

IMPACT OF ACADEMIC STRESS ON STUDENTS OF CLASS +1

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Abstract

Stress arises when the combination of internal and external pressures exceeds the individual's resources to cope with their situation. For many young adults, college is the best time of life. These critical years can also be undermined by depression, anxiety and stress. Students are very likely to experience some or many stressors which may test their ability to cope: adapting to a new environment, balancing a heavy work load, making new friends, becoming more independent, and dealing with myriad of other issues. Looking from a closer perspective, the college students' encounters a number of challenges in his day to day life, therefore the whole idea of an existing and vibrant college life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being. The purpose of the study is to find out the level of academic stress among students Of Class +1 having different streams. A sample of 200 students of class +1 studying in school of Ferozepur District of Punjab, India was drawn using random sampling technique. The main focus of this paper to examines the sources and effects of stress on students. The study reveals that the students of class +1 are having moderate level of academic stress and irrespective of sub samples of students are having moderate level of academic stress.



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Introduction

Stress (psychology), an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. The word stress means different things to different people. Some people define stress as events or situations that cause them to feel tension, pressure, or negative emotions such as anxiety and anger. Others view stress as the response to these situations. This response includes physiological changes-such as increased heart rate and muscle tension-as well as emotional and behavioral changes. However, most psychologists regard stress as a process involving a person's interpretation and response to a threatening event. Stress is a common experience. We may feel stress when we are very busy, have important deadlines to meet, or have too little time to finish all of our tasks. Often people experience stress because of problems at work or in social relationships, such as a poor evaluation by a supervisor or an argument with a friend. Some people may be particularly vulnerable to stress in situations involving the threat of failure or personal humiliation. Others have extreme fears of objects or

things associated with physical threats-such as snakes, illness, storms, or flying in an airplane-and become stressed when they encounter or think about these perceived threats. Major life events, such as the death of a loved one, can cause severe stress. Stress can have both positive and negative effects. Stress is a normal, adaptive reaction to threat. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them or avoid them. Stress also motivates us to achieve and fuels creativity. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. In personal relationships, stress often leads to less cooperation and more aggression. If not managed appropriately, stress can lead to serious problems. Exposure to chronic stress can contribute to both physical illnesses, such as heart disease, and mental illnesses, such as anxiety disorders. The field of health psychology focuses in part on how stress affects bodily functioning and on how people can use stress management techniques to prevent or minimize disease. The purpose of this study is to examine the prevalence of academic stress and exam anxiety among private secondary school students in India as well as the associations with socio-economic and study-related factors. Participants were 400 adolescent students (52 percent male) from five private secondary schools in Kolkata who were studying in grades 10 and 12. Participants were selected using a multi-stage sampling technique and were assessed using a study-specific questionnaire. Findings revealed that 35 and 37 percent reported high or very high levels of academic stress and exam anxiety respectively. All students reported high levels of academic stress, but those who had lower grades reported higher levels of stress than those with higher grades. Students who engaged in extra-curricula activities were more likely to report exam anxiety than those who did not engage in extra-curricula activities. According to Lazarus & Folkman (1984), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor Feng (1992) and Volpe (2000) defined stressor as anything that challenges any individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress and social support. Marwan Zaid Bataineh (2013). Academic stress among undergraduate students: the case of education

faculty at King Saud University. This study investigated the academic stressors experienced by the students at university. A total sample of 232 subjects participated in this study were obtained from faculty of education at KSU. Data were collected through self-administered questionnaire which was randomly distributed to the students during lecture time. Data obtained were analyzed using descriptive statistics, correlation, and analysis of variance (ANOVA). The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress ($r=.300^{**}$, $p=.00$). Lastly, the study found that there were no significant differences in academic stress among students with different, level of study and specializations. Rajasekar (2013). Impact of academic stress among the management students of AMET university – An analysis. The study examined the impact of academic stress among the management students. Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with psychological stress. Students have different expectations, goals and values that they want to fulfill, which is only possible if they are integrated with that of the institution. The objective of the study is to find out the present level of stress, sources of stress and stress management techniques that would be useful for management students. The study takes into account various criteria like physical, psychological, individual, demographical and environmental factors of stress among the management students. The sample comprises of 100 students of AMET Business School, AMET University in Chennai. Data was collected through structured questionnaire by using convenient sampling method.

Objectives of the Study

1. To find out the level of academic stress *among* students of class +1 of Ferozpur District of Punjab India.
2. To find out whether there is significant difference between the following sub samples with respect to academic stress.
 1. Gender [Male / Female]
 2. Locality [Rural / Urban]
 3. Management [Government / Private]
 4. Subject [Science / Arts] .

Hypotheses of the Study

1. There is significant mean difference between male and female students with respect to academic stress.
2. There is significant mean difference between rural and urban area students with respect to academic stress.
3. There is significant mean difference between Government and private school students with respect to academic stress.
4. There is significant mean difference guidance needs between science and arts subject students with respect to academic stress

Method

In the present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

Sample

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The present study consists of 200 XI standard students studying in . schools situated in *Ferozepur District of Punjab*, India. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tool Used

The investigator of the present study selected and used the academic stress scale was constructed and standardized by „R.Balaji Rao“ for data collection. DESCRIPTION OF ACADEMIC STRESS SCALE One of the important objectives of the present investigation is to find out the level of academic stress among higher secondary school students for this purpose the investigator used the academic stress scale constructed and standardized by R.Balaji Rao. This scale consists of as many as 40 items and each item has five alternative responses i.e. “No Stress”, “Slightly Stress”, “Moderate Stress”, “ Highly Stress” and “Extremely High Stress”. So the scoring to the response given by the students should be like 1. No Stress -0, 2. Slightly Stress- 1, 3. Moderate Stress- 2, 4. Moderate Stress- 3, 5. Extremely High Stress- 4. High scores are an indication of high stress and low scores on the scale are an indication of low stress. S For the analysis of the data, descriptive analysis (Mean & S.D) and differential analysis („t“ test) have been used.

Results And Discussion

In following table all Mean ,S.D and t-values of academic stress scores of students are given as shown in table which shows that :

Table The Mean, Standard Deviation And T-Value Of Academic Stress Scores Student

Variable	N	Mean	S.D	t-Value	Significant (0.05 level)
Gender				0.62	Not Significant
Male	85	94.79	31.12		
Female	115	96.97	33.025		
Locality				0.56	Not Significant
Rural	95	98.15	32.25		
Urban	105	97.65	34.56		
Sector				0.70	Not Significant
Government	100	95.85	31.65		
Private	100	68.12	33.15		
Stream				0.91	Not Significant
Arts	100	97.35	32.25		
Science	100	96.45	31.85		

The higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. Male and female students do not differ significantly in their academic stress scores. Rural and urban area students do not differ significantly in their academic stress scores. Government and private school students do not differ significantly in their academic stress scores. Science and Arts students do not differ significantly in their academic stress scores..

Conclusion

The present study reveals that students of class +1 are having moderate level of academic stress and irrespective of sub samples students are having moderate level of academic stress. The male student's academic stress is higher than female student. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student. The science subject student's academic stress is higher than arts student

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