

Academic Stress on Secondary School Students of Mumbai

Mrs. Charu Singh and Dr. Swati Sharma

Assistant Professor

Nirmala Memorial Foundation College of Education, Mumbai, Maharashtra, India

Abstract: *In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Academic stress is the feeling of anxiety or apprehension over one's performance in academic activities. It can lead to students being unable to perform to the best of their abilities in examinations. Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors. Stressors are defined as circumstances that disrupt, or threaten to disrupt, individuals' daily functioning and cause people to make adjustments. Catastrophic events, major life changes, and daily hassles are regarded as major categories of stressors that create demands to which people must adjust. Stress is being observed and it should be resolved through guidance by educators or by parents*

Keywords: Stress, Cognitive

I. INTRODUCTION

Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance. However, they differ from the degree of severity and duration of stress; what is stressful for an individual may not be a stressor for another. Stressors are defined as circumstances that disrupt, or threaten to disrupt, individuals' daily functioning and cause people to make adjustments. Auerbach and Grambling (1998). regard stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being.

However, stress is perceived in different ways and may mean different things to different individuals. It is perceived as events or situations that cause individuals to feel tension, pressure, or negative emotions including anxiety and anger. Moreover, other people define stress as the response to existing situations, which includes physiological changes (increased heart rate, and muscle tension), emotional and behavioral changes. Stress is always regarded as a psychological process that involves an individual's personal interpretation and response to any threatening event. For example, missing some lectures may be stressful for the first year undergraduate students, but may not be stressful for another student depending on his or her degree of expectations. Taking his final exam or sitting in rush hour traffic is not equivalent to being attacked by an angry Lion, where high arousal could facilitate fighting or feeling. Catastrophic events, major life changes, and daily hassles are regarded as major categories of stressors that create demands to which people must adjust. Stress is being observed and it should be resolved through guidance by educators or by parents.

At school there is a range of academic pressure, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load. The nervous breakdowns, panic attacks, burnouts, and depression are also apparent in many younger students. The same situation is not always stressful for all people, and all people do not undergo the same feelings or off-putting thoughts when stressed. Students were considered to be the future pillars who take the responsibilities to take our country to the next phase. They should be in a better way. To know this, the investigator decided to analyze the academic stress among higher secondary students.

1.1 Objectives of Research

The present study aims at accomplishing the objectives like, to know the exact reason behind the problem, to find out the level of academic stress of higher secondary school students, to find out the academic stress of higher secondary

school students, to find out the reason behind the problems or situations of each and every student and to help them to manage stress and cope up mechanism.

The design of the present study is Pretest Observation Interview Posttest Intervention. Observation procedure was used. An interview was conducted among the problems faced by students. After that intervention was implemented on the sample to eliminate the most probable causes for one month. Collection of data is a major activity of the research work. The present study was limited to the students of class 8 to 12 of the school. In this study systematic procedure was followed in the collection of data. 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 25 XI standard students studying in higher secondary schools situated in Mumbai District of Maharashtra, India. The sample was selected by using a simple random sampling technique. The sample forms a representative sample of the entire population.

II. CONCLUSION

Students all over the globe experience stress arising out of many academic as well as nonacademic aspects such as environmental, socio-cultural and psychological factors. Stress arises in a way to perform better than peers, to live up to the expectations of parents, teachers, to score better grades which will help to get a dream job. All these put heavy pressure on students leading to a feeling of burnout arising from academic stress, while emotional development starts right from childhood and it affects children in many ways, developing ego concept and his/her emotional and social development. Students also develop emotional intelligence while observing their environment, teachers, peers, parents, siblings and developing an attachment with them. But what is missing which probably we have realized while going through the current situation, is that from now onwards, we need to teach our children to develop their emotional intelligence following social distancing and keeping away from each other physically, but not psychologically. With the advancement in the field of information technology, this can be practiced. It was observed that respondents were able to “reduce negative and unexpected emotional outbursts” and were able to divert it into different activities knowingly or unknowingly, which is one of the coping strategies adopted by students.

Recognizing stress and burnout resulting from telecommunication during pandemics is necessary to develop effective mitigation strategies.

REFERENCES

- [1]. <https://ijcrt.org>
- [2]. <https://www.researchgate.net>
- [3]. <https://www.semanticscholar.org>