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AN OVERVIEW ON ACADEMIC STRESS

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ABSTRACT

Working in a fast-paced environment, solving tough issues, or listening to someone yell at you may all cause stress. It may be caused by disputes, making choices, or generally putting one's skills to the test, or it might occur as a result of many social demands on one's time. Stress and its symptoms, such as anxiety, depression, and burnout, have long been a concern for individuals in many professions and vocations. A basic random sampling method was used to pick the sample. The results of this research show that upper secondary students have a moderate degree of academic stress, despite the fact that sub samples of higher secondary students have a moderate level of academic stress as well. Male students experience more academic stress than female pupils. Academic stress is greater among urban students than among rural students. Academic stress is lower among government school students than among private school students. Academic stress is greater among scientific students than among arts students. Academic stress is greater among kids whose parents are literate than among their peers.

KEYWORDS: *Academic, Anxiety, Student, Stress, School.*

1. INTRODUCTION

Stress is defined as a negative emotional, cognitive, behavioral, and physiological reaction that happens when a person attempts to cope with or adapt to stresses. Stressors are described as events that interrupt or threaten to disrupt an individual's everyday functioning and force them to make changes. Consider stress to be an unpleasant state of mental and physiological arousal that people feel when they are confronted with circumstances that they believe to be hazardous or threatening to their health. Stress, on the other hand, is experienced differently by various people and may signify different things to different people. It is defined as events or circumstances that make people to feel tense, under pressure, or to experience unpleasant emotions such as anxiety or rage. Others describe stress as the body's reaction to a circumstance, which includes physiological changes (such as increased heart rate and muscular tension), as well as emotional and behavioral changes. Stress is usually thought of as a psychological process including an individual's own perception and reaction to a potentially dangerous situation[1].

It's essential to remember that stress has both good and bad consequences for individuals. It implies that stress may be a healthy, adaptive response to danger. Its purpose is to alert and

prepare people to defend them. Take, for example, how dread of items that pose actual dangers drives people to cope with or avoid them. Most psychologists believe that moderate stress motivates people to succeed and feeds creativity, despite the fact that stress may impair people's ability to do challenging tasks[2].Furthermore, when a person is subjected to prolonged stress, he or she is more prone to develop both physical and mental illnesses (including heart disease) (e.g., anxiety disorders). The area of health psychology is concerned with how stress affects physiological function and how individuals may utilize stress management methods to prevent or reduce illness. Unusual physical conditions, such as extreme heat or cold, sickness, oxygen deprivation, or exposure to bright light, may cause stress in a person. Long periods of concentration, mountain climbing, or prolonged immersion in water may all put high demands on an individual's ability to adapt.

1.1 Academic Stress:

The academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time[3]. Teachers expect students to finish assignments on time. Students may underestimate how long it takes to finish reading and writing tasks, as well as print off copies of their work.

Stress and its symptoms, such as anxiety, depression, and burnout, have long been recognized as an issue that affects individuals from all walks of life. The profusion of publications, research papers, popular articles, and the increasing number of organized workshops aimed at teaching individuals how to deal with this issue has already sparked concern in recent decades[4]–[7].Frustration, anxiety, and sadness, according to Keinan and Perlberg, are among the possible repercussions of a high level of stress. According to the authors stresses do not cause anxiety, sadness, or tensions on their own. Instead, stress is caused by the interplay between stressors and a person's perception and response to those stresses. Environmental stress arises when a person's capacity to cope with environmental stimuli or demands exceeds his or her ability to deal with them.

1.2 Academic Stress Among Students:

Academic stress among students has long been studied, and stressors such as too many tasks, competitions with other students, failures, and bad relationships with other students or lecturers have all been recognized by researchers. Academic stresses include a student's impression of the vast knowledge base needed and an insufficient amount of time to acquire it. Students report experiencing academic stress at predictable times throughout the semester, with the most significant sources of academic stress resulting from taking and studying for exams, grade competition, and mastering a large amount of content in a short amount of time. When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Effective time management, social support, positive reappraisal, and participation in leisure activities are often used by students to alleviate stress. Academic environments are extremely stressful because of the expectation to do well in exams or tests, as well as the time allotted. This is likely to have an impact on social interactions both within and outside the organization, as well as on individual people's dedication to accomplishing their objectives[8]–[10].

1.3 Academic Stress and the Concept of Stress:

Because of its impact on students' everyday social and academic life, stress has become a topic of study and debate in academia.The present competitive character of our society causes stress among the youthful generation. The pressures of different phases of human growth, such as adolescence to adulthood, education, and general life journey, cause stress .Stress is fundamentally linked to mental health problems, which may lead to physical symptoms such

as hypertension, headaches, rage, despair, anxiety, stomach trouble, stroke, and other diseases. Stress may be seen as a health issue, and it is a major issue for students in the twenty-first century in their daily lives. Stress, according to the experts, occurs when a person is subjected to both internal and external pressures and challenges. Psychosocial, mental discomfort, physical, and emotional depression are all manifestations of stress. Worries that begin with stress are called stressors.

