

Influence Of Psychological Stress On Senior Secondary School Students

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ABSTRACT

In India education system has slowly developed into a rat race, where in the exciting and enriching experience of learning has been stripped down to a mere number game. By now we are conveniently oblivious of the thousands of dreams that could not be fulfilled because of the pressure and stress inflicted on them because of the so called rat race so there has to be study of impact of stress on students.

INTRODUCTION

Stress in academic institutions can have both positive and negative consequences if not well managed. Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress in the two set up. Stress seems to be very common in college student's life. They have to survive academically and to prepare themselves for further graduate or professional trainings.

Academic stress emerges as a significant mental problem in recent years. It has been estimated that 10% to 30% students experience academic related stress that affect their academic performance, cause anxiety and also affect their overall emotional and physical well being. Information load, high expectations of parents and teachers, academic pressures, unrealistic ambitions, limited employment opportunities and high competitiveness are some of the important sources of stress which create tension, fear, anger and anxiety. Poor academic performance, reduced peer popularity, attention difficulties, depression, somatic complaints, substance abuse are commonly observed problems among the victims of academic stress without being aware of how to cope with them.

Problems begin when ordinary stress becomes too much stress or distress that results in both psychological and biological changes that could place a person at a risk for illness. Some studies, especially in Sweden, indicate that psychosomatic symptoms are common in children with stress, the most frequent being: tiredness,

stomach ache, headache, and psychological problems that can be triggered by different day to day situations in the child's life, like school demands and administration of time for homework³.

LITERATURE REVIEW

Definition of Stress:

Stress can refer to experiencing events perceived as endangering one's physiological, physical or psychological wellbeing or a combination of these and when there is excessive pressure its intensity and chronic nature can lead to mental and physical ill health including depression, nervous breakdown and heart disease.

Impact of Academic Stress:

From the literature an apparent increase in seriously disturbed students consulting student health services in the UK has led to concern that increasing financial difficulties and other outside pressures may affect student mental health and academic performance. The current research investigated whether student anxiety and depression increases senior secondary students, the extent to which adverse life experiences contribute to any increases, and the impact of adversity, anxiety and depression on exam performance.

Stress among Management Students:

As the secondary student's education is an important medium that facilitates improvement of leadership qualities and turns out excellent future managers, which is quite evident. Students entering into the professional education needs to face many challenges to which they have never been exposed earlier. The pressure to earn good grades and to earn a degree is very high. The overall top five most frequently reported stressors were workload, lecturer characteristics, CGPA, too many tests and course difficulty.

Other potential sources of stress include excessive homework, unclear assignments, and uncomfortable classrooms. In addition to academic requirements, relations with faculty members and time pressures may also be sources of stress. Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress in the two set up. From the literature), a study conducted in 12th school students from private school in Hisar Haryana in India which reveals that four major areas that cause stress among 12th students and out of that the curriculum factor has attracted high prominence followed by the teamwork aspect

Reportedly student suicides are rising every year in India and around twenty students take their lives everyday. some of the key facts of this serious issue are:

1. The study (conducted 10 years back) had found that 16 per cent of Mumbai students were depressed – that is 2 per cent more than the students in Boston. It also found that 8 percent of these were suicidal
2. Today, 10 years later, researchers say things could be worse.

- Statistics show that India has the highest suicide rate in the world, marginally behind China, but ahead of the west.
- 95-100 people commit suicide in India every day
- And of these a whopping 40% are in the adolescent age group
- 3. Crime Records Bureau figures show India's suicide rate has risen 8 per cent a year for 10 years. According to a 2007 estimate, 45 per cent of suicides involve people between 15 and 29. And WHO lists suicide among the top three causes of death in the age group 15-35.
- 4. The motive when students kill themselves is invariably academic pressure – this accounts for 99 per cent suicides in the age group 12-18 – but psychiatrists sought to assess why the trend has risen of late and put it down to three reasons: deprivation of sunshine, exam results, and the copycat syndrome.
- 5. Distressed teenagers account for 70 per cent of the phone calls to a helpline run by NGO Aasra, says founder Johnson Thomas.
- 6. The leading mental health institution in India, the National Institute of Mental Health and Mental Sciences in Bengaluru, has been involved in several studies to understand why the rates of people taking their own lives, particularly younger people, are on the rise.

RESEARCH GAP:

12th students have many obstacles to overcome in order to achieve optimal academic performance. A number of researches have been done looking at the correlation of many stress factors that school students experience and the effects of stress on their achievements and mental health. However, a review of literature indicates that not much have been prioritized on the stress-related research. Therefore, it is timely to conduct a research to examine this particular issue as findings from the present study would benefit various parties in the school especially the institutes in planning and conducting necessary programmes for the students so that stress-related factors could be reduced and better academic performance could be achieved by the students.

AIM & OBJECTIVES OF THE STUDY:

The main objective of this research is to understand the “Impact of academic stress upon performance and mental health of 12th students.” In this study it was attempt to identify the stressors which affect the performance of students, to analyze the curriculum & instruction related components, teamwork related aspects, the assessment related factors, the placement related issues responsible for stress, and also the impact of time management on the stress level of students.

METHODOLOGY

The sample for the present study was 250 students, out of which 50 students were randomly selected. Students were selected randomly from 12th classes which were 24

boys and 26 girls. The study was conducted in reputed senior secondary English medium school, Hisar Haryana India.

FINDINGS OR RESULT

FACTORS Stress in	N	Before Intervention (SD)	After Intervention (SD)	MEAN DIFFERENCE	CRITICAL RATIO
Boys	24	108.5 (12.46)	98.91 (11.37)	09.59	03.78
Girls	26	105.34 (09.12)	88.07 (15.72)	17.27	5.26

Above table showed that male and female students have similar level of Stress before the intervention. Comparing boys and girls for the factors related to Stress after intervention it was noticed that girls showed reduced levels of Stress. Boys were found to perform better in academic and extracurricular activities.

The study covered both boys and girls students. Even though their Stress and Performance levels were more or less equal before the intervention, both boys and girls seem to have been more benefited as revealed in their reduced levels of these factors. The study points to the urgent need for including regular behavior modification techniques during schooling period so that the adolescents' life is transformed into a golden period, leading to healthy and Stress free life.

All the students were also stressed due to good score in their final exam they were feeling pressure also form their family side. If students will not get good score in final exam they would not be able take admission in good institute or they have to pay donation for admission. This suggests that in every age more than 90% of the school children are facing above normal levels of stress and tension. These results agree with the observations made by many psychologists, doctors and counselors that most of the children of today are facing severe stress which they find very hard to cope up with. Many of the psychosomatic problems and suicides commonly seen in our children are found to be the results of this stress.

CONCLUSION

The findings indicate that there is significant reduction in levels of stress in students systematically trained in coping techniques. The programs enhanced their awareness and develop a balanced perception so that they become better in every way and everyday through this program.

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