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## ACADEMIC STRESS AMONG THE LIBRARY AND INFORMATION SCIENCE STUDENTS OF KURUKSHETRA UNIVERSITY, KURUKSHETRA, INDIA: A STUDY

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|  |    |       |
|--|----|-------|
| It's very close to your ideal profession | 13 | 24.07 |
| Your family wishes to choose this course | 6  | 11.11 |

Table 2 reveals that majority of the respondents i.e., 34 (62.96%) have chosen the LIS profession because of the availability of multiple career options followed by its very close to their ideal profession (24.07%) and their family wished to choose this course (11.11%).

**Table 3: Feeling when stressed (*Multiple Answers Permitted*)**

| Response                      | Number | Percentage |
|-------------------------------|--------|------------|
| Tirednes                      | 24     | 44.44      |
| Headache                      | 16     | 29.62      |
| Depression                    | 11     | 20.37      |
| Anxiety                       | 19     | 35.18      |
| Cannot sleep properly         | 14     | 25.92      |
| occasionally do not feel well | 12     | 22.22      |
| don't feel like studying      | 13     | 24.07      |

Table 3 shows that 24 (44.44%) respondents feel tiredness when in stress followed by 19 (35.18%), 16 (29.62%), 14 (25.92%), 13 (24.07%) and 12 (22.22%) respondents who feels 'anxiety', 'headache', they 'cannot sleep properly', they 'don't feel like studying' and 'occasionally do not feel well' when in stress. Only 11 (20.37%) respondents feel depression in stress.

**Table 4: Feeling during stress (*Multiple Answers Permitted*)**

| Response                            | Number | Percentage |
|-------------------------------------|--------|------------|
| Nervousness                         | 14     | 25.92      |
| In Confident                        | 10     | 18.51      |
| Increased worrying                  | 21     | 38.88      |
| Lost appetite (hunger)              | 8      | 14.81      |
| More prone to error                 | 5      | 9.25       |
| Lost interest in leisure activities | 16     | 39.62      |
| Lost concentration                  | 23     | 42.59      |

Table 4.10 shows that how the respondents feel during stress and 23 (42.59%) respondents have replied that they lose concentration, 21 (38.88%) experienced increased worrying, 16 (39.62%)

used to lose interest in leisure activities, 14 (25.92%) respondents feel nervousness, 10 (18.51%) feel in confident, 8 (14.81%) feel loss of appetite and 5 (9.25%) respondents became more prone to error.

**Table 5: Reasons/Factors behind taking stress**

| Reasons                     | Mean | Std.  | Rank |
|-----------------------------|------|-------|------|
| Employment situation        | 4.09 | 0.853 | 1    |
| Study conditions            | 3.59 | 0.901 | 2    |
| Personal factors            | 3.46 | 0.905 | 3    |
| Interpersonal communication | 3.33 | 0.991 | 4    |
| Economic conditions         | 3.24 | 1.098 | 5    |
| Family conditions           | 3.19 | 1.183 | 6    |

Table 5 shows that the employment situation is a major factor behind taking stress which has been ranked 1<sup>st</sup> ( $\bar{x}$  =4.09,  $\sigma$ = ±.853) followed by study conditions ( $\bar{x}$  =3.59,  $\sigma$ = ±.901), personal factors ( $\bar{x}$  =3.46,  $\sigma$ = ±.905), interpersonal communication ( $\bar{x}$  =3.33,  $\sigma$ = ±.991), economic conditions ( $\bar{x}$  =3.24,  $\sigma$ = ±1.098), and family conditions ( $\bar{x}$  =3.19,  $\sigma$ = ±1.183) which have been ranked 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> respectively.

**Table 6: Stress triggered by study-related issues**

| Statements   | Mean | Std.  | Rank |
|--|------|-------|------|
| Stress regarding the tests, assessment, grades & evaluation and meeting the deadlines for the same                                   | 3.70 | 0.983 | 1    |
| Poor interest in some subjects   | 3.63 | 0.917 | 2    |
| Fear of lagging behind in some subjects  | 3.61 | 0.940 | 3    |
| Lack of adequate material for study  | 3.61 | 1.089 | 4    |
| Lack of concentration/retention during study hours   | 3.59 | 0.981 | 5    |
| Handling academic workload and keeping up with regular reading   | 3.52 | 1.041 | 6    |
| Stress of presentation in classroom  | 3.35 | 1.067 | 7    |
| Choosing specialization/research topic/elective subject during the study (Career/interest point of view that you couldn't determine) | 3.31 | 1.079 | 8    |
| Difficulty in grasping heavy syllabus  | 3.28 | 0.998 | 9    |
| Not enough discussion in the class or lack of clarity  | 3.22 | 1.076 | 10   |
| Attending the class regularly  | 3.19 | 1.333 | 11   |
| Lack of mutual help among classmates   | 3.02 | 1.189 | 12   |
| Inadequate space or room for study at home   | 2.83 | 1.145 | 13   |

