A Study on the Impact of Demographic Factors on the Stress Level of Management Students

R.R.Rajeshwari
Assistant Professor, Department of MBA
Dr. Ambedkar Institute of Technology, Bangalore, Karnataka, India

Abstract
Stress is a fact in our daily life. When a person is stressed, it means the person feels physically and emotionally stress. Over a century, the nature of working of the corporate has been changed widely, simultaneously students are also facing new challenges in all fields. Today's Management students are the future managers. But course failing due to failure to cope up with stress causing insecure about their professional future are the serious problems. Stress causes physical, mental and behavioral problems. A student under stress is unable to pay attention to their work; therefore, Stress is harmful it reduces efficiency and effectiveness of students. So the students should pay special attention to manage stress effectively. There is variety of strategies to manage the stress. This study focuses on to explore the role of demographic factors on the stress level of management students.
Keywords: Demographic Factors, Academic Stress, Restlessness, Discomfort, Anxiety, Social Stress, Physical Stress.

Introduction

Management is a part of social science, as it is directly related to the human behavior. Management education made up of two words, first is management and second is education. Management defined as an art of getting things done through others. Management students of today are the future managers. Some of them will lead and manage the high reputed companies with huge production and some of these management students will start their own businesses. So the students should pay special attention to understand the reasons for stress and develop the abilities to manage stress effectively. There is variety of strategies to manage the stress. The present study is focused on the management students. The researcher has attempted to measure the stress level among management students. Researcher has attempted to study the impact of demographic factors namely: gender, number of siblings, birth order, and area of residence, parental education, family type, annual family income and the working status of mother. The further study helps in understanding the coping abilities.

Objective of the Study

To investigate the influence of personal factors such as gender, number of siblings, order of birth, area of residence, parental education, family income and working status of the mother on management students.

Hypothesis

Ha1: The personal factors such as gender, number of siblings, order of birth, area of residence, parental education, family income and working status of the mother will have differential significant influence on the stress level of management students.

Ha1.1: Girls will have significantly higher stress than boys.

Null Hypothesis (H$_{01.1}$): There is no significant difference in stress level among management students as per gender differences.

Ha1.2: The students with more number of siblings will have significantly low stress.

Null Hypothesis (H$_{01.2}$): There is no significant difference in stress level among management students as per number of siblings.

Ha1.3: First born students will have significantly higher stress than their counter parts.

Null Hypothesis (H$_{01.3}$): There is no significant difference in stress level among management students as per the order of birth.

Ha1.4: Students area of residence (brought up in urban, semi urban and rural areas) will significantly differ in their emotional maturity, self-confidence level and stress level.

Null Hypothesis (H$_{01.4}$): There is no significant difference in stress level among management students as per area of residence (brought up in rural, urban and semi urban areas).

Ha1.5: Stress levels among the management students illiterate differ significantly as per the level of parental education.

Null Hypothesis (H$_{01.5}$): There is no significant difference in stress level among management students as per parental education.

Ha1.6: Students with high family income will have low stress.

Null Hypothesis (H$_{01.6}$): There is no significant difference in stress level among management students as per family income.

Ha1.7: Students living in nuclear families will have high stress.

Null Hypothesis (H$_{01.7}$): There is no significant difference in the stress of management students living in joint families or nuclear families.

Ha1.8: Students with non-working mother will have high self-confidence than the students with working mother.

Null Hypothesis (H$_{01.8}$): There is no significant difference in stress level among management students due to working status of the mother.

Research Design
Type of Research
The descriptive research design.

Population
Present study was conducted on the management students thus all the management students enrolled in the management institutes in Karnataka, are the population of the study.

Sample Frame
Rsearcher has adopted a sample survey. In Karnataka, majority of the management institutes which is approx. 55 % (**Source**: www.acite-india. org) of the total management institutes, are situated in the Bengaluru city. Therefore the researcher has chosen the Bengaluru city for the collection of the primary data.

Sample Size
The data has been collected from 644 respondents.

Sampling Technique
Simple random sampling.

Date Collection
Secondary date were collected through magazines, research articles, website etc. primary data was collected using questionnaire. Questionnaire contents 4 sections to measure the 4 types of stress namely: mental stress, emotional stress, physical stress and social stress.

