


STUDENT STRESS AND ITS ASSOCIATION WITH STUDENT PERFORMANCE AND PSYCHOLOGICAL WELL-BEING: AN EMPIRICAL STUDY ON HIGHER ACADEMIC EDUCATION STUDENTS IN AND AROUND HYDERABAD METRO

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 26 October 2022</p> <p>Accepted 02 December 2022</p>	<p>Purpose: The authors report the results of an empirical study carried out by gathering data from the students of higher academic education institutes. This empirical study investigates if students of higher academic institutes experience stress in general and the factors associated with student stress.</p>
<p>Keywords:</p> <p>Blended Learning; Management Education; Executive Education; Bibliometric Analysis; Management and Business Education.</p>	<p>Theoretical framework: This empirical research assessed student stress and its effect on the psychological well-being and performance of students from higher academic institutions following the Theoretical framework of Anderson (2015) and Prasad et al. (2020)</p> <p>Design/methodology/approach: The data were collected using structured undisguised questionnaire and was published on google forms using Likert-type 12-item stress scale, 5-item performance scale, and 18-item Ryff's scale were used to gather the data. The response from 848 respondents were subjected to data analysis.</p>
	<p>Findings: The results from the general linear model indicate that the effect of stress on student performance and psychological well-being is statistically significant. The influence of stress on performance ($p < 0.001$) and psychological well-being sub-scales autonomy ($p < 0.001$), environment mastery ($p < 0.05$), and purpose of life ($p < 0.05$) are statistically significant. Whereas the model indicates no statistically significant results among gender and age groups.</p> <p>Research, Practical & Social implications: The results indicate moderate stress and its effect on psychological well-being of student community. The performance of the students also being affected. The academic institutes should develop strategies to mitigate the stress and its ill effects. The students will be benefited from Yoga and Meditation.</p> <p>Originality/value: This is the first study on students stress and its effect of students psychological well-being and performance in India drawing the sample from higher academic institutes</p> <p>Doi: https://doi.org/10.26668/businessreview/2022.v7i5.753</p>

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ESTRESSE ESTUDANTIL E SUA ASSOCIAÇÃO COM O DESEMPENHO ESTUDANTIL E O BEM-ESTAR PSICOLÓGICO: UM ESTUDO EMPÍRICO SOBRE ESTUDANTES DO ENSINO ACADÊMICO SUPERIOR NO METRÔ DE HYDERABAD E ARREDORES

RESUMO

Objetivo: O objetivo deste estudo foi identificar o perfil da pesquisa acadêmica sobre blended learning no mundo e propor uma agenda de pesquisa para o tema.

Referencial teórico: A literatura recente tem relatado bons resultados tanto no desempenho dos alunos quanto na satisfação dos estudantes no blended learning (Dziuban et al., 2004). No entanto, ainda há muito o que investigar e aprender sobre o BL por ser um desenvolvimento recente.

Desenho/metodologia/abordagem: Analisamos o perfil das publicações internacionais sobre blended learning em gestão e negócios de 2001 a 2021. Identificamos quando, quem, onde e o quê foi publicado sobre o assunto, destacando os autores e periódicos de maior impacto com base no índice h e CiteScore (Scopus), além de explorar a cooperação entre países.

Resultados: O volume de pesquisas vem aumentando nos últimos vinte anos, embora existam poucos autores, instituições e periódicos de referência contribuindo para a consolidação do tema e os países que realizam mais pesquisas conjuntas em redes de coautoria respondem pelo maior volume de publicações, autores e revistas de impacto.

Pesquisa, implicações práticas e sociais: Sugerimos uma agenda de pesquisa futura e destacamos as contribuições feitas para a educação executiva e gerencial.

Originalidade/valor: Os resultados indicam que o número de publicações está crescendo, sendo a área de gestão e negócios a que mais contribui, sendo que os países que produzem em coautoria também fornecem mais publicações.

Palavras-chave: Educação gerencial, Educação executiva, Análise bibliométrica, Gestão e Educação Empresarial.

EL ESTRÉS ESTUDIANTIL Y SU ASOCIACIÓN CON EL RENDIMIENTO Y EL BIENESTAR PSICOLÓGICO DE LOS ESTUDIANTES: UN ESTUDIO EMPÍRICO SOBRE LOS ESTUDIANTES DE ENSEÑANZA SUPERIOR EN EL METRO DE HYDERABAD Y SUS ALREDEDORES

RESUMEN

Objetivo: Los autores informan de los resultados de un estudio empírico realizado mediante la recopilación de datos de los estudiantes de institutos de enseñanza académica superior. Este estudio empírico investiga si los estudiantes de institutos académicos superiores experimentan estrés en general y los factores asociados al estrés estudiantil.

