

# **STRESS ON ACADEMIC ACHIEVEMENT OF SCHOOL STUDENTS WITH SPECIAL EMPHASIS TO HOWRAH, WEST BENGAL**

Abhijit Mandal<sup>1</sup>, Dr. Divya Vijayvargiya<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Dr. A.P.J. Abdul Kalam University, Indore, M.P., India

<sup>2</sup>Professor, Department of Education, Dr. A.P.J. Abdul Kalam University, Indore, M.P., India

Received : 07.10.2020

Revised : 06.11.2020

Accepted :07.12.2020

## **ABSTRACT:**

Stress is a broad term that refers to a person's overall physical, mental, and social well-being. It's a natural phenomenon that no one can prevent in their lifetime. Various sorts of stress can occur at any time in one's life. School students are stressed by academic and non-academic factors, such as socio-cultural challenges. Individual or environmental stress is a non-permanent element. It is the relationship between individuals and society. Stress is an internal state that can be caused by physical efforts. This article highlights about the stress on academic achievement of school students with special emphasis to Howrah, West Bengal.

**Keywords:** Academic, Achievement, Stress, School, Adolescent, Students

## **INTRODUCTION:**

Stress can present itself in a multitude of ways in a person's life. Stress can be caused by academic failure, financial troubles, health problems, or the death of a family member. Stressors are the things that make you feel stressed. A sudden shift in circumstances or stresses can have an impact on a person's life and physical or mental health. The way a person reacts to a stressful event determines the stressor's impact. If the person accepts the problem as a part of life's challenges and develops techniques to deal with it, the tension will gradually dissipate. On the other hand, the impacts may result in long-term emotional discomfort for the individual.

## **CRITICAL REVIEW- RECENT TRENDS:**

According to Nitin Joseph et al., academic stress is the most common mental ailment that medical students face during their training (2021). Assessing academic stress, understanding its causes, evaluating other sources of stress, and investigating the various coping techniques employed by students to cope with academic stress. Medical students in their first through fourth years participated in a cross-sectional study. Standard self-administered questionnaires were used to assess academic stress and coping behaviour. The average age of the 400 participants was 20.3 1.5 years. Males accounted for 166 (41.5%) of the group. In 68 (17%), 309 (77.3%), and 23 (5.7%) participants, academic stress levels were assessed to be light, moderate, and severe,

respectively. Overall, 15 (3.8%), 380 (95%), and 5 (1.2%) participants judged their capacity to deal with stress as poor, average, and good, respectively. Passive emotional ( $p = 0.054$ ) and passive problem ( $p = 0.001$ ) coping behaviours were significantly better in men. Active issue coping was much better in women ( $p = 0.007$ ). There were no significant gender differences in active emotional coping behaviour ( $p = 0.54$ ). The majority of students (211, or 52.7 percent) preferred to communicate their personal problems with their parents, followed by friends (202, or 202, respectively) (50.5 percent). In a binary logistic regression analysis, worrying about the future ( $p = 0.023$ ) and low self-esteem ( $p = 0.026$ ) were found to be independently connected with academic stress. Academic stress was common among students, but only a handful have a good coping strategy in place to deal with it. The coping behaviours of male individuals were particularly poor. This, as well as the other factors of academic stress identified in this study, must be addressed during counselling sessions. [1]

In today's dynamic environment, according to Shubham Sharma et al. (2021), there has been a considerable change in our ideals, knowledge, and scheme. Because of the great influence of acculturation on Indian culture, the modern Indian society may be a combination of its authentic qualities and those of its Western counterparts. Changes in social structure, in combination with technical advances, have a positive impact on our lives and overall well-being. The study's purpose is to find out how stressed Indian adolescents are in various academic subjects including science and the arts. A total of 120 people were included in the study, with 60 from the science stream and 60 from the arts stream. The 60 students in each stream were then separated into 30 boys and 30 girls. Mohammad Aziz Shah Mohamed Arip's Stress questionnaire was used to determine the students' stress levels. The pupils were told to complete the questionnaire as honestly as possible after signing a consent letter. After that, the data was utilised to do a t-test using SPSS. There is a considerable difference in stress levels between students who pursue arts and students who pursue science, according to the research. The study's purpose is to find out how to control and lower students' rising stress levels in order to increase their efficiency and productivity, which will lead to society's growth and development. [2]