Review of Literature
Pastey and Aminbhavi (2006)[1] Researchers have also measured the stress and self-confidence of students of IX and X class on the basis of gender, age, number of siblings, and order of birth, parental education and family income. The study was conducted in the Dharwad city of Karnataka State. The sample size of the study was 105. It was found from the study that high level of emotional maturity leads to high level of stress and high level of self-confidence among adolescents. Thus it can be said that stress and self-confidence gets affected by the emotional maturity of the adolescents. It was found from the study that stress among adolescents does not get affected due to the number of siblings, order

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1 Pastry, Geeta S. And Aminbhavi Vijayalaxmi, A. (2006). An impact of emotional maturity on stress and Self-confidence of adolescents. Journal of Indian Academic of Applied Psychology, 32(1), 66-70.

of birth, gender differences and family income while the father's education level significantly affects the stress among adolescents.

Rosa and Preethi (2012)[2] made a comparative study of emotional maturity and academic stress among higher secondary students on the basis of working status of mother. The area of the research was Palakkad and Trissur districts and the sample size of the study was 240. It was found from the study that students who have working mothers are emotionally mature and more stressful than the students who have non-working mothers. Thus it can be concluded that emotional maturity and academic stress are related to each other.

Research gap the study of review of literature on stress and impact of demographic factors on stress revealed that a number of surveys has been done to study the stress level of nurses, doctors, engineers school students, military officers, police men and even stress level of faculties has been done but no one has attempted to explore the stress level of management students so far in India as well as in abroad. There is an emergency to explore this field.

Stress

The term stress has been taken from the Latin word 'Stringi. Stringi means 'to be drawn tight'. Stress can be defined as physical and mental pressure to a human being, in such circumstances when person feel threatened, fear or helpless to act. The source of stress are always from outside world but if affects the people internally. Stress has affect both on mind and body of a person. There is no universal definition or meaning of stress. It is very difficult to define the stress as it starts from external environment and affect the internal process of human body. Stress is a process that occurs as a reaction to the external event which is called stressors. A situation by which

2 Rosa M.C and Preethi C (2012). Academic Stress and Emotional Maturity among Higher Secondary School Students of Working and Non-Working Mothers.International Journal of Basic and Advanced Research, 1(3), 40-43.

a person becomes anxious and nervous creates stress (Miller, 2010) has defined the stress as a response towards the pressure caused by an external stimuli such as; test, interview, performance appraisal etc, which requires an individual to respond or adjust.

Academic Stress

Academic is an important source of stress among students. Academic stressors include mainly; excessive homework, time pressure, examinations, writing reports, group projects, lack of financial support, class schedule academic ability, marks and results etc (Tyrrel, 1992). Academic stress can cause serious emotional and psychosocial problems to the students who fail to manage or cope up with the academic stress (Scott, 2008). Academic stress may cause headache, dizziness, breathing problems, heart palpitations, or trembling. Cognitive symptoms of academic stress include; having few friends, going insane, appearing foolish, suffering humiliation, losing control, loss of memory, lack of concentration, difficulty in taking decisions, lack of self-confidence, forgetting things, people faces, worrying, rigid behavior, making mistakes, muddled thinking, sense of time urgency, worst prediction, inability to think, inflexibility in behavior, lack of competition and concentration on studies.

Data Analysis

Analysis has been done to measure the impact of demographic factors on the stress level of the management students.

Ha3: The demographic factors such as gender, number of siblings, order of birth, place of birth, parental education and family income and working status of the mother will have differential significant influence on stress level..

Ha3.1: Girls will have significantly higher stress than boys.

Null Hypothesis (H03.1): There is no significant difference in stress level among management students as per gender differences.

