Stress Management and Academic Achievement of Library Science Students among two Universities

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Abstract

This study investigated the relationship between stress management skills and academic achievement of Library Science students in two universities. A total of 800 students randomly selected from universities participated in the study. Three null hypotheses were tested using.data generated from research instruments. The instruments included a modified stress management scale adopted from its original form found in Blonna (2005). It has reliability co - efficient of 0.81. Data generated from this instrument were correlated with current students' grade point average scores (G.P.A) using Pearson product moment correlation method. Results showed strong positive relationship between stress management skills and academic achievement. The relationship still exists when the data for each of the two genders were processed separately. It was recommended that stress management skills training should be given prominence in universities guidance and counseling progammes while concerned authorities should endeavor to provide facilities that may help to reduce academic stress.

Keywords: Management Skill; Stress; Academic Achievement; Library Science Students.

Background to the study

There are various potential stressors that students face on a daily basis. These include the challenge of properly adjusting to the campus life which is quite different from their home environments. Lifestyle change is also quite challenging. The more life changes an individual experiences, the more stress the individual faces and the more likely it is that illness and disease will result (Greenberg, 1999). The enormity of academic work, the rush for space in lecture rooms, the harsh economic conditions which makes procurement of basic needs almost impossible and the need to achieve academic excellence against all add are some of the major potential stressors to the two university students. Others are the incessant power outage which makes relaxation almost impossible after a highly stressful day. The challenges of developing necessary competence, managing emotions, managements in library reacting

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to a noisy environment and coping with a highly tensed social situation on campuses are also stress inducing. (Ivancevich, 1991) .

Stress is variously defined, For instance, Blonna (2005) defined stress as a holistic transaction between the individual and a stressor that results in the body's mobilization of a stress response. Stress is also defined as a combination of a stressor and stress reactivity. A stressor has only the potential of eliciting a stress reaction. A stressor reactivity is the tough processes which interprets the stressor as a cause of stress (Greenberg, 1999). These definitions not be a stressor for another. Thus, a stressor is any physical, paychological, (or) environmental events (or) condition that initiates the stress response (Fortner, 2002). A stressful person is prone to several health problems and psychological disorders. Stress has been cited as a cause of illnesses, such as migraine, ulcer, backache and rheumatoid arthritis (Pavne and Hahn, (2002). Stress is also found 'to upset people's self-esteem, attitude, interest and general female students in schools and the way it is managed may reflect in their academic performance (Salami,2001).

The effects of stress can be positive (or) negative, positively used, stress can be a motivator for an improved quality of life. Stress can be negative, when it becomes destructive as a result of how and individual negatively perceived it becomes

destructives result of how an individual negatively it and reacted to it. The stress especially one that is noise induced lead to increased blood pressure, increased heart rate, increased fatigue, depressed mood and decreased mental) and physical performance (Blonna,2005).

Academic achievement points to the extent to which individuals have gained from a particular curriculum, subject (or) task based on relatively standardized experiences, such as a class test (Akinade, 2001). Effective learning and sound academic achievement are said to constitute and integral part of the goal of schooling (Hussan, 2006). Academic achievement is something of great importance to parents, teachers and students themselves. Even the larger society is aware of the long term effects of high(or) low academic achievement of educational institutions are expected to shape the destiny of the society (Salami,2001) . Intense pressure and stress have however been impaired students' academic achievement (Carey,2007) Unfortunately, academic achievement is on the downward trend and this has remained a matter of grave concern to many educationists (Aremu,2000). Could it be that the level of stress being experienced by Tamil Nadu, students has bearing with the reported downward trend in their academic achievement ? Some researchers have reported a strong relationship between level of stress and academic interest (Fortner,2002).

Methodology

This study employs the descriptive, research design meant to clearly depict any relationship between stress management skills and academic achievement. The target population comprised of Library science students in two universities of Alagappa University and Annamalai University.

Sample and Sampling Technique

A total of 800 students randomly selected constituted the sample of the stratified random sampling technique was employed in selecting the sample. Students were stratified based on gender such that equal number of participants represented each of the two genders (male and female).

Instrumentation

The Stress Management scale adapted from Blonna(2005), with slight modifications to reflect the environment was used to collect data on students stress management skills. The current Grade Point Average (GPA) scores collected from students academic records served as measures of academic achievement.

