 items. The scale measures three aspects/reactions i.e., cognitive reaction, affective reaction and behavioral reaction towards different types of academic stressors.

Cognitive reaction to stressors sub-scale of the instrument consists of 9 items, and total score can range from 9 to 45.

The second sub-scale of the instrument is affective reaction. This sub-scale consists of 11 items and total scores can range from 11 to 55.

The behavioural reaction scale is the third sub-scale of the SASS. Since there are 17 items in this sub-scale, total scores can range from 17 to 85.

Responses are instructed to rate each item by checking out one of the five respondents, namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. For scoring, a numerical value of 5 to 1 is attached to each category of responses. Student Academic Stress Scale is a reliable measure of academic stress. Cronbach's alpha coefficient for each scale was

found 0.92 for cognitive reaction, 0.84 for affective reaction and 0.84 for behavioral reaction.

Description of sub scales (SASS)

Reaction to Stressors: Reaction to stressors refers to the state of physical or psychological arousal that usually results from perception of stress experience.

Cognitive Reaction Subscale Reaction to stressors refers to the state of physical or psychological arousal that usually results from perception of stress experience.

Affective Reaction Subscale: Affective reaction includes fear, anxiety, worry, tension, anger, guilt and grief. Emotionally students may experience increased fear, anxiety, and change in level of sensitivity (more or less) and increased aggression, greed, anger and irritability.

Behavioral Reaction Subscale: Behavioral reaction subscale measure's reaction to stressful situations such as – crying, drug use, smoking and irritability. Behaviorally students may become more aggressive or more withdrawn. Some students may regress in their behavior. Also, change in sleeping and eating patterns may occur.

3.2 Academic Stress Consequences Scale (ASCS)

Consequences of academic stress were measured by Academic Stress Consequences Scale developed by the researcher. The scale consists of 41 items. This scale has five sub-scales namely Angry Hostility, Impulsiveness, Depression, Tension and Violence. Academic Stress Consequences Scale was developed by the investigator taking insight from various psychological tests like Cattell's 16 PF, NEO-FIVE Factor Inventory (Costa and McCrae, 1992), and Duo bey's Mental Depression Inventory and Problem Children Behavioral Checklist. Initially, a total of 69 items constructed to tap various aspects of consequences of academic stress. These items were supplied to four experts to examine and after a careful examination of each statement, experts recommended to drop nine of anger hostility, seven of impulsiveness, five of depression, eight of tension, and four items of violence.

A pilot study was conducted to perform final item analysis. The items total correlation matrix shortlisted eight items in angry hostility, eight items in impulsiveness, ten items in depression, ten items in tension, and five items in violence to be retained as having correlation coefficient (r) is greater than 0.20. Initially Academic Stress Consequences Scale consisted of 69 items. These items were given to four experts to examine and after a careful examination of each statement experts suggested some modifications in the items and they have also deleted 33 items of the scale. After Pilot study experts' advice for the addition of 5 more statements and finally scale consisted of 41 items for the final form of the scale.

Academic Stress Consequence Scale is a 5-point scale. While administering the test, subjects are asked to read the statements carefully and choose any one option which is most appropriate according to them from the five options given after each statement, namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. A balance of positive and negative worded items was created. For scoring of positive key items, a numerical value of 5 to 1 is attached to each category responses. The negatively phrased statements are scored in reverse. ASCS is a valid and reliable scale. The internal consistency of the test determined by computing split-half reliability for Angry Hostility, Impulsiveness, Depression, Tension and Violence sub-scales are 0.76, 0.78, 0.86, 0.81 and 0.73 respectively. The scale was validated against the criterion of content validity.

4. Result and Discussion

For the purpose of data analysis, statistical tools like mean, SD and t-test, were applied

The examination of consequences of academic stress among university students 41 items Academic Stress Consequences Scale were used. The scale has five sub-scales i.e., Angry hostility, Impulsiveness, Depression, Tension and Violence. As mentioned above, for the comparison of determinants and consequences of academic stress, selected subjects were divided into High Academic Stress Group and Low Academic Stress Group on the basis of combined scores of Students Academic Stress Scale's (SASS) three dimensions i.e., Cognitive Reaction, Affective Reaction and Behavioral Reaction. The subjects scoring below 27% (N=120) constituted the Low Academic Stress Group and the subjects scoring above 27% (N=120) constituted the High Academic Stress Groups.