Table 1 Gender * Stress

		Stress			Total
		Low	Moderate	High	
Male	Number of Respondents	178	206	10	394
	% within Gender	45.2%	52.3%	2.5%	100.0%
Female	Number of Respondents	99	142	9	250
	% within Gender	39.6%	56.8%	3.6%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Gender	43.0%	54.0%	3.0%	100.0%

Chi Square value = 2.268, p-value = 0.322

Interpretation

Table 1 shows the stress of the management students on the basis of their gender. Overall, 54 percent of the management students have moderate level of stress, 43 percent of the management students have low level of stress and 3 percent of the management students have high level of stress. Further, it can be seen from the table that the value of chi square test is 2.268, at a p-value of 0.322, which indicates gender has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to gender differences.

Ha1.2: The students with more number of siblings will have significantly low stress.

Null Hypothesis ($H_{01.2}$): There is no significant difference in stress level among management students as per number of siblings.

Table 2 Number of siblings * Stress

		Stress			Total
		Low	Moderate	High	
None	Number of Respondents	36	56	5	97
	% within Number of siblings	37.1%	57.7%	5.2%	100.0%
One	Number of Respondents	145	167	9	321
	% within Number of siblings	45.2%	52.0%	2.8%	100.0%
Two to Three	Number of Respondents	69	103	5	177
	% within Number of siblings	39.0%	58.2%	2.8%	100.0%
More than three	Number of Respondents	27	22	0	49
	% within Number of siblings	55.1%	44.9%	0.0%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Number of siblings	43.0%	54.0%	3.0%	100.0%

Chi Square value = 8.350, p-value = 0.214

Interpretation

Table 2 shows the stress of the management students on the basis of number of siblings. The highest percentage of respondents who have high level of stress are those who have no siblings, while it was found lowest for the management students who have more than three siblings. The highest percentage of respondents who have moderate level of stress are those who have two to three siblings, while it was found lowest for the management students who have more than three siblings. The highest percentage of respondents who have low level of stress are those who have more than three siblings, while it was found lowest for the management students who have no siblings. Further, it can be seen from the table that the value of chi square test is 8.350, at a p-value of 0.214, which indicates number of siblings has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to

difference in number of siblings.

Ha1.3: First born students will have significantly higher stress than their counter parts.

Null Hypothesis (H$_{01.3}$): There is no significant difference in stress level among management students as per the order of birth.

Table 3 Birth order * Stress

| | | Stress | | | Total |
		Low	Moderate	High	
First Born	Number of Respondents	153	207	11	371
	% within Birth order	41.2%	55.8%	3.0%	100.0%
Middle Born	Number of Respondents	44	47	1	92
	% within Birth order	47.8%	51.1%	1.1%	100.0%
Last born	Number of Respondents	80	94	7	181
	% within Birth order	44.2%	51.9%	3.9%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Birth order	43.0%	54.0%	3.0%	100.0%

Chi Square value = 2.933, p-value = 0.569

Interpretation

Table 3 shows the stress of the management students on the basis of their order of birth. The highest percentage of respondents who have high level of stress are those who are last born, while it was found lowest for the management students who are middle born. The highest percentage of respondents who have moderate level of stress are those who are first born, while it was found lowest for the management students who are middle born. The highest percentage of respondents who have low level of stress are those who are middle born, while it was found lowest for the management students who are first born. Further, it can be seen from

the table that the value of chi square test is 2.933, at a p-value of 0.569, which indicates that order of birth has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to difference in order of birth.

Ha1.4: Students area of residence (brought up in urban, semi urban and rural areas) will significantly differ in their emotional maturity, self-confidence level and stress level.

Null Hypothesis (H$_{01.4}$): There is no significant difference in stress level among management students as per area of residence (brought up in rural, urban and semi urban areas).

Table 4 Area of Residence * Stress

| | | Stress | | | Total |
		Low	Moderate	High	
Rural	Number of Respondents	135	138	4	277
	% within Area of Residence	48.7%	49.8%	1.4%	100.0%
Urban	Number of Respondents	105	148	8	261
	% within Area of Residence	40.2%	56.7%	3.1%	100.0%
Semi Urban	Number of Respondents	37	62	7	106
	% within Area of Residence	34.9%	58.5%	6.6%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Area of Residence	43.0%	54.0%	3.0%	100.0%

Chi Square value = 12.782, p-value = 0.012

Interpretation

Table 4 shows the stress of the management students on the basis of area of residence. The highest percentage of respondents who have high level of stress are those who are living in semi urban, while it was found lowest for the management students who are living in rural areas. The highest percentage of respondents who have moderate level of stress are those who are living in semi urban areas, while it was found lowest for the management students who are living in rural areas. The highest percentage of respondents who have low level of stress are those who are living in rural areas, while it was found lowest for the management students who are living

in semi urban areas. Further, it can be seen from the table that the value of chi square test is 12.782, at a p-value of 0.012, which indicates that area of residence has a significant impact on the stress of the management students. Thus, it can be said that stress of management students varies due to difference in area of residence.