The COVID-19 epidemic, according to Chunjiang Yang et al. (2021), has thrown people's lives into turmoil all across the world. Over 30 million Chinese college students are home-schooled, but little is known about how academic workload, separation from school, and fear of infection affect their health. This study looked at the relationships between three essential stressors and two categories of health among Chinese college students in the context of the COVID19 epidemic. We employed a three-wave lagged design with a one-week interval. During the COVID19 pandemic, all of the components were investigated based on self-reporting using anonymous surveys. Students were asked to answer questions on their demographics, academic workload, time away from school, fears of contagion, perceived stress, and health in surveys. According to the findings of this study, academic workload, distance from school, and fears of contagion all had negative effects on college students' health via perceived stress. During the COVID-19 issue, a variety of prevention and control strategies directed at college students may

cause varied degrees of stress and health difficulties. Our findings contribute to the corpus of knowledge on stress and health, and they have important practical implications for all levels of society in terms of protecting students' health in the face of the COVID-19 epidemic. [3]

According to Yasmin H et al. (2020), stress has become an inextricable aspect of life in today's world due to the countless objects that act as stress catalysts. People all across the world have been affected by Covid-19. Adults are not the only ones who suffer from stress; children of all ages are also affected. Because parents do not have enough time to properly care for their children, stress management is incredibly difficult. Many people believe that stress can only be induced by a negative incident, but the truth is that tension can also be caused by a happy experience. In terms of student stress, there are a number of reasons that might cause tension and stress in a student's life, including a mismatch between the student and the teacher. The attacks on all students have also been blamed on a lack of parental attentiveness. Children are more prone to stress since they do not pay attention to their eating habits. Furthermore, lack of sleep is a common source of stress for students all around the world. When it comes to student stress management, it's hit-or-miss. Most educational institutions provide optional stress management classes to address this terrible problem, but students typically lack the time to attend. This study aims to learn more about the impact of stress on students and the relevance of controlling it to improve learning results. [4]

Stress is an aspect of students' life, according to Koawo Edjah et al. (2020), and it can have a significant impact on their lives as well as how they approach their academic work. Stress-related issues account for three out of every five patient visits to the doctor. This study looked into the effects of stress on academic and social life among students at a Ghanaian college. A descriptive cross-sectional design was used to conduct the survey. 500 regular students were involved in the study, who were chosen using stratified and simple random (random numbers) sampling processes. A questionnaire was used to collect data for the study, which comprised the Perceived Stress Scale and the Students' Life Satisfaction Scale. Frequencies, percentages, averages, and standard deviation were used in the analyses, as well as Structural Equation Modeling (SEM) with AMOS. The majority of the students were rated as moderately stressed. Academic stress was the most common stressor, followed by institutional stresses and external stressors. Stress has a considerable positive impact on students' academic and social lives. It was determined that students suffer stress in some form or another during their education. In order to improve students' academic lives, it was proposed that the school continue to empower students on how to handle and deal with stress through its Students' Affairs and Counseling Sections. [5]

#### **EDUCATION AS A PROCESS OF STRESS MANAGEMENT:**

Education can be considered as a method of dealing with the stresses of life. This is achieved through gradually developing one's skills, knowledge, as well as social and cognitive talents. Education not only allows you to maximize your academic ability. Education helps to build thinking abilities, which allow one to perceive and analyze external events and, as a result, respond to environmental stimuli more effectively and efficiently. Furthermore, schooling

improves communication skills, which encourages social involvement and, as a result, a sense of social belonging and support. This increases one's sense of security, which is necessary for dealing with stressful life situations, whether or not they are related to education.