Marco teórico: Esta investigación empírica evaluó el estrés estudiantil y su efecto en el bienestar psicológico y el rendimiento de los estudiantes de los institutos académicos superiores siguiendo el marco teórico de Anderson (2015) y Prasad et al. (2020)

Diseño/metodología/enfoque: Los datos se recogieron mediante un cuestionario estructurado no disimulado y se publicó en formularios de google utilizando la escala de estrés de 12 ítems de tipo Likert, la escala de rendimiento de 5 ítems y la escala de Ryff de 18 ítems se utilizaron para recoger los datos. Las respuestas de 848 encuestados se sometieron a un análisis de datos.

Resultados: Los resultados del modelo lineal general indican que el efecto del estrés sobre el rendimiento y el bienestar psicológico de los estudiantes es estadísticamente significativo. La influencia del estrés en el rendimiento ($p < 0,001$) y el bienestar psicológico en las escalas de autonomía ($p < 0,001$), dominio del entorno ($p < 0,05$) y propósito de vida ($p < 0,05$) son estadísticamente significativos. Mientras que el modelo no indica resultados estadísticamente significativos entre los grupos de género y edad.

Investigación, implicaciones prácticas y sociales: Los resultados indican un estrés moderado y su efecto en el bienestar psicológico de la comunidad estudiantil. El rendimiento de los estudiantes también se ve afectado. Las instituciones académicas deberían desarrollar estrategias para mitigar el estrés y sus efectos negativos. Los estudiantes se beneficiarán del yoga y la meditación.

Originalidad/valor: Este es el primer estudio sobre el estrés de los estudiantes y su efecto en el bienestar psicológico y el rendimiento de los estudiantes en la India, con una muestra de institutos académicos superiores. Palabras clave: Educación emprendedora, Intención emprendedora, Teoría del comportamiento planificado.

Palabras clave: Aprendizaje combinado, Educación para la gestión, Educación ejecutiva, Análisis bibliométrico, Educación en gestión y negocios.

INTRODUCTION

“Stringere” is the term coined for stress by Austrian-born Endocrinologist Hans Selye (1956). Stress is a common response of the body to any demand. Shortage of any resources to meet demand is also a reason for causing stress. Occupational stress is the stress experienced during doing a job and work. Absence of resources, uninterested work, role ambiguity, role conflict – which role needs to be attended father/mother or employee, work overload, less autonomy, and not having job control is some of the factors causing stress in employment (Prasad et al., 2015, 2016). Students in higher academic education also experience stress due to various reasons such as faculty-student relations, assignment deadlines, formative assessment, summative assessments, formative assessment, absence from family, and family problems are some reasons for student experience stress.

Notwithstanding the sector an employee works, and irrespective of the college a student studies will experience the stress but only quantum of stress experienced varies from person to person. Stress is unavoidable in the life and effects on student’s physical and psychological well-being, student academic success. Stress needs to be mitigated appropriately. Increases in workload in the form of assignments, project works, formative, summative assignments, student-faculty poor relations, and relationships with classmates are major causes of student stress (Ross et al., 1999). High-level of stress in the students harm their work effectiveness and result in poor performance (Grace, 1997). The poor health outcomes and low quality of life in students are due to stressful events experienced by college students (Damush et al., 1997). College students are more stressed in the recent past (ACHA, 2011). Student stress is one of the major disorders in student academic achievement (ACHA, 2010). About 60% of the student surveyed reported having experienced stress and could not complete the assignments in time (Associated Press, 2009).

Several emotive and physiological warning signs including exhaustion, depression syndromes, anxiety neurosis, and other psychological syndromes are the result of stress experienced by student communities across the globe. Quick et al., (1987) reported suppression of the immune system, physical illness susceptibility, nervousness, and depression in the students. The authors further suggested if the stress in the students is not addressed in time its results in burnout.