Ha1.5: Stress levels among the management students illiterate differ significantly as per the level of parental education.

Null Hypothesis (H$_{01.5}$): There is no significant difference in stress level among management students as per parental education.

Table 5 Educational Qualification of parents * Stress

		Stress			Total
		Low	Moderate	High	
Post graduate	Number of Respondents	62	61	2	125
	% within Educational Qualification of parents	49.6%	48.8%	1.6%	100.0%
Graduate	Number of Respondents	77	111	10	198
	% within Educational Qualification of parents	38.9%	56.1%	5.1%	100.0%
Under Graduate	Number of Respondents	41	42	3	86
	% within Educational Qualification of parents	47.7%	48.8%	3.5%	100.0%
SSLC	Number of Respondents	63	90	4	157
	% within Educational Qualification of parents	40.1%	57.3%	2.5%	100.0%
Total	Number of Respondents	243	304	19	566
	% within Educational Qualification of parents	42.9%	53.7%	3.4%	100.0%

Chi Square value = 7.465, p-value = 0.280

Interpretation

Table 5 shows the stress of the management students on the basis of educational qualification of parents. The highest percentage of respondents who have high level of stress are those whose parents are graduate, while it was found lowest for the management students whose parent are SSLC. The highest percentage of respondents who have moderate level of stress are those whose parents are SSLC, while it was found lowest for the management students whose parents are post graduate. The highest percentage of respondents who have low of stress are those whose parents are post graduate, while it was found lowest for the management students whose

parents are SSLC. Further, it can be seen from the table that the value of chi square test is 7.465, at a p-value of 0.280, which indicates that educational qualification of parents has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to difference in educational qualification of parents.

Ha1.6: Students with high family income will have low stress.

Null Hypothesis (H$_{01.6}$): There is no significant difference in stress level among management students as per family income.

Table 6 Annual Income * Stress

		Stress			Total
		Low	Moderate	High	
Less than one lakh	Number of Respondents	122	137	5	264
	% within Annual Income	46.2%	51.9%	1.9%	100.0%
One to five lakh	Number of Respondents	101	144	8	253
	% within Annual Income	39.9%	56.9%	3.2%	100.0%
Six toTen lakh	Number of Respondents	33	49	4	86
	% within Annual Income	38.4%	57.0%	4.7%	100.0%
More than ten lakh	Number of Respondents	21	18	2	41
	% within Annual Income	51.2%	43.9%	4.9%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Annual Income	43.0%	54.0%	3.0%	100.0%

Chi Square value = 6.189, p-value = 0.402

Interpretation

Table 6 shows the stress of the management students on the basis of annual family income. The highest percentage of respondents who have high level of stress are those whose annual family income is more than ten lakhs, while it was found lowest for the management students whose annual family income is less than one lakh. The highest percentage of respondents who have moderate level of stress are those whose annual family income is between Six to Ten lakh while it was found lowest for the management students whose annual family income is more than ten lakhs. The highest percentage of respondents who have low level of stress are those whose annual family income is more than ten lakhs; while it was found lowest for the management students whose annual family income is between six to ten lakh. Further, it can be seen from the table that the value of chi square test is 6.189, at a p-value of 0.402, which indicates that annual family income has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to difference in annual family income.

Ha1.7: Students living in nuclear families will have high stress.

Null Hypothesis (H01.7): There is no significant difference in the stress of management students living in joint families or nuclear families.