When the demand is excessive and the student is unable to meet it. This implies that stress occurs when a person's coping mechanism is unable to cope with the demands of employment, which may lead to severe health problems. Stress was characterized by Saqib and Rehman in two ways: psychological and physical. When the desire to act is awakened and pressure to accomplish is applied, psychological stress occurs. The individual body responds to concerns of outcome/s or perceptions of danger by producing "physical stress". Anxiety, concern, dread, regrets, discouragement, lack of interest, and poor self-esteem are examples of stress that may occur in the social context but also in an individual's mind. Stress may be thought of as 'human body wear and tear' as a result of adjusting to changes in the environment. Academic stress is a kind of stress experienced by professors and students at educational institutions while they are working in an academic setting. Individual mental, social, psychological, financial, and personal obligations, as well as hard effort, are all part of the academic path. Emotions have a role in the trip. Courses and syllabuses containing material that must be mastered in a short amount of time abound in the academic environment. Students and staffs are required to work efficiently and produce the necessary outcomes. If not well handled, these elements may cause stress. In other words, the academic environment's complexity causes stress.

Jiandong Sun, Sibnath Deb, and Esben Strodl (2012). Academic stress among Indian pupils at private secondary schools. The goal of this research is to look at the incidence of academic stress and test anxiety among Indian private secondary school students, as well as the relationships between socioeconomic and study-related variables. There were 400 teenage students (52 percent male) in grades 10 and 12 from five private secondary schools in Kolkata who took part in the research. A multi-stage selection method was used to choose participants, who were then evaluated using a study-specific questionnaire. According to the findings, 35 percent and 37 percent of students, respectively, expressed high or very high levels of academic stress and test anxiety. Academic stress was indicated by all students, although those with lower grades reported greater levels of stress than those with better marks. Exam anxiety was more common among students who participated in extracurricular activities than among students who did not participate in extracurricular activities.

2. DISCUSSION

Students in secondary and higher education encounter a variety of continuing normative stresses, which may be characterized as everyday annoyances such as academic expectations. As a result, secondary/high school (defined here as junior/lower secondary education and senior/upper secondary education) and tertiary (defined here as post-secondary education) students frequently self-report experiencing ongoing stress related to their education, which we refer to as academic-related stress, such as pressure to achieve high marks and concerns about financial security. For example, the Organisation for Economic Co-operation and Development (OECD) recently conducted a study that included 540,000 students aged 15–16 years old from 72 nations. On average, 66 percent of students in OECD nations reported being worried over low marks, and 59 percent said they often worry about taking a tough exam. Even when they are adequately prepared, 55 percent of pupils are worried about school testing, according to the OECD. When it came to studying, 37% of students said they were very nervous, with females regularly expressing higher levels of anxiety than boys (OECD, 2017).

This information shows that education and academic achievement are major sources of stress for students. The effect of continuous academic-related stress on student outcomes and well-being has yet to be fully investigated. As a result, the present narrative review investigates how academic-related stress affects students' academic achievement, mental health, and well-being. It has been argued that an individual can have possibly anxious thoughts, difficulty to concentrate or remember because of being stressed. Stress can lead also to change in people's behaviours, such as nail biting, heavy breathing, teeth clenching and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes-increased heart rate, which all are regarded as common physiological effects of stress, which can be connected to emotion of anxiety. Physical and psychological responses to stress generally occur together, principally when stressors become more intense. However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress response of worrying about getting a heart attack. Physical responses can be when a person escapes from a terrible accident or some other frightening events, he or she will experience rapid breathing, increased heart beating, sweating, and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome. The psychological responses to stress can appear as changes in emotions, thoughts (cognition), and behaviours.

Due to significant life changes, different kinds of academic and non-academic problems linked to adaptation, and a lack of strong social support networks, first-year undergraduate students reported greater levels of academic stress. Second-year students, on the other hand, reported low levels of stress as a result of adjusting to new duties and changes, as well as gaining access to an academic social support network. Even though it is not statistically significant, the gender gap among first-year students is substantial. This is because, as compared to their male counterparts, women in these groups experience the greatest levels of stress. Furthermore, the results revealed that first-year students and third-year students had greater mean levels of academic stress than second-year students in the university population.

