



Study of Academic Stress

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Abstract

One definition of stress is "the body's non-specific reaction to demands imposed on it or unsettling occurrences in the surrounding environment. When faced with environmental dangers or obstacles, people use this method to assess and respond to the situation. Stress may be beneficial in tiny doses, as long as it doesn't go out of hand. High levels of stress, on the other hand, may have serious effects on the mind and body if they persist for an extended length of time. According to a recent study by Abdulghani et al1, medical students experience stress at a rate of 63%, with 25% reporting symptoms that are deemed severe. The term "academic stress" refers to the body's reaction to academic expectations that are greater than a student's ability to meet. According to studies, anywhere between 10 and 30 percent of college students feel some kind of academic stress at some point throughout their time in school. Indeed, students who are enrolled in institutions with high academic requirements are under a lot of stress because of this.

Key words: Academic, Stress, environmental, adjustments, tension etc

Introduction

Emotional or bodily strain may be seen as stress. Many events in a person's life might cause unpleasant feelings like rage, annoyance, and anxiety, all of which contribute to stress. Anxiety is the body's response to a perceived threat or demand. Stress may be beneficial at times, but long-term exposure to it can lead to serious health issues. Depending on how one responds to a given scenario, one's degree of stress may vary. It's fairly uncommon for individuals to disregard stress as a minor inconvenience and go on with their regular routines without giving it a second thought. Some people's health is harmed because they worry more than is necessary. Adaptation or compromise with stresses is regarded to be a negative, behavioural, and physiological process. "Stressors" are those things that lead people to make changes in their everyday routines because they interrupt or endanger their ability to operate.

Review of literature



Chamundeswari (2013) studied "*Emotional Intelligence and Academic stress among Students at the Higher Secondary Level*" The purpose of this research was to examine the relationship between college students' levels of academic stress and their emotional intelligence. Six degree colleges in Jalandhar city were randomly chosen for the research. A random sample of 300 students was drawn from each of the six participating institutions. Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2001) administered the Emotional Intelligence Scale (EIS) and Abha Rani Bisht's Bisht Battery of Stress Scale (BBSS) to a sampled population.

Kermani, Khoshbakht, Miri, M., & Moodi (2013) investigated "*The relationship between emotional intelligence and academic stress in students of medical sciences*" It discovered that the social skill ratings for paramedical, medical, nursing and midwifery, and health students, respectively, were the highest. In spite of the fact that health students have a greater need for social skills than other students, they scored worse on the test. People with a greater degree of EI were better at socialising, in other words In the current study, females scored higher than boys across the board when it came to stress.

Sangtam (2014) conducted "*a study of academic stress achievement, study involvement and emotional maturity of secondary school tribal students of nagaland*" the Tribal people's economic and social well-being can be improved via education, they came to this conclusion. In Nagaland, agriculture is the primary source of income. It employs more than 90% of the population. A second substantial source of revenue is derived from forestry. Other sources of income include crafts such as weaving, woodworking, and ceramics.

Sandhu (2014) examined "*Academic stress among adolescence*" discovered that the total mean academic stress score difference between the case and control groups was 36.5. The research results confirmed this. More than seventy percent of teenagers in the case group and almost eighty percent of adolescents in the control group reported moderate to severe academic stress. Academic success, depression, and self-esteem have all been proven to be linked to one another in past research. Adolescents' academic anxiety was mostly caused by the expectations of parents and instructors. Similar to a previous Indian research, adolescent females were more stressed about schoolwork than their male counterparts.

George (2014) studied "*Resilience in academic stress: Exploring the role of cognition in how students adjust to life at the University of York*" discovered that negative trait emotion did not affect student adjustment via the effects of trait anger, anxiety, or sadness. Instead, the BAS and BIS are cited as sources of its influence. Findings from this study have significant practical



applications. As they describe the influence of another personality feature on student adaptation to university life, they emphasise trait BAS and trait BIS as powerful personality factors for understanding student adjustment.

Suresh Prabu (2015) studied "*A Study on Academic Stress among Higher Secondary Students*" This research indicated that the upper secondary students are experiencing moderate academic stress, regardless of the sub-samples they were taken from. Male students are more stressed about schoolwork than females. Academic pressure is greater for city students than for country students. Because of this, government school students have a lower academic stress level than students at private schools do. The academic stress of a scientific student is greater than that of an arts student. Students who have literate parents face more academic pressure than their less literate peers.

Rajeshwari & Raj (2017) studied "*a study on relationship between emotional maturity, Academic stress and self-confidence among management students*" Emotional maturity has been proven to be a strong predictor of stress and self-confidence among management students, according to the research. Emotional maturity has not been studied in relation to stress levels.