LITERATURE REVIEW

Meditation and yoga mitigated the perceived stress by the students (Oman et al., 2009). However, stress to some extent is eustress acts as a stimulant and can motivate the students for

better performance (Silverstein & Silverstein, 2010). Lin et al., (2020) reported a moderate level of stress in Dental undergraduates in a study in China's Fujian city with a negative correlation between gender and academic performance. There were studies by researchers that reported the effects of stress using several measurement scales (Elani et al., 2014; Harris et al., 2018). The student's academic performance is an important factor for academic achievement, and it is helpful to be competitive in industry jobs and forecasts their occupational stress in the future (Santana et al., 2017). Poscoe (2019) reported that stress is one of the factors that lower student performance. The authors also reported insomnia, sleep disorders, and the risk of dropping out of educational institutions.

About 40% of the students experienced anxiety and tension when studying and girls are reported to have greater anxiety when compared with boys in relation to school activities (OECD, 2017). Education in higher academic institutions and student performance are major sources of stress for students. Clabaugh et al., (2021) reported that the Covid-19 pandemic resulted in a higher risk of academic stress and poor psychological and emotional well-being. Before COVID-19, only 34% of US students from college studied some courses online (D'Amato, 2020). Frazier et al., (2019) identified the demographic and psychosocial components of the students who have experienced stress and their association with GPA. Mallik & Javed (2021) studied the perception of stress among Oman university students during the pandemic Covid-19 with online learning as a mediator. The study reported the disruption due to the Covid-19 pandemic caused anxiety and stress in the students through the teaching mod is online. Several students could not find an appropriate space in their respective residences for online learning and the absence of software and internet, technologies have caused stress in the students (Zhang et al., 2020).

STATEMENT OF THE PROBLEM AND RESEARCH GAP

After a thorough literature review, the authors observed several studies on student stress in relation to the Covid-19 pandemic and online classes. There were some studies carried out on stress and student's academic performance in the United States and the Western part of the world. However, there is sparse literature available on the student stress and academic performance of students in India and in particular stress and its effect psychological well-being of the student community. Not a single study was reported in relation to stress and students' psychological well-being. Therefore, the authors carried out this empirical survey with an aim to explore if students of higher academic institutes experience stress in general and its effect on psychological well-being.

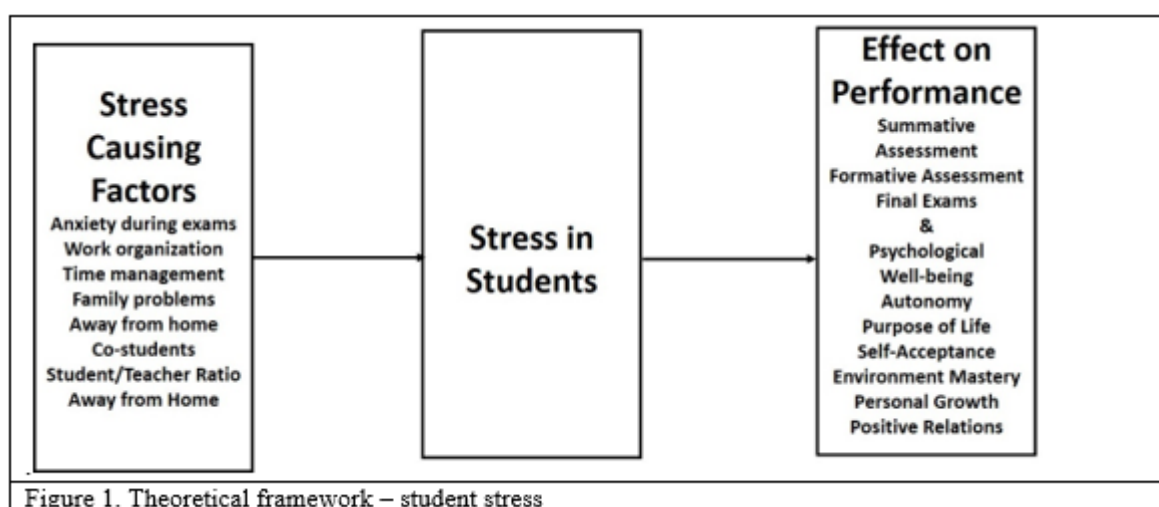
RESEARCH QUESTION?

- Does students in higher academic educational institute experience stress?
- Does stress affect student performance and psychological well-being?