Table 7 Family Type * Stress

		Stress			Total
		Low	Moderate	High	
Joint	Number of Respondents	96	91	2	189
	% within Family Type	50.8%	48.1%	1.1%	100.0%
Nuclear	Number of Respondents	181	257	17	455
	% within Family Type	39.8%	56.5%	3.7%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Family Type	43.0%	54.0%	3.0%	100.0%

Chi Square value = 8.729, p-value = 0.013

Interpretation

Table 7 shows the stress of the management students on the basis of family type. It can be said from the analysis that 1.1 percent of the management students who are living in joint families have high level of stress, 48.1 percent of the management students who are living in joint families have moderate level of stress and 50.8 percent of the

management students who are living in joint families have low level of stress. Similarly; 3.7 percent of the management students who are living in nuclear families have high level of stress, 56.5 percent of the management students who are living in nuclear families have moderate level of stress and 39.8 percent of the management students who are living in nuclear families have low level of stress. Further, it can be seen from the table that the value of chi square test is 8.729 at a p-value of 0.013, which

indicates that family type has a significant impact on the stress of the management students. Thus, it can be said that stress of management students varies due to difference in family type.

Ha3.8: Students with non-working mother will have high self-confidence than the students with working mother

Null Hypothesis (H04.8): There is no significant difference in stress among management students due to working status of the mother.

Table 8 Working status of Mother * Stress

		Stress			Total
		Low	Moderate	High	
Working	Number of Respondents	41	35	2	78
	% within Working status of Mother	52.6%	44.9%	2.6%	100.0%
Housewife	Number of Respondents	236	313	17	566
	% within Working status of Mother	41.7%	55.3%	3.0%	100.0%
Total	Number of Respondents	277	348	19	644
	% within Working status of Mother	43.0%	54.0%	3.0%	100.0%

Chi Square value = 3.307, p-value = 0.191

Interpretation

Table 8 shows the stress of the management students on the basis of working status of mother. It can be said from the analysis that 3.0 percent of the management students whose mothers are housewives have high level of stress, 55.3 percent of the management students whose mothers are housewives have moderate level of stress and 41.7 percent of the management students whose mothers are housewives have low level of stress. Similarly; 2.6 percent of the management students whose mothers are working have high level of stress, 44.9 percent of the management students whose mothers are working have moderate level of stress and 41.7 percent of the management students whose mothers are working have low level of stress. Further, it can be seen from the table that the value of chi square test is 3.307, at a p-value of 0.191, which indicates that working status of mother has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to difference in working status of mother.

Finding

Researcher has measured the impact of demographic factors on the emotional maturity of the management students using Chi square test.

1. From table 1 to 3 and table 5, 6 and 8 it is found that gender, number of siblings, order of birth, educational qualification of parents, annual family income and working status of mother has no significant impact on the stress of the management students. Thus, it can be said that stress of management students does not vary due to differences in these demographic factors.

2. It was found from the study that majority of the management students are of the age of 23 to 25 and they are pursuing their PG and they are emotionally matured enough to manage the stress.

3. From table 4 and 7 it is found that that area of residence and family type has a significant impact on the stress of the management students. Thus, it can be said that stress of management students varies due to difference in area of residence and family type. Since all management students are PG students and emotionally matured enough but still area of residence and family type like nuclear

family or joint family has a significant influence on stress level of the students.

Conclusion

It is concluded that there is no significant difference in the stress among management students due to difference in gender, number of siblings, annual family income, birth order, parental education, and the working status of mother except area of residence and family type. Area of residence have significant impact on the stress among management students. Management students who were from rural areas were having low stress while the stress level is high among the management students who were from urban and semi-urban areas. Type of family has significant impact on the stress among management students. Management students who were from joint family having low stress while the stress level is moderate among the management students who were from nuclear family.

Overall, it can be concluded that stress is found to be independent from the some demographic factors such as gender, number of siblings, annual family income, birth order, family type, parental education, and the working status of mother. Stress is influenced few of these demographic factors such as Area of residence and family type with respect management students.

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Author Details

Mrs.R.R.Rajeshwari, *Assistant Professor, Department of MBA, Dr. Ambedkar Institute of Technology, Bangalore, Karnataka, India,* **Email ID**: *rr.rajeshwari@gmail.com*