Table-3.1:
Respondent Profile for N = 450

Gender	Districts			University		Streams		
	Indore	Bhopal	Ujjain	Govt.	Private	Engineering	Pharmacy	Science
Male	77	76	72	113	113	77	76	72
Female	77	76	72	112	112	77	76	72
Total	154	152	144	225	225	154	152	144

Age range = 18 years to 22 years

Mean age = 20 years

Table 3.2 :
Variables use in study

S.N.	Variables	Description
1.	Cognitive Reaction	A Measure of Academic Stress
2.	Affective Reaction	A Measure of Academic Stress
3.	Behavioral Reaction	A Measure of Academic Stress
9.	Angry Hostility	A Measure of Academic Stress Consequences
10	Impulsiveness	A Measure of Academic Stress Consequences
11	Depression	A Measure of Academic Stress Consequences
12	Tension	A Measure of Academic Stress Consequences
13	Violence	A Measure of Academic Stress Consequences

Group Differences in Consequences of Academic Stress

Comparison of Low and High Academic Stress Groups on Consequences of Academic Stress

The data was analyzed to study differences in the academic stress consequences viz. Angry hostility, Impulsiveness, Depression, Tension and Violence among subjects falling in low and high academic stress groups. For this, the mean scores of low academic stress group subjects were compared with the mean scores of high academic stress group subjects on the above-mentioned variables. For this, t-ratios were computed.

To examine the differences in the consequences of academic stress i.e., angry hostility, impulsiveness, depression, tension and violence, the total sample of 444 University students were divided in two groups viz. Low Academic Stress Group (N=120 below 27%) and High Academic Stress Group (N=120 above 27%). The means, standard deviations and t-ratios of mean differences have been reported in table 4.2.1 to 4.2.6. and 1 but negative items were scored by assigning the score of 1, 2, 3, 4 and 5 respectively.

Table 4.1

Means, SDs and t-ratios of Low and High Academic Stress Groups on Consequences of Academic Stress

Variables	Low Academic Stress Group (N=120)		High Academic Stress Group (N=120)		t-ratios	Level of Significance
	Mean	SD	Mean	SD		
Angry Hostility	21.258	4.737	21.858	4.703	0.985	N.S.
Impulsiveness	22.908	5.140	24.316	5.342	2.081	0.05
Depression	20.300	6.157	21.550	5.322	1.682	N.S.
Tension	25.433	5.622	28.891	6.820	4.286	0.01
Violence	10.058	7.665	9.991	2.809	0.089	N.S.

Table 4.2

Means, SDs and t-ratio of Low and High Academic Stress Groups on Angry Hostility

Groups	Mean	SD	t-ratio	Level of Significance
Low Academic Stress Group (N=120)	21.258	4.737	0.985	N.S.
High Academic Stress Group (N=120)	21.858	4.703		

A closer inspection of the above-mentioned table reveals that mean scores of two comparable groups on the measure of angry hostility were 21.258 and 21.858 with their respective standard deviations of 4.737 and 4.703. The calculated t-ratio equals to 0.985 which is not significant at 0.05 level of significance. The obtained results here in the present study points that two comparable groups not differ significantly on the angry hostility dimension of Academic Stress Consequences Scale. Further it also reveals that University students belonging to low and high academic stress groups are similar in the possession of anger frustration and bitterness in behavior.

Table 4.3**Means, SDs and t-ratio of Low and High Academic Stress Groups on Impulsiveness**

Groups	Mean	SD	t-ratio	Level of Significance
Low Academic Stress Group (N=120)	22.908	5.140	2.081	0.05
High Academic Stress Group (N=120)	24.316	5.342		

Perusal of above table reveals that mean scores of low and high academic stress groups of university students on impulsiveness dimension of Academic Stress Consequences Scale (ASCS) were 22.908 and 24.316 with the respective standard deviations of 5.140 and 5.342. The obtained t-ratio equals to be 2.081, which is significant at 0.05 level of significance. It points that subjects belonging to the two comparable groups differ significantly in terms of impulsiveness i.e., one's inability to control craving and urges. Further the findings reveal that the subjects falling in the high academic stress group are the more impulsive than their counterpart low academic stress group subjects. High academic stress group students are more unable to control their cravings and urges, unable to modify their behavior and their poor emotional control leading to mutilation or suicide attempts. The results supported the findings of the earlier studies conducted by Greenberg (1980) and Rangaswamy (1982) that academic stress caused various emotional and behavioral difficulties including depression, anger, feeling of bitterness and irritability.