RESEARCH METHODOLOGY

Theoretical framework

The theoretical framework was developed following the model of Anderson et al. (2015) and Prasad et al. (2020). A modified theoretical framework indicating stress-causing factors and its effect on student performance was presented in the Figure 1



Hypotheses

- H₀₁: The students in the higher academic institutions do not experience any stress
 H₁₁: The students in the higher academic institutions experience any stress
 H₀₂: The students' performance effected by the stress
 H₁₂: The students' performance not effected by the stress
 H₀₃: The psychological well-being not effected by the stress
 H₁₃: The psychological well-being affected by the stress

Sample Characteristics
Tale 1. Demography of the sample

	Value Label	N
Gender	Female	468
	Male	380
Age group	18-25 Years	463
	26-30 Years	385

Source: Primary data

Table 2. Study variable (Independent and dependent factors)

Factor	Description	Number of items
1	Stress in Students	12
2	Student performance	5
3	Psychological well-being (with 6 sub-scales)	18
	- Autonomy	3
	- Self-Acceptance	3
	- Purpose of Life	3
	- Positive relations	3
	- Environment Mastery	3
	- Personal growth	3

Determination of sample size

The total population of the students is not known, we have used the Cochran (1977) method to determine the sample size for this investigation. The formula to estimate a representative sample for proportion is:

Cochran's 1977 formula

$$n_0 = \frac{z^2 pq}{e^2}$$

Where n_0 = sample size,

z is the critical value for the desired level of confidence

p is the estimated proportion of an attribute that was present in the population and $q= 1-p$; e is the desired level of precision

Assuming maximum variability is 50% and at 95% level of confidence with $\pm 5\%$ precision, the needed size of the sample is

$P=0.5$ and $q=1-0.5=0.5$; $e=0.05$; and $z = 1.96$

$$n_0 = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 384;$$

So, this study has considered the responses from the 848 respondents who are students in the age group of 18-30 Years

Research instrument and data gathering

Measurement of stress and student performance: a 5-point Likert-type rating scale ranged from Strongly = 5 to Strongly disagree =1 was used to measure student stress and student performance based on the model suggested by Prasad et al., (2020). A seven-point modified

version of Ryff (1995) 18-item scale was used for assessing the students' psychological well-being and the scale ranged from Strongly agree (7) to Strongly disagree (1). However, the responses from the used 7-point and 18-item psychological well-being were converted to a 5-point Likert-type scale for ease of calculation using the linear transformation method as provided by IBM SPSS ver. 28. (IBM Corp.). The data were gathered by publishing the questionnaire on google-form and a link for all respondents was provided.

Reliability statistics

The research instruments' consistency and reliability was assessed by measuring Cronbach's alpha and the values are presented in the Table 3.

Table 3. Reliability assessment of study variables

Sl. No.	Study variable	Cronbach's alpha
1	Student stress	0.78
2	Performance	0.64
3	Psychological well-being (overall)	0.74
	- Self-acceptance	0.74
	- Purpose of Life	0.70
	- Environment Mastery	0.68
	- Personal growth	0.62
	- Positive relations	0.73
	- Autonomy	0.82

RESULTS

The data were subjected to a General Liner Model (AGLM) multivariate analysis using the six psychological well-being sub-scale items and performance, the dependent variables against stress (the independent variable to measure the stress experienced by students and its effect on student performance and psychological well-being. The results are presented

Test of Equality of Covariance Matrices

This test reports that the assumption of equality of covariance matrices are met. As the sample size large, and alpha value for this test was set at 0.001. The reported value in the table is greater than (>) the set value, so the assumption of observed covariance matrices of the outcome variables are equal across the groups

Table 4. Box's Test of Equality of Covariance Matrices^a

Box's M	113.090
F	1.326
df1	84
df2	1413244.623
Sig.	.024

a. Design: Intercept + Stress + Gender + Age + Gender * Age

Levene's test Equality of Error variances

The results in Table 6 under significance columns indicate all the values are non-significant and the homogeneity of variance is across the groups are equal and the assumption of equality of variance is not violated.

Table 5. Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
Performance	.880	3	844	.451
Self-Acceptance	.368	3	844	.776
Purpose of Life	2.088	3	844	.100
Environmental Mastery	.822	3	844	.482
Personal Growth	1.117	3	844	.341
Positive Relations	2.210	3	844	.086
Autonomy	1.331	3	844	.263

a. Design: Intercept + Stress + Gender + Age + Gender * Age

The results from the multivariate tests are presented in Table 7. As the study met both the assumptions of Box's test that covariance matrices on equal and Levene's test of error variance indicating that the error variance is equal among the dependent variable, the authors report the Wilk's Lamda results. The GLM results in Table 7 indicate statistically significant results and is affecting students' performance and psychological well-being Wilk's $\lambda=0.803$, $(F7, 837)=29.318$, $p<0.001$, $\eta^2=0.197$. There were no statistically significant gender and age differences affecting the performance and psychological well-being of the students.