**ACADEMIC ANXIETY:**

Academic anxiety can make it difficult for a student to do effectively in class. At school, teachers and parents can learn to recognize signs of anxiety in students. More serious academic issues caused by anxiety can be avoided if teachers and parents help children learn to manage their anxiety at a young age. Over time, anxiety can amplify the consequences of stress. It is critical to gain a better understanding of academic anxiety since, if detected early on, it can assist students improve their grades. Anxiety is a common reaction to a wide range of situations. Low levels of anxiety are common, but extreme anxiety can be deadly. Over time, academic anxiety may exacerbate the condition. Worry about specific academic assignments increases as a student's academic performance deteriorates. Most teachers will come across pupils that are socially and/or academically anxious. Social anxiety can have an impact on a student's academic performance. If a student suffers from social anxiety, he or she may struggle with group projects or be unwilling to request help in class. Social anxiety can coexist or even precede academic worry. Self-regulation skills can help students feel less nervous and perform better in school. Academic anxiety affects students who are apprehensive about their academic responsibilities. Every academic task has the potential to give students anxiety. Some people only get anxious when they have to take an exam or execute a specific task. Anxiety isn't always a negative emotion. For some children, anxiety can be a motivator. [6]

**EMOTIONAL INTELLIGENCE:**

Emotional intelligence is the capacity to recognize, control, and evaluate emotions (EI). Emotional intelligence may be taught and enhanced, according to some academics, while others feel it is a natural trait. It's critical to be able to express and control emotions, but it's equally critical to be able to recognize, interpret, and respond to others' emotions. Consider a world where you couldn't discern whether a friend or coworker was sad. Psychologists refer to this ability as emotional intelligence, and some experts believe it is more important than IQ in terms of overall life success. There has been an increase in interest in teaching and learning social and emotional intelligence in recent years. Many schools are now including social and emotional learning (SEL) programmes in their curricula. These initiatives aim to promote children's health and well-being while also supporting them in achieving academic achievement and avoiding bullying. Emotional intelligence is the capacity to recognize and control one's own emotions as well as the emotions of others. Emotional intelligence is defined as the ability to recognize and name one's own emotions, as well as the ability to control and use those emotions to tasks like thinking and problem solving. It also involves the ability to regulate one's own emotions, as well as the ability to manage emotions.

**ADOLESCENT STUDENTS:**

School takes up more of an adolescent's waking hours than any other activity. The years following elementary school (known as primary education) and preceding college or university are referred to as secondary education (known as tertiary education). Adolescents who complete elementary school (learn to read and write) and go to secondary and higher education have better health, wealth, and family life [7]. Because the typical age of puberty has dropped over time, middle schools were created to distinguish between early and late adolescence, particularly because these teenagers differ biologically, academically, and emotionally and have different needs. Teenagers' cognitive development allows them to think abstractly, analytically, hypothetically, and logically as they advance through high school, all of which are kinds of formal operational thought. Formal thinking is emphasized in high school to prepare students for college, where analysis is anticipated. Overall, in the United States, high school graduation rates have increased dramatically over the last decade, reaching 83.2 percent in 2016 [8]. Furthermore, college is attended by a big number of students in the United States. Unfortunately, over half of those who enroll in college do not complete their studies [9]. On the other side, those with a degree earn more money and have an easier time getting work. Understanding adolescent development and aiding teenagers in selecting a college or alternative education after high school are crucial.