Table 6 is regarding the stress triggered by study-related issues and shows that “stress regarding the tests, assessment, grades & evaluation and meeting the deadlines for the same” has been ranked 1<sup>st</sup> ( $\bar{x} = 3.70$ ,  $\sigma = \pm 0.983$ ), “poor interest in some subjects” has been ranked 2<sup>nd</sup> ( $\bar{x} = 3.63$ ,  $\sigma = \pm 0.917$ ) and “fear of lagging behind in some subjects” has been and 3<sup>rd</sup> ( $\bar{x} = 3.61$ ,  $\sigma = \pm 0.940$ ). On the other hand, “attending the class regularly”, “lack of mutual help among classmates” and “inadequate space or room for study at home” have the least mean perception score and have been ranked 11<sup>th</sup> ( $\bar{x} = 3.19$ ,  $\sigma = \pm 1.333$ ), 12<sup>th</sup> ( $\bar{x} = 3.02$ ,  $\sigma = \pm 1.189$ ) and 13<sup>th</sup> ( $\bar{x} = 2.83$ ,  $\sigma = \pm 1.145$ ) respectively.

**Table 7: Stress caused by the issues of time-management**

| Statements  | Mean | Std.  | Rank |
|---|------|-------|------|
| Poor time management                                    | 3.72 | 0.856 | 1    |
| Too much study material to learn in a small time period | 3.63 | 1.033 | 2    |
| Managing all the responsibilities                       | 3.56 | 0.925 | 3    |

Table 7 is regarding the stress caused by the issues of time-management which shows that “Poor time management”, “Too much study material to learn in a small time period” and “Managing all the responsibilities” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.72$ ,  $\sigma = \pm 0.856$ ), 2<sup>nd</sup> ( $\bar{x} = 3.63$ ,  $\sigma = \pm 1.033$ ) and 3<sup>rd</sup> ( $\bar{x} = 3.56$ ,  $\sigma = \pm 0.925$ ) respectively.

**Table 8: Stress emanating from personality traits**

| Statements   | Mean | Std.  | Rank |
|--|------|-------|------|
| Fear of failing or lagging behind others   | 3.48 | 1.041 | 1    |
| Difficulty in public speaking specially in language other than the mother tongue | 3.46 | 1.094 | 2    |
| Procrastination (postponement) and laziness                                      | 3.41 | 0.981 | 3    |
| Lack of confidence and unclear thinking  | 3.28 | 1.140 | 4    |
| Stress of family/personal problems & their effects on study                      | 3.26 | 1.119 | 5    |
| Stress of family expectations for getting better grades                          | 3.26 | 1.031 | 6    |
| Hesitation while interacting/discussing with parents, teachers & senior fellows  | 3.22 | 1.093 | 7    |

Table 8 is regarding the stress emanating from personality traits and shows that “Fear of failing or lagging behind others”, “Difficulty in public speaking specially in language other than the mother tongue” and “Procrastination (postponement) and laziness” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.48$ ,  $\sigma = \pm 1.041$ ), 2<sup>nd</sup> ( $\bar{x} = 3.46$ ,  $\sigma = \pm 1.094$ ) and 3<sup>rd</sup> ( $\bar{x} = 3.41$ ,  $\sigma = \pm 0.981$ ) respectively. Whereas, “Stress of family expectations for getting better grades” and “Hesitation while interacting/discussing with

parents, teachers & senior fellows” have the least mean perception score and have been ranked 6<sup>th</sup> ( $\bar{x} = 3.26, \sigma = \pm 1.031$ ), and 7<sup>th</sup> ( $\bar{x} = 3.22, \sigma = \pm 1.093$ ) respectively.

