

To Study the Level of Academic Stress Experienced By Higher Secondary School Students of Haryana

Savita Rani¹, Dr. Maheep Kumar Mishra²

¹Research Scholar, Monad University, Hapur

²Professor, Monad University, Hapur

ABSTRACT

The body's response, according to Seley (1956), may be both good and negative; nevertheless, according to the majority of people, the physical and mental aspects are what really cause the body to respond, and this is often thought of as a bad thing. The "stressor" refers to the causes that cause stress, whereas "stress" or the "stress response" describes the physiological reaction. Tension, pressure, irritation, conflict, and anxiety are all ways to think about stress. There is a physical definition of tension that goes something like, "a force tending to produce elongation." An example of illogical reasoning may be shown in the fact that the biological word "tension" returned to its original meaning of "stress" after it was adopted. Think about this biologicals definition: Any pressure on the mind, emotions, or nerve system is called tension. To rephrase, although tension is the driving force in physics, it is the body's response in biology.

Keyword: *Stress, Tension, Mind, Emotions, Pressure, Nerve System*

INTRODUCTION

Academic stress refers to the emotional and mental anguish that might result from facing or being unaware of the potential consequences of academic failure. Exams, classroom questions, and demonstrating mastery of course material are just a few examples of the various academic expectations that students may encounter. Being able to follow along with class material, compete with classmates, and meet parental and educator expectations all pertain to a child's academic performance. The resources that pupils have could be stretched thin by these demands. Demand is directly proportional to the success in reaching the learning objective, which is why they are under so much pressure. I can confidently say that it is directly tied to the academic aim.

Kouzma and Kennedy found that high school students' primary causes of stress came from things like school-related exams, grades, self-needs like learning and achievement, and externally-motivated factors. There is a strong correlation between academic stress and negative health outcomes in the domains of diet, self-care, drug use, and exercise. Additionally, psychopathology risk factors include academic stress. For instance, there is a correlation between academic stress and depression among females in fourth, fifth, and sixth grade.

Academic stress was described by Bisht (1989) as the pressure placed on educators that surpasses or uses up all of the resources (both internal and external) that a seemingly aware student has. She claims that academic stress is a reflection of how a person feels about academic anxiety, academic conflict, academic sadness, and academic stress. Here are the four parts of academic stress that she identifies: When specific academic objectives are hindered, it might lead to academic frustration. When two or more qualitative tendencies emerge in response to academic aims, academic conflict is the inevitable outcome. When a student's time and energy are intensely demanded by their academic pursuits, this is known as academic pressure. Anxiety over failing to meet academic expectations.

Causes of Academic Stress We will concentrate on the negative sources of student stress here, although there are both positive and negative factors that may contribute to student stress.

Teachers:

There are a variety of teaching methods and classroom environments, and although most educators strive to make learning enjoyable for all students, certain children respond better to different approaches. Might lead to a lifetime of self-doubt (e.g., a lack of faith in one's own academic talents, a pessimistic outlook on school, etc.).

Examination system:

Academic stress may result from just thinking about examinations, including extreme procrastination in complex exams and exam sessions.

Environment:

Students are already under a lot of pressure from the educational setting. Constant class attendance is a difficulty for secondary school pupils. It has been difficult for those matriculating for higher education to uproot their lives and start over in an unfamiliar setting. In both cases, students are asked to.

Extra Co-curricular:

Volunteering, athletics, clubs, choruses, and other extracurricular activities are required of high school students by colleges. These are often deciding factors in whether or not a student's application is approved. Therefore, even while participation in extracurricular activities is a plus when applying for jobs, they nonetheless place a burden on college students.

REVIEW OF LITERATURE

Sonali Panda et.al (2022) This research set out to quantify academic procrastination and examine how students' locus of control influenced this behaviour at the undergraduate level. Roughly one hundred and fifty undergraduates from the Electrical Department at VSSUT in Odisha participated in the evaluation. To choose samples, researchers employed the cluster sampling technique. Regular statistical tests including mean, standard deviation, linear regression, and Pearson product-moment correlation were used to examine the data. Among the 115 undergraduates in their last year of school, 59 (51.30% of the total) exhibited a high degree of academic procrastination, according to the result. Additionally, there was a noticeable difference in academic procrastination between the respondents' internal and external locus of control. Those with an internal locus of control tended to suffer from less academic procrastination. A favourable correlation between academic procrastination and locus of control is therefore shown.