Table 6. General Liner Model: Multivariate Tests^a

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Intercept	Pillai's Trace	.743	345.044 ^b	7.000	837.000	<.001	.743
	Wilks' Lambda	.257	345.044 ^b	7.000	837.000	<.001	.743
	Hotelling's Trace	2.886	345.044 ^b	7.000	837.000	<.001	.743
	Roy's Largest Root	2.886	345.044 ^b	7.000	837.000	<.001	.743
Stress	Pillai's Trace	.197	29.318 ^b	7.000	837.000	<.001	.197
	Wilks' Lambda	.803	29.318 ^b	7.000	837.000	<.001	.197
	Hotelling's Trace	.245	29.318 ^b	7.000	837.000	<.001	.197
	Roy's Largest Root	.245	29.318 ^b	7.000	837.000	<.001	.197
Gender	Pillai's Trace	.011	1.312 ^b	7.000	837.000	.246	.011
	Wilks' Lambda	.989	1.312 ^b	7.000	837.000	.246	.011
	Hotelling's Trace	.011	1.312 ^b	7.000	837.000	.246	.011
	Roy's Largest Root	.011	1.312 ^b	7.000	837.000	.246	.011
Age	Pillai's Trace	.005	.618 ^b	7.000	837.000	.741	.005

	Wilks' Lambda	.995	.618 ^b	7.000	837.000	.741	.005
	Hotelling's Trace	.005	.618 ^b	7.000	837.000	.741	.005
	Roy's Largest Root	.005	.618 ^b	7.000	837.000	.741	.005
Gender	* Pillai's Trace	.004	.505 ^b	7.000	837.000	.831	.004
Age	Wilks' Lambda	.996	.505 ^b	7.000	837.000	.831	.004
	Hotelling's Trace	.004	.505 ^b	7.000	837.000	.831	.004
	Roy's Largest Root	.004	.505 ^b	7.000	837.000	.831	.004

a. Design: Intercept + Stress + Gender + Age + Gender * Age

b. Exact statistic

The General Linear Model carries out a distinct ANOVA for each dependable variable with each independent factor. The arrived results are statistically significant for stress vs performance and for some psychological well-being factors. From Table 7, it can be observed that the effect of student stress on performance is statistically significant. The Performance = $F(1, 843) = 160.928$, $p < 0.001$; $\eta^2 = 0.160$; Psychological well-being factors Purpose of Life = $F(1, 843) = 4.228$, $p = 0.04$, $\eta^2 = 0.05$; for Environmental Mastery = $F(1, 843) = 3.281$, $p < 0.04$, $\eta^2 = 0.04$; similarly for Autonomy $F(1, 843) = 17.647$, $p < 0.001$, $\eta^2 = 0.021$ (Table 7).

Therefore, we accept the alternate hypotheses

H₁₁: The students in the higher academic institutions experience any stress

H₁₂: The stress experienced by students will affect the student's performance

and partially accept the alternate hypothesis as there are statistically significant results for only three of the psychological well-being factors, environmental mastery autonomy, and purpose of life are:

H₁₃: The stress will affect the students' psychological well-being

Table 7. General Linear Model: Test of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Performance	40.403 ^a	4	10.101	40.601	<.001	.162
	Self-Acceptance	.145 ^b	4	.036	.117	.976	.001
	Purpose of Life	3.548 ^c	4	.887	1.187	.315	.006
	Environmental Mastery	3.666 ^d	4	.917	1.186	.315	.006
	Personal Growth	.280 ^e	4	.070	.299	.878	.001
	Positive Relations	1.480 ^f	4	.370	.947	.436	.004
	Autonomy	16.288 ^g	4	4.072	5.260	<.001	.024
Intercept	Performance	82.324	1	82.324	330.910	<.001	.282
	Self-Acceptance	249.896	1	249.896	808.583	<.001	.490
	Purpose of Life	247.485	1	247.485	331.296	<.001	.282
	Environmental Mastery	240.126	1	240.126	310.765	<.001	.269
	Personal Growth	262.052	1	262.052	1119.529	<.001	.570
	Positive Relations	223.983	1	223.983	573.364	<.001	.405
	Autonomy	121.319	1	121.319	156.711	<.001	.157
Stress	Performance	40.036	1	40.036	160.928	<.001	.160
	Self-Acceptance	.002	1	.002	.006	.936	.000
	Purpose of Life	3.158	1	3.158	4.228	.040	.005
	Environmental Mastery	2.536	1	2.536	3.281	.044	.004
	Personal Growth	.002	1	.002	.008	.930	.000
	Positive Relations	.392	1	.392	1.004	.317	.001
	Autonomy	13.661	1	13.661	17.647	<.001	.021