**Table 9: Stress encountered during interpersonal and social equations**

| Statements                                     | Mean | Std.  | Rank |
|--|------|-------|------|
| Competing with other students                  | 3.24 | 1.063 | 1    |
| Lack of support system                         | 3.22 | 0.984 | 2    |
| Handling my personal relationships with others | 3.17 | 0.986 | 3    |
| Conflicts with friends/college authorities     | 3.13 | 1.117 | 4    |

Table 9 is regarding the stress encountered during interpersonal and social equations which shows that “Competing with other students” and “Lack of support system” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.24, \sigma = \pm 1.063$ ) and 2<sup>nd</sup> ( $\bar{x} = 3.22, \sigma = \pm 0.984$ ) respectively. While, “Handling my personal relationships with others” and “Conflicts with friends/college authorities” have the least mean perception score and have been ranked 3<sup>rd</sup> ( $\bar{x} = 3.17, \sigma = \pm 0.986$ ), and 4<sup>th</sup> ( $\bar{x} = 3.13, \sigma = \pm 1.117$ ) respectively.

**Table 10: Stress emanating from pedagogical factors**

| Statements   | Mean | Std.  | Rank |
|--|------|-------|------|
| Monotonous (boring/tedious) teaching style of the teachers | 3.33 | 1.009 | 1    |
| Lack of communication between teachers & students          | 3.30 | 1.093 | 2    |
| Inappropriate use of teaching aids                         | 3.28 | 0.998 | 3    |
| Fast paced teachers  | 3.24 | 0.989 | 4    |
| Delays in marking and feedback                             | 3.19 | 0.953 | 5    |
| Lack of support/encouragement/interest from teaching staff | 3.09 | 0.996 | 6    |
| Inadequate subject knowledge of the teachers               | 2.87 | 0.933 | 7    |

Table 10 is regarding the stress emanating from pedagogical factors and shows that “Monotonous (boring/tedious) teaching style of the teachers”, “Lack of communication between teachers & students” and “Inappropriate use of teaching aids” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.33, \sigma = \pm 1.009$ ), 2<sup>nd</sup> ( $\bar{x} = 3.30, \sigma = \pm 1.093$ ) and 3<sup>rd</sup> ( $\bar{x} = 3.28, \sigma = \pm 1.998$ ) respectively. Whereas, “Lack of support/encouragement/interest from teaching staff” and “Inadequate subject knowledge of the teachers” have the least mean perception score and have been ranked 6<sup>th</sup> ( $\bar{x} = 3.09, \sigma = \pm 0.996$ ), and 7<sup>th</sup> ( $\bar{x} = 2.87, \sigma = \pm 0.933$ ) respectively.

**Table 11: Stress attributable to career concerns**

| Statements   | Mean | Std.  | Rank |
|--|------|-------|------|
| Stress of family’s high expectations regarding career issues | 3.63 | 1.033 | 1    |

|  |      |       |   |
|--|------|-------|---|
| Stress of insecurity to start career after completion of current course/degree | 3.63 | 1.138 | 2 |
| Stress of getting poor results even after hard work                            | 3.50 | 1.112 | 3 |

Table 11 is regarding the stress attributable to career concerns and shows that “Stress of family’s high expectations regarding career issues”, “Stress of insecurity to start career after completion of current course/degree” and “Stress of getting poor results even after hard work” have been ranked 1st ( $\bar{x} = 3.63$ ,  $\sigma = \pm 1.033$ ), 2nd ( $\bar{x} = 3.63$ ,  $\sigma = \pm 1.138$ ) and 3rd ( $\bar{x} = 3.50$ ,  $\sigma = \pm 1.112$ ) respectively.

**Table 12: Information and technology-related stress generating factors**

| Statements  | Mean | Std.  | Rank |
|---|------|-------|------|
| Undesirable add-ons/ advertisements during the net surfing while searching the information which creates irritation & distraction | 3.67 | 0.952 | 1    |
| Study/reading habits changing forcibly to adopt new technology directly or indirectly   | 3.56 | 1.003 | 2    |
| Stress of higher workload because of increased technology complexity  | 3.52 | 0.926 | 3    |
| Spending lot of time every day on social networking tools   | 3.44 | 1.176 | 4    |
| Don’t find enough time to study & upgrade technological skills to meet the needs of changing environment globally                 | 3.39 | 1.123 | 5    |
| Competition with younger techno savvy students  | 3.31 | 1.146 | 6    |
| Lack of sufficient IT tools/IT skills to access the information   | 3.28 | 1.036 | 7    |
| Feel personal life is affected by this invasion of technology   | 3.11 | 1.076 | 8    |