Table 4.4**Means, SDs and t-ratio of Low and High Academic Stress Groups on Depression**

Groups	Mean	SD	t-ratio	Level of Significance
Low Academic Stress Group (N=120)	20.300	6.157	1.682	N.S.
High Academic Stress Group (N=120)	21.550	5.322		

It can be noted from the above table that respective mean scores of low and high academic stress group's subjects on depression dimension of Academic Stress Consequences Scale (ASCS) were 20.300 and 21.550 along with their respective SDs of

6.157 and 5.322. The obtained t-value equals to 1.682 which is not significant. Further it reveals that University students belonging to low and high academic stress groups are similar in the possession of characteristics like- sadness, guilt feeling, alone, hopelessness and depression.

Table 4.5

Means, SDs and t-ratio of Low and High Academic Stress Groups on Tension

Groups	Mean	SD	t-ratio	Level of Significance
Low Academic Stress Group (N=120)	25.433	5.622	4.286	0.01
High Academic Stress Group (N=120)	28.891	6.820		

It can be observed from the above table that mean scores of two comparable groups on tension dimension of Academic Stress Consequences Scale (ASCS) were 25.433 and 28.891 with respective SDs of 5.622 and 6.820. The calculated t-value equals to be 4.286 significant at 0.01 level of significance. The obtained findings indicate that high academic stress group University students are more tense than their counterpart low academic stress group University students. It suggests that high academic stress group University students characterized as tense, frustrated, driven, overwrought and impatient. Largely outcomes of analysis also support the results of the studies by Verma and Gupta (1990) and Rangaswamy (1982) in which they stated that academic stress caused tension, anxiety, withdrawal, irritability, sleeplessness and different types of somatic as well as psychological problems

Table 4.6**Means, SDs and t-ratio of Low and High Academic Stress Groups on Violence**

Groups	Means	SD	t-ratio	Level of Significance
Low Academic Stress Group (N=120)	10.058	7.665	0.089	N.S.
High Academic Stress Group (N=120)	9.991	2.809		

It can be noted from the above table that mean scores of low and high academic stress groups on the violence dimension of Academic Stress Consequences Scale (ASCS) were 10.058 and 9.991 along with their respective SDs of 7.665 and 2.809. The obtained t-ratio is 0.089 which is not significant. The obtained results here in the present study reveals that two comparable groups do not differ significantly on the dimension of violence.

Overall results clearly indicate that two comparable groups differ significantly only on impulsiveness and tension variables of academic stress consequences but not differ significantly on the measures of angry hostility, depression and violence. Further the obtained findings suggest that the students characterized as tense, frustrated, driven, overwrought, impatient and unable to control their craving and urges tend to highly academically stressed. The findings of the study lend support to the studies conducted by Verma and Gupta, (1990); Greenberg (1980).

As has been hypothesized that low and high academic stress group University students do not differ on the different measures of academic stress consequences has been rejected as significant difference exists between the low and high academic stress groups

5. Discussion

With regard to consequences of academic stress, high academic stress groups subjects have scored higher mean score and significantly differ from low academic stress group subjects only on two dimensions of Academic Stress Consequences Scale i.e., impulsiveness and tension. The findings of the study lend support to the study conducted by Verma and Gupta (1990) which suggested that academic stress affected the students adversely as it caused headaches, stomach aches, fever, nausea, behavioral problems, such as aggressiveness, temper tantrums, adjustment problems. Students also reported tension, anxiety, withdrawal, irritability and sleeplessness. The study findings also supported by the study conducted by Rangaswamy (1982) in which it was suggested that constant worries, tension, over concerned attitude, prolonged strain, and disproportionate goal-setting regarding their academic work caused tension, headache, adjustment problems and emotional disturbances. The results also lend support to the study conducted by Greenberg (1980) which suggested that stress is a contributing factor in causing various emotional and behavioral difficulties, including depression, Anxiety, tantrums, physical abuse of children, destructive outbursts of rage, emotions of failure and inadequacy, as well as bitterness, resentment, irritability, and impatience. On rest of the three measures of academic stress consequences, two comparable groups not differ significantly.

6. Conclusion

Overall findings of the study indicated that low and high academic stress groups differ significantly on all the academic stress consequences two comparable groups differ significantly on two dimensions of Academic Stress Consequences Scale i.e., impulsiveness and tension but not differ on rest of the three dimensions i.e., angry hostility, depression and violence.

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