Gender	Performance	.459	1	.459	1.847	.175	.002
	Self-Acceptance	.002	1	.002	.007	.932	.000
	Purpose of Life	.000	1	.000	.000	.986	.000
	Environmental	.292	1	.292	.378	.539	.000
	Mastery						
	Personal Growth	.020	1	.020	.085	.771	.000
	Positive Relations	.942	1	.942	2.413	.121	.003
	Autonomy	.867	1	.867	1.120	.290	.001
	Age	Performance	.001	1	.001	.002	.964
Self-Acceptance		.103	1	.103	.334	.563	.000
Purpose of Life		.401	1	.401	.536	.464	.001
Environmental		.947	1	.947	1.226	.269	.001
Mastery							
Personal Growth		.163	1	.163	.698	.404	.001
Positive Relations		.006	1	.006	.016	.899	.000
Autonomy		.499	1	.499	.644	.422	.001
Gender * Age		Performance	.253	1	.253	1.018	.313
	Self-Acceptance	.025	1	.025	.080	.778	.000
	Purpose of Life	.081	1	.081	.108	.743	.000
	Environmental	.053	1	.053	.068	.794	.000
	Mastery						
	Personal Growth	.072	1	.072	.308	.579	.000
	Positive Relations	.040	1	.040	.103	.748	.000
	Autonomy	.678	1	.678	.876	.350	.001
	Error	Performance	209.722	843	.249		
Self-Acceptance		260.532	843	.309			
Purpose of Life		629.738	843	.747			
Environmental		651.379	843	.773			
Mastery							
Personal Growth		197.324	843	.234			
Positive Relations		329.315	843	.391			
Autonomy		652.613	843	.774			
Total		Performance	12349.760	848			
	Self-Acceptance	13176.938	848				
	Purpose of Life	10675.267	848				
	Environmental	10616.663	848				
	Mastery						
	Personal Growth	13585.327	848				
	Positive Relations	12786.957	848				
	Autonomy	11722.577	848				
	Corrected Total	Performance	250.125	847			
Self-Acceptance		260.677	847				
Purpose of Life		633.287	847				
Environmental		655.045	847				
Mastery							
Personal Growth		197.604	847				
Positive Relations		330.795	847				
Autonomy		668.901	847				

a. R Squared = .162 (Adjusted R Squared = .158)

b. $R^2 = .001$ (Adj. $R^2 = -.004$)

c. $R^2 = .006$ (Adj. $R^2 = .001$)

d. $R^2 = .006$ (Adj. $R = .001$)

e. $R^2 = .001$ (Adj. $R^2 = -.003$)

f. $R^2 = .004$ (Adj. $R^2 = .000$)

g. $R^2 = .024$ (Adj. $R^2 = .020$)

DISCUSSION

The authors carried out this study to assess stress and its effect on student performance and psychological well-being from 15 September-10 October 2022 using a standard undisguised questionnaire publishing it on Google Forms. We have received around 950 responses. However, 102 responses were deleted as the responses are incomplete. There are results from several researchers on students' stress and its effect on performance and the GPA scores in United States and Western countries. However, there is very sparse literature is available on such type of studies and in particular stress and its effect on the psychological well-being of the students. The Cronbach's alpha values indicate the research instrument i.e. questionnaire maintained internal consistency and reliability. The authors have used a modified, shortened version, 18-item Ryff (1995) scale for measuring psychological well-being a five-point Likert-type scale for measuring stress experienced by the students and its effect on performance. The presented results are in line with the earlier studies carried out by Prasad et al., (2020); Silverstein and Silverstein (2010); Lin et al., (2020), and Pascoe et al., (2020).

LIMITATIONS OF THE STUDY

The data were gathered from the students of higher academic educational institutes in and around Hyderabad Metro, India. As the sample size is large the authors believe that the results can be generalized to some extent. The authors suggest similar studies across Indian cities so the results will be really helpful to address the stress-related issues in the student community. Time adjustment, maintaining good faculty-student relations, meditation and yoga can mitigate the negative effects of stress on student performance and psychological well-being.

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