Table 12 is regarding the information and technology-related stress generating factors and shows that “Undesirable add-ons/ advertisements during the net surfing while searching the information which creates irritation & distraction” “Study/reading habits changing forcibly to adopt new technology directly or indirectly” and “Stress of higher workload because of increased technology complexity” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.67$ ,  $\sigma = \pm 0.952$ ), 2<sup>nd</sup> ( $\bar{x} = 3.56$ ,  $\sigma = \pm 1.003$ ) and 3<sup>rd</sup> ( $\bar{x} = 3.52$ ,  $\sigma = \pm 0.926$ ) respectively. Whereas, “Lack of sufficient IT tools/IT skills to access the information” and “Feel personal life is affected by this invasion of technology” have the least mean perception score and have been ranked 7<sup>th</sup> ( $\bar{x} = 3.28$ ,  $\sigma = \pm 1.036$ ), and 8<sup>th</sup> ( $\bar{x} = 3.11$ ,  $\sigma = \pm 1.076$ ) respectively.

**Table 13: Administrative factors triggering stress**

| Environmental/Campus related Stressors       | Mean | Std.  | Rank |
|--|------|-------|------|
| Indifferent attitude of administrative staff | 3.35 | 1.031 | 1    |
| Lack of recreational activities on campus    | 3.22 | 0.904 | 2    |



related issue in library/ unavailability of Scholar’s Room” have the least mean perception score and have been ranked 6<sup>th</sup> ( $\bar{x} = 3.15, \sigma = \pm 1.035$ ), and 7<sup>th</sup> ( $\bar{x} = 2.91, \sigma = \pm 1.051$ ) respectively.

**Table 16: Impact of academic stress on academic performance**

| <b>Reasons to affect academic performance by academic stress</b> | <b>Mean</b> | <b>Std.</b> | <b>Rank</b> |
|--|-------------|-------------|-------------|
| Reduces work performance   | 3.78        | 0.816       | 1           |
| Reduces ability to learn in class                                | 3.57        | 1.002       | 2           |
| Reduces ability to read and understand                           | 3.56        | 0.984       | 3           |
| Lack of concentration in class/study                             | 3.56        | 1.022       | 4           |
| Leads to failure in assessments, exams, etc.                     | 3.09        | 1.033       | 5           |

Table 16 is regarding the impact of academic stress on academic performance and shows that “Reduces work performance”, “Reduces ability to learn in class” and “Reduces ability to read and understand” have been ranked 1<sup>st</sup> ( $\bar{x} = 3.78, \sigma = \pm 0.816$ ), 2<sup>nd</sup> ( $\bar{x} = 3.57, \sigma = \pm 1.002$ ) and 3<sup>rd</sup> ( $\bar{x} = 3.56, \sigma = \pm 0.984$ ) respectively. While, “Lack of concentration in class/study” and “Leads to failure in assessments, exams, etc.” have the least mean perception score and have been ranked 4<sup>th</sup> ( $\bar{x} = 3.56, \sigma = \pm 1.022$ ), and 5<sup>th</sup> ( $\bar{x} = 3.09, \sigma = \pm 1.033$ ) respectively.

**Table 17: Technique to control academic stress to improve academic performance**

| <b>Controlling Factors of academic stress</b>                       | <b>Mean</b> | <b>Std.</b> | <b>Rank</b> |
|---|-------------|-------------|-------------|
| Regular studies   | 4.13        | 0.754       | 1           |
| Practice time management skills                                     | 4.07        | 0.749       | 2           |
| Seek the support of friends and family                              | 4.07        | 0.821       | 3           |
| Plan leisure activities to give a break                             | 4.04        | 0.776       | 4           |
| Starting Academic tasks from simple to complex                      | 4.00        | 0.824       | 5           |
| Meditation and other healing techniques                             | 3.87        | 0.891       | 6           |
| Routine reading/studying  | 3.65        | 1.084       | 7           |
| Writing a journal/diary   | 3.59        | 1.158       | 8           |
| Limit (or eliminate) the use of stimulants like Caffeine, Tea, etc. | 3.48        | 0.966       | 9           |

Table 17 is regarding the technique to control academic stress to improve academic performance which shows that “Regular studies”, “Practice time management skills” and “Seek the support of friends and family” have been ranked 1<sup>st</sup> ( $\bar{x} = 4.13, \sigma = \pm 0.754$ ), 2<sup>nd</sup> ( $\bar{x} = 4.07, \sigma = \pm 0.749$ ) and 3<sup>rd</sup> ( $\bar{x} = 4.07, \sigma = \pm 0.821$ ) respectively. Whereas, “Routine reading/studying”, “Writing a journal/diary” and “Limit (or eliminate) the use of stimulants like Caffeine, Tea, etc.” have the least mean