Vidhi Patel (2020) Objective: 1. Determine the percentage of Visnagar high school seniors who have completed some kind of postsecondary education. 2. To evaluate the level of understanding among Visnagar high school students about educational stress and how to cope with it prior to a structured teaching plan. 3. To develop and execute a planned curriculum for educating pupils at Visnagar's higher secondary school about stress and how to cope with it. 4. To determine how well students in upper secondary school in certain parts of Visnagar knew about stress and how to deal with it before the exam. 5. We want to see how well a planned teaching approach works in helping Visnagar high school pupils deal with stress. The research strategy included a quantitative method and a pre- and post-test design with a single group. The researcher chose the 40 participants using a basic random selection method. In order to gauge the sample's level of knowledge, a structured knowledge questionnaire was developed. Both descriptive and inferential statistics were used to analyse and interpret the data obtained in the context of hypnosis and objectivity. Findings: A mean score of 9.625 on the pretest and 14.625 on the posttest indicate a 5.0 point increase in knowledge. This demonstrates that the plan of organised instruction was successful.

Ishita Ghaonta (2017) The purpose of this research was to examine the social and psychological adaptation of Shimla district high school seniors. One hundred twenty-two high school students, sixty of each gender and geographic region, participated in the research by completing the investigator-created Adjustment Inventory. The inventory included twenty categories, ten of which dealt with academics and ten with emotional well-being. Analysis of Variance (ANOVA) and the t-test were used when needed for data analysis and interpretation. There was a statistically significant difference in the educational adjustment of male and female students, but no such difference in the emotional adjustment of the students. Students' emotional adjustment relative to their location was not substantially different from that of their peers, however there was considerable variation in their educational adjustment. Even at the 0.05 level of significance, there was no combined impact of gender x region on pupils' emotional and educational adjustment in school.

OBJECTIVES OF THE STUDY

1. To assess the level of academic stress (total and its components) experienced by Higher Secondary School Students of Haryana

2. To compare the academic stress (total and its components) experienced by Higher Secondary School Students of Haryana classified on the basis of gender, locale, nature of management, subject stream and parental education.

RESEARCH METHODOLOGY

Higher secondary school students in Haryana were the subjects of this research, which aimed to determine if there was a correlation between academic stress and academic performance. The 'Normative Survey Method' was chosen by the investigator for this investigation. Class XII students from Haryana's Higher Secondary Schools made up the study's population. The "Stratified random sampling technique" was used to pick an optimal sample that meets the needs of the population due to the vast size of the population. Gender, academic major, parental education, geographic region, and managerial style were all carefully considered throughout the sampling process.

Researchers in Haryana State gave out the Academic Stress Scale and other measures to pupils in various schools across six distinct districts. In order to gather information on the pupils and their parents, a personal data sheet was sent. Additionally, students were asked to fill out a non-scholastic interest inventory that asked about their extracurricular interests both in and out of class. Gathering information on stress, academic performance, and extracurricular activities was the primary goal of the researcher. Since the total marks for the scientific, business, and humanities tracks of study varied, the percentage of marks was relied upon as a measure of academic success.

Along with the specialists, we designed the instructions for administration, the time restriction, and the grading methodologies. Every every pupil received their own unique tool. Creating an appropriate testing environment and maintaining rapport with the students were prerequisites to administering the exam. The items were meant to be self-explanatory, but further explanations were included as needed. We got 500 answer sheets after we rejected the ones that weren't complete. Proper encoding and tabulation of the obtained schedules was performed.

ANALYSIS AND INTERPRETATION OF DATA

Table 1 Level of Personal Stress Experienced By Higher Secondary School Students

Level of Personal Stress	No.	%
High	72	14.40
Moderate	325	64.70
Low	103	20.90
Total	500	100

Mean = 34.79 Standard Deviation = 9.07

According to Table, a total of 103 students (20.90%) reported low levels of personal stress, 325 students (64.70%) reported moderate levels of personal stress, and 72 students (14.40%) reported high levels of personal stress. This indicates that most pupils in upper secondary school dealt with a significant amount of personal stress.

Level of Familial Stress of Higher Secondary School Students

We divided the students into three groups based on their scores on the "familial stress" component: those with high levels of stress, those with moderate levels of stress, and those with low levels of stress. This allowed us to measure the extent to which students in higher secondary school experience familial stress. You can find all the information about the analysis in Table

Table 2 Level Of Familial Stress Experienced By Higher Secondary School Students

Level of Familial Stress	No.	%
High	79	15.80
Moderate	323.5	64.70
Low	97.5	19.50
Total	500	100

Mean = 37.99

Standard Deviation = 10.04

According to Table, 79 students (15.80%) in upper secondary school reported a high level of family stress, 323.5 students (64.70%) reported a moderate level of familial stress, and 97.5 students (20.90%) reported a low level of familial stress. In other words, a considerable amount of family stress was experienced by the majority of pupils in upper secondary school.