Properties of the Instrument

The Stress Management Scale (SMS) was trial tested to establish its validity and reliability. The major construct measured by the SMS was stress management skill sand nothing else. Through test re-test method, the Pearson Product moment Correlation analysis of the scores generated from repeated administrations indicated 0.81 co-efficient of reliability.

Scoring and Method of Date Analysis

The SMS was scored on a 4 point scale Likert form, whereby = 1 point, Sometimes= 2 points, Usually=3points and Always= 4points. The scores were collated for analysis using the Pearson Product Moment Correlation method.

Results

The results, of data analysis are presented in the following summary tables.

Ho 1: There will be no significant relationship between stress management skills and academic achievement in Library science students.

Table 1: Relationship between Stress Management and Academic Achievement of Library Science Students.

	Stress Management	Academic Achievement
Pearson Correlation Stress Management	1.000	0.823
Academic Achievement	0.823	1.000
Sig.2 tailed	021	.021
N	800	800

Table 1 shows a correlation co-efficient of 0.82.3 significant at p<0.05. Hence the null hypothesis stated above is rejected in favour of the alternative hypothesis. This means that there is a strong positive relationship between stress management skills and academic achievement.

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Table 2: Relationship between Stress Management and Academic Achievement

	Stress Management	Academi Achievement
Pearson Correlation Stress Management	1.000	0.823
Academic Achieve	0.671	1.000
Sig.2 tailed	.024	.024
N	424	424

Ho2: There is no significant relationship between stress management skills and academic achievement of male Library science students.

Table 2 shows a correlation co-efficient of 0.671 significant at p<0.05. This empowers the researcher to reject the null hypothesis in favour of the alternative hypothesis. This means that there is a strong relationship between stress management skills and academic achievement of male Library science students.

Ho3: There is no significant relationship between stress management and academic achievement of female in Library science students.

Table 3: Relationship between Stress Management and Academic Achievement

	Stress Management	Academic Achievement
Pearson Correlation Stress Management	1.000	0.762
Academic Achieve	0.762	1.000
Sig.2 tailed	.032	.032
N	376	376

Table 3 reveals a correlation co-efficient of 0.762 significant at p<0.05. Therefore, the null hypothesis stated above is rejected in favor of the alternative hypothesis. This means that there is a strong relationship between stress management Skills and academic achievement of female library science students.

Discussion

The findings of this study are quite informative and plausible. The findings that established relationship, between stress management skills and academic achievement, further revealed the prevalence stressors in educational institution (Carey, 2007). Students face several challenges that are quite stressful in universities. These include incessant disruption of academic work as a result of strikes by students, academic (or) non-academic staff, social insecurity due to, fear of cultural activities, the harsh economic condition and incessant power outage which often make lecture rooms quite uncomfortable. It is also interesting that the relationship between stress management skills and academic achievement is still strong when the data for males and females were treated separately. The finding that there is strong relationship between stress management skills and

academic achievement of male that of female students revealed by the results of the testing of the second and third, null hypotheses suggest that gender difference did not moderate the relationship between stress management skills and academic achievement. These results buttress the opinion that both male and female students are prone to stress in university management is necessary ensure progressive academic achievement. The extent to which (male or female) are able to manage these challenges may determine their academic growth. This lends credence to Blonna (2005) who reported a strong relationship between stress level and mental performance, the results also corroborate, Fortner (2002) who found a strong relationship between stress and academic performance. This suggests that whether one is a male or female, the way the individual manages stress has a bearing on his (or) her academic achievement.

Implications for Counseling

The findings emanating from this study again bring into fourth need to provide adequate guidance and counseling services to students in order to assist them manage stress effectively. The findings also imply that stress management skills should form part of the training which counselors should give to

students whose academic achievements fall short of the expected standards.

Recommendations Conclusion

It is quite imperative for students to learn stress management skills so as to be able to cope with the highly stressful academic environment in two universities. These skills should form part of the orientation services to be rendered by university counseling centers. It is also recommended that genuine effort should be made by concerned authorities to provide adequate facilities such as lecture rooms, relaxation centers and secured social environment, so that stress can be reduced to the bestest minimum.

Conclusion

This study revealed significant positive relationship between stress management skills and academic achievement. Hence it was recommended that stress management skills should be learnt by students. It is hoped that a careful consideration and implementation of the recommendations will be of immense benefit to the education system.

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