Despite the university's assistance, first-year students reported greater levels of stress. The gender differences in stresses among undergraduate students validated the study objectives and corroborated the findings of previous studies. It has been accepted that detecting sex variations in academic stress may represent gender differences in stress management. Even yet, research indicates that male students are likely to feel the same level of stress as their female counterparts; nevertheless, they may be hesitant to reveal it since they have been taught that absorbing stress is a feminine characteristic that should not be shown. Furthermore, since female students seem to be less protective than their male counterparts, they are more likely to acknowledge that they are stressed. Stress is defined as a negative emotional, cognitive, behavioral, and physiological reaction that happens when a person attempts to cope with or adapt to stresses. Stressors are described as events that interrupt or threaten to disrupt an individual's everyday functioning and force them to make changes. Consider stress to be an unpleasant state of mental and physiological arousal that people feel when they are confronted with circumstances that they believe to be hazardous or threatening to their health.

Stress, on the other hand, is experienced differently by various people and may signify different things to different people. It is defined as events or circumstances that make people to feel tense, under pressure, or to experience unpleasant emotions such as anxiety or rage. Others describe stress as the body's reaction to a circumstance, which includes physiological changes (such as increased heart rate and muscular tension), as well as emotional and behavioral changes. Stress is usually thought of as a psychological process including an individual's own perception and reaction to a potentially dangerous situation.

It's essential to remember that stress has both good and bad consequences for individuals. It implies that stress may be a healthy, adaptive response to danger. Its purpose is to alert and

prepare people to defend themselves. Take, for example, how dread of items that pose actual dangers drives people to cope with or avoid them. Most psychologists believe that moderate stress motivates people to succeed and feeds creativity, despite the fact that stress may impair people's ability to do challenging tasks. Stress, according to Auerbach and Grambling, may cause severe difficulties if it is not handled properly. Furthermore, when a person is exposed to chronic stress, he or she is more likely to develop both physical (heart disease) and mental (anxiety disorders) illnesses. The field of Health Psychology focuses in part on how stress affects bodily functioning and how people can use stress management techniques to prevent or minimize disease. Unusual physical conditions, such as extreme heat or cold, sickness, oxygen deprivation, or exposure to bright light, may cause stress in a person. A lengthy period of time was spent standing at attention.

Sources of stress, according to Bernstein et al. include "any situation or occurrence that threatens to disrupt people's everyday functioning and leads them to make changes." These stressors are referred to as stressors are external or internal pressures that disrupt equilibrium, impacting bodily and psychological well-being and necessitating action to restore balance. They vary, however, in terms of the intensity and duration of stress; what is stressful for one person may not be severe for another. Missing certain lectures, for example, may be unpleasant for first-year undergraduate students, but not for another student, depending on his or her level of expectations. Taking his final test or stuck in rush hour traffic isn't the same as being attacked by an enraged Lion, when heightened arousal may make fighting or feeling easier. Catastrophic catastrophes, significant life upheavals, and everyday annoyances are all considered severe stresses that generate demands that individuals must adapt to. Catastrophes, according to Auerbach and Grambling, are an unforeseen life-threatening tragedy or disaster that causes people to be unable to cope. War, floods, hurricanes, fires, earthquakes, sexual assaults, and tornadoes, for example, are all frequent disasters. Major life changes (such as losing a job, divorcing, being sick, losing a spouse or family member, and being imprisoned) may be stressful for any adult. The majority of stress that individuals feel in their daily lives is generated by little inconveniences. Irritations, stresses, and annoyances that may not be major stressors in and of themselves, but have large cumulative impacts, are referred to as daily hassles. This may be linked to people's employment, daily living situations, and personal relationships.

It has been suggested that when someone is stressed, they may have worried thoughts, trouble concentrating, or remembering things. People's behaviors may also alter as a result of stress, such as nail biting, heavy breathing, teeth clenching, and hand wringing. When individuals are worried, they may experience chilly hands and feet, butterflies in the stomach, and a sometimes elevated heart rate, all of which are typical physiological symptoms of stress that are linked to the feeling of anxiety. When stresses grow more severe, physical and psychological reactions to stress usually occur simultaneously. However, one kind of stress reaction may have an impact on others. Mild chest discomfort, for example, may trigger the psychological stress reaction of fearing a heart attack. When a person survives a horrific accident or other terrifying occurrences, he or she may suffer fast breathing, elevated heartbeat, perspiration, and even trembling. The fight-or-flight response is a broad pattern that includes several responses. Changes in emotions, ideas (cognition), and behaviors may all be signs of psychological stress.

3. CONCLUSION

The results of this research show that upper secondary students have a moderate degree of academic stress, despite the fact that sub samples of higher secondary students have a moderate level of academic stress as well. Male students experience more academic stress than female pupils. Academic stress is greater among urban students than among rural students. Academic stress is lower among government school students than among private school students. Academic stress is greater among scientific students than among arts

students. Academic stress is greater in kids whose parents are literate than in their counterparts.

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