Level of School-related Stress of Higher Secondary School Students

Analysis of the total sample of students' scores in the component 'school-related stress' was done to determine the level of school-related stress experienced by higher secondary school students. The students were then divided into three groups: high school-related stress, moderate school-related stress, and low school-related stress. You can find all the analysis information in Table.

Table 3 Level Of School-Related Stress Experienced By Higher Secondary School Students

Level of Familial Stress	No.	%
High	83.5	16.70
Moderate	332.5	66.50
Low	84	16.80
Total	500	100

Mean = 55.80 Standard Deviation = 12.90

According to Table, a significant number of students in upper secondary school reported high levels of school-related stress, whereas a smaller percentage reported moderate levels of stress and a smaller percentage reported low levels of stress. According to the results, most students in upper secondary school reported a considerable amount of stress due to school.

Level of Social Stress of Higher Secondary School Students

By analysing the results of the "social stress" component, we were able to categorise students in higher secondary schools into three groups: those with high levels of social stress, those with moderate levels of social stress, and those with low levels of social stress. You can find all the information about the analysis in Table.

Table 4 Level Of Social Stress Experienced By Higher Secondary School Students

Level of Familial Stress	No.	%
High	83.5	16.70
Moderate	325.5	65.10
Low	91	18.20
Total	500	100

Mean = 35.12 Standard Deviation = 9.88

The results show that 91 pupils (18.2% of the total) had a low level of social stress, 325.5 (65.1%) had a moderate level of social stress, and 83.5 (16.7% of the total) had a high level of social stress. This demonstrates that a considerable amount of social stress was experienced by the majority of students in upper secondary school.

Level of Academic Stress (total) of Higher Secondary School Students

The amount of academic stress (total) among students in upper secondary school was determined by adding the students' ratings on the four dimensions of academic stress: personal, family, school-related, and social. The pupils were divided into three categories according to their scores: "high academic stress," "moderate academic stress," and "low academic stress." The analysis is detailed in Table.

Table 5 Level of Academic Stress (Total) Experienced By Higher Secondary School Students

Level of Familial Stress	No.	%
High	76	15.80
Moderate	323.5	64.70
Low	97.5	19.50
Total	500	100

Mean = 163.69 Standard Deviation = 36.01

Based on the data in Table, a total of 76 students (15.80%) in upper secondary school reported a high level of academic stress, 323.5 students (64.70%) reported a moderate level of academic stress, and 97.5 students (19.50%) reported a low level of academic stress. This indicates that a considerable amount of academic stress was felt by the majority of pupils in upper secondary school.

CONCLUSION

A large percentage of pupils in upper secondary school reported very high levels of academic stress, whereas the majority reported moderate levels of personal, family, school-related, social, and overall stress.

Research shows that male and female students deal with comparable levels of stress in their personal lives, at home, and in the classroom. However, research shows that social stress is more prevalent among male students than female students. This might be due to the fact that female students do not encounter as much social stress as male students do throughout their teenage years, and male students are more likely to engage in social events where they may encounter negative conduct from others.

There was a significant difference in the levels of personal and school-related stress experienced by pupils attending rural and urban upper secondary schools. One possible explanation is that school-related stress is higher among rural school kids compared to their urban school counterparts, perhaps due to a lack of adequate school facilities. Furthermore, instructors in rural schools often know their pupils on a personal level, which may lead to either excessive attentiveness or complete neglect, both of which can exacerbate kids' anxiety about school. However, pupils in urban schools report greater levels of academic stress overall. The academic stress (total) among urban schoolchildren may be higher than that of their rural school counterparts due to the greater degree of competition in their educational setting. Students in public schools report higher levels of academic stress, while those in assisted education report higher levels of overall personal, family, social, and academic stress. This could be because students from aided schools tend to come from more privileged backgrounds, where their academic performance receives more support from adults in their lives, whereas students from public schools tend to come from more economically disadvantaged backgrounds, where adults in their immediate families may lack the education to properly support their children's academic success. As a result of their poor performance in school, school officials may have intervened, adding stress to their already high levels of school-related anxiety.

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