

Racial Discrimination And Academic Stress Among Foreign Students In Srm University

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Abstract

The investigator identify the racial discrimination influence academic stress among foreign students. The investigator collected the sample in SRM University about 100 students of various country. The data is collected through survey method and questionnaire is given to the foreign students and using spss the analysis is done. Results : Racial prejudice causes sadness and has an impact on one's career. Therefore, by providing students with the necessary instruction, teachers should lessen discrimination and force them to be productive. The issue of racial prejudice affected them not just inside the university but also outside of it in society. The society should treat international students well.

Keywords: racial discrimination and academic stress, age and countries

Introduction

Racism is a socially constructed term for prejudice and discrimination against groups of individuals based on perceived biological disparities. It frequently manifests in the form of governmental institutions, social behaviors, practices, or beliefs that rate various races as intrinsically superior or inferior to one another based on presumptive inherited traits, skills, or attributes. Additionally, it might argue that people of different races ought to be treated differently.

Unintentional forms of discrimination, such as making assumptions about the preferences or abilities of others based on racial stereotypes, symbolic or institutionalized forms of discrimination, such as the dissemination of ethnic stereotypes through the media, and socio-political dynamics of social stratification that occasionally have a racial component, are

among the questions about how to define racism.

(<http://racism.org>)

Discrimination

A discriminatory act is one that forbids certain groups of people from exercising their human rights or participating in society. This includes treating a person or group "worse than how individuals are generally treated" because of their actual or perceived membership in a certain group or social category. It involves the initial response or interaction of the group, shaping the individual's actual behaviour toward the group or the group leader, denying members of one group access to opportunities or privileges enjoyed by another group, and causing the exclusion of the individual or entities based on rational or irrational decision-making.

Tools

Racial Discrimination tool was prepared and standardized by Dr.Naorem Binita Devi. Few changes were made according to the student’s level. It is 5 point scale.

- ✓ Strongly Disagree
- ✓ Disagree
- ✓ Neither Agree
- ✓ Agree
- ✓ Strongly Disagree

ACADEMIC STRESS

Academic Stress tool was prepared and standardized by Dr.Jim Orford. Few changes were made according to the student’s level. It is 5 point scale.

- ✓ Never
- ✓ Very Rarely
- ✓ Sometimes
- ✓ Very Often
- ✓ Always

To find out the significant difference in academic stress and racial discrimination with respect to age

To study the significant difference in academic stress and racial discrimination with respect to country

HYPOTHESES OF THE STUDY

There is no significant difference in academic stress and racial discrimination with respect to age

There is no significant difference in academic stress and racial discrimination with respect to country

RESULTS

H :There is no significant difference in academic stress with respect to age

Table no. 4.11

OBJECTIVES OF THE STUDY

Showing ANOVA for Academic stress based on age

sources	Sum of squares	df	Mean square	F - value	Table value	Remarks at 5% level of significance
Between	149.996	2	74.998	1.805	2.31	NS
Within	4031.116	97	41.558			

As seen in the table (4.11) the calculated ‘F’ value (1.805) is less than the table value (2.31) at 5% level of significance. Thus there is no significant difference among the students in

academic stress with respect to age. Hence the hypothesis (H-4b) is accepted.

H: There is no significant difference in academic stress with respect to country

Table no. 4.14 showing ANOVA for Academic stress based on country

sources	Sum of squares	df	Mean square	F - value	Table value	Remarks at 5% level of significance
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Between	96.871	3	32.290	0.759	2.36	NS
Within	4084.241	96	42.544			

As seen in the table (4.14) the calculated 'F' value (0.759) is lesser than the table value (2.36) at 5% level of significance. Thus there is no significant difference among the students in academic stress based on

country. Hence the hypothesis (H-4e) is accepted.

H: There is no significant difference in racial discrimination with respect to age

Table no. 4.5

Showing ANOVA for Racial discrimination based on age

sources	Sum of squares	df	Mean square	F - value	Table value	Remarks at 5% level of significance
Between	352.132	2	176.066	3.660	3.04	S
Within	4665.698	97	48.100			

As seen in the table (4.5) the calculated 'F' value (3.660) is higher than the table value (3.04) at 5% level of significance. Thus there is a significant difference among the

students in racial discrimination with respect to age. Hence the hypothesis (H-3b) is rejected.

Table 4.5a

Showing the critical ratio for racial discrimination based on age.

Branch	N	Mean	S.D	't' value	Remarks at 5% level of significance
18 – 20 and 20 - 25	12	5.47	6.995	1.586	NS
	41	53.78	6.167		
18 – 20 and Above 25	12	50.47	6.995	0.254	NS
	47	49.89	7.527		
20 - 25 and Above 25	41	53.78	6.167	2.648	S
	47	49.89	7.527		

From the above table (4.5a), it can be observed that the calculated 't' value (1.586) is lesser than the table value (1.96), indicating that there is no significant difference between the mean scores of the students on the basis of age.

significant difference between the mean scores of the students by comparing the age.

Again it can be observed that the calculated 't' value (0.254) is lesser than the table value (1.96) indicating that there is no

Lastly for further comparing at the above table, it can be observed that the calculated 't' value (2.648) is greater than the table value (1.96), indicating that there is a significant difference between the mean scores of the students on the basis of the age.

H: There is no significant difference in country racial discrimination with respect to

Table no. 4.8

Showing ANOVA for Racial discrimination based on country

sources	Sum of squares	df	Mean square	F - value	Table value	Remarks at 5% level of significance
Between	87.205	3	29.068	0.566	2.36	NS
Within	4930.625	96	51.361			

As seen in the table (4.8) the calculated 'F' value (0.566) is lesser than the table value (2.36) at 5% level of significance. Thus there is no significant difference among the students in racial discrimination based on country. Hence the hypothesis (H-3e) is accepted.

Discussion: The study examined the influence of racial discrimination and academic stress among students studying in SRM University from different countries using a such as this are critical to understand the simultaneous influence of normative risk factors, such as racial discrimination related age and country and as well as academic risk on youths development of academic identities. Related to racial discrimination similar studies (Solórzano et al. 2000; Swim et al. 2003). Further, this study is among emerging research examining college belonging as a moderator for academic stress and racial discrimination. Research by sightseeing how college student's stress also controls these relations. Findings from the study demonstrated that college belonging positively predicts academic competence and academic efficacy, and negatively predicts academic skepticism.

Educational Implication:

- This study will help a lot of teachers, students and friends who are suffering from racial discrimination and academic stress among the students.
- International students should be given respect and treated well in this society. Discrimination should not be seen to any kind of students in all the places. Students should take part in all the events in the college. So that racism can be reduced.
- Students should also concentrate on the academic side so stress can be reduced.
- Any form of unfair treatment can cause the kids to feel stressed or frustrated. This tension could affect their academic performance. Foreign students ought to be treated equally with domestic pupils. Prejudice can be lessened as a result.

Conclusion

According to this study, racial prejudice causes sadness and has an impact on one's career. Therefore, by providing students with the necessary instruction, teachers should lessen discrimination and force them to be productive. The issue of racial prejudice

affected them not just inside the university but also outside of it in society. The society should treat international students well.

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