**WEST BENGAL STATE AND SCHOOL EDUCATION:**

West Bengal is a state in India's east coast, bordering the Bay of Bengal. It is India's fourth-most populous and fourteenth-largest state by area, with about 91 million residents. It is also the world's ninth most populous country subdivision, with an area of 88,752 km<sup>2</sup> (34,267 sq mi). It is located in the Indian subcontinent's Bengal region, bordering Bangladesh to the east and Nepal and Bhutan to the north. It also shares borders with Odisha, Jharkhand, Bihar, Sikkim, and Assam in India. Kolkata, India's third-largest metropolis and seventh-largest city by population, is the state capital. The Darjeeling Himalayan hill region, the Ganges delta, the Rarh region, and the coastal Sundarbans are all part of West Bengal. The Bengalis are the state's most populous ethnic group, with Bengali Hindus accounting for the bulk of the population. Bengali and English are the state's official languages, with Nepali having additional official status in Darjeeling's three subdivisions. In 2012, the state legislature enacted a bill giving Hindi, Odia, Punjabi, Santali, and Urdu additional official status in places where speakers account for more than 10% of the population. In 2019, the government enacted a bill to introduce Kamtapuri, Kurmali, and Rajbanshi as new official languages in blocks, divisions, and districts where speakers account for more than 10% of the population. Mamata Banerjee, the Chief Minister of West Bengal, introduced Telugu as an additional official language on December 24, 2020. According to the 2011 census, 86.22 percent of the inhabitants spoke Bengali as their first language, followed by 5.00 percent Hindi, 2.66 percent Santali, 1.82 percent Urdu, and 1.26 percent Nepali [10, 11].

The state government or private organizations, including religious ones, run West Bengal schools. The majority of classes are taught in English or Bengali, while Urdu is occasionally

utilized, particularly in Central Kolkata. The Council for the Indian School Certificate Examinations (CISCE), the Central Board for Secondary Education (CBSE), the National Institute of Open School (NIOS), the West Bengal Board of Secondary Education, or the West Bengal Board of Madrasah Education are all linked with secondary schools. As of 2016, 85 percent of children aged 6 to 17 were enrolled in school (86 percent do so in urban areas and 84 percent in rural areas). School attendance is practically universal between the ages of 6 and 14, then reduces to 70% between the ages of 15 and 17. In the 6 to 14-year-old age range, there is a gender discrepancy in school attendance, with more girls than boys going. In Bengal, 71 percent of women and 81 percent of men between the ages of 15 and 49 are literate. In West Bengal, only 14 percent of women aged 15–49 have completed 12 or more years of schooling, compared to 22 percent of men. Between the ages of 15 and 49, 22% of women and 14% of men have never attended school. Ramakrishna Mission Narendrapur, Baranagore Ramakrishna Mission, Sister Nivedita Girls' School, Hindu School, Hare School, La Martiniere Calcutta, Calcutta Boys' School, St. James' School (Kolkata), South Point School, St. Xavier's Collegiate School, and Loreto House, Loreto Convent, Pearl Rosary School - Serampore are some of the city's Many of the schools in Kolkata and Darjeeling were built during the colonial era and are examples of neo-classical design. St. Paul's, St. Joseph's North Point, Goethals Memorial School, and Dow Hill in Kurseong are among Darjeeling's schools. [12-15]

The Government of West Bengal's Department of School Education is charged with improving access, equity, and quality in education across the state by putting the overarching vision and mission of 21st century education into practise at the primary, upper primary, secondary, and higher secondary levels. The Department, as the nodal authority, has several unique Functionaries that are responsible for various elements of the state's school education. The Functionaries have well defined responsibilities. Curriculum, Syllabus, Text Books, Evaluation Pattern, and In-Service Training are only a few of them. Teachers' Training (Expert Committee on School Education), Conducting Board/Council Examinations and providing Academic Guidance (Boards and Councils), Preparation of Research Material and Follow-up Training (SCERT), Inspection (Inspectorate), Teachers' Recruitment/Staff Recruitment (Service Commission), Projects and Schemes Execution (Project Office). These Functionaries collaborate to promote and consolidate the various benefits of education. In elementary, secondary, and higher secondary education, the School Education Department is responsible for carrying out the West Bengal government's vision and goal. The department, as the nodal authority, has nine distinct bodies that are responsible for various elements of state school education. Examinations, text book