Anand (2017) studied "*Emotional Maturity and Academic Achievement of Prospective students*" the capacity to recognise, analyse, and regulate one's own emotions is referred to as "emotional maturity." Emotional maturity is one of the most important determinants of our capacity to deal with difficult situations. Adolescence is a stage of life marked by change and a shift away from one's family and toward one's peers as one moves from childhood to adulthood. Adolescence and adulthood are two distinct stages in the life cycle that are defined by education. Personal and professional success is directly linked to one's educational background, especially a high school degree. However, at this period of life, many variables impact the educational process and specifically academic performance, which is why this research was done to explore the link between emotional maturity and academic achievement among Adolescent students.

Sources of stress

A source of stress is something that has the potential to disturb a person's normal routine and force them to make changes. "Stressors" are the name given to these causes of stress. In order to restore equilibrium when a stressor has disrupted one's internal or external state of balance, one must take action. In terms of stress intensity and duration, they are different; what is



stressful to one person may not be stressful to another. For example, for first-year undergraduates, skipping a few lectures may be stressful, while for another student, it may not be difficult at all. It is not the same as being attacked by a raging lion, when a high level of arousal might lead to fighting or emotion. Catastrophic occurrences, significant changes in one's life, and little irritations are all considered important sources of stress that force individuals to adapt. A catastrophe is defined as an unanticipated, life-threatening event that overwhelms people. As an example of a common calamity, consider wars, natural disasters like flood and storms and fires, as well as violent crimes against women and children. Every adult has stressful life events, such as losing a job, divorce, sickness, loss of a spouse or family member, and incarceration. Daily annoyances are the primary source of stress for the majority of individuals. Even while some of these things may not be life-threatening in and of themselves, their cumulative effect may have a substantial impact on one's mental and physical well-being. Individuals' employment, daily routines, and personal connections may all play a role in this.

Effects of stress

Stress, it has been believed, may produce worried thoughts, difficulties concentrating or recalling information. Behavioral changes, such as nail biting, clenching teeth, and wringing hands may occur as a result of stress. Physiological consequences of stress, such as chilly hands and feet, butterflies in the stomach, and an elevated heart rate, may all be linked to the emotional state of worry. When stresses increase in intensity, both physical and psychological reactions are likely to develop. One kind of stress reaction, on the other hand, may impact other types of stress responses. As an example, a little amount of discomfort in the upper chest might elicit a fear of a heart attack in the mind. It is common for people to feel fast breathing, increased heartbeat, perspiration and sometimes trembling after escaping from a catastrophic disaster or other traumatic situations As part of the "fight-or-flight" phenomenon, these responses are common. Emotions, thinking (cognition), and behaviour may all alter as a result of stress.

Academic stress

Academic stress may be defined as the worry and tension that comes with going to school and being educated. Pursuing a degree and furthering one's education may come with a lot of stress. A lot of time is spent preparing for examinations, projects, laboratories, and reading for exams. Doing all of the work, managing the time, and finding time for extracurricular activities is a



stressful experience. It is extremely difficult for students who have just moved away from home for the first time to deal with academic stress. Students are expected to finish their assignments on time. To print out copies of their work, students may underestimate the time it takes to complete reading and writing tasks. It's long been accepted that stress and its symptoms (anxiety and depression, for example) are a prevalent issue for individuals in a variety of professions. Anxiety has been sparked in recent decades due to an increase in the amount of publications, research studies, popular articles, and seminars aimed at educating people on how to deal with this condition. High levels of stress may lead to emotions of annoyance, anxiety, and even melancholy. contend that stresses by themselves do not cause anxiety, sadness, or tensions; instead, a variety of factors must be considered. As a result, stress is caused by a person's perception and response to stressors, rather than by the stresses themselves. When a person's capacity to cope with external demands or stimuli is strained, environmental stress arises. Students' experiences with academic stress have long been studied by academics, who have highlighted stressors such an abundance of assignments, competitiveness with their fellow students, failures, and strained interpersonal connections with their lecturers or colleagues. As a student, you may be concerned about how much information you need and how long it will take you to get it.

Conclusion

The lack of adequate assistance is the biggest cause of stress for the pupils. An assessment method that restricts students' ability to explore and break new ground is in place. Stress is caused by a variety of variables, including personal and societal ones. Even after graduation, students are unsure of their future paths and uneasy about finding work because of a lack of guidance from qualified career counsellors and other resources. In terms of academics, extra-curricular activities, assignments, and so on, the strain has beyond all expectations. It's expected that youngsters would participate in the rat race and outperform their peers in order to raise their social position in the community. The current fashion in this day of cut-throat competition is to run after the numbers, which is a sad but true fact. Because each kid is unique, parents must help their children see the significance of identifying their own personal skills and then support them in pursuing a job in which they excel. Do what you like, or do what you enjoy doing. Academic productivity may be increased by managing time properly and ensuring that at least one kind of physical activity is performed on a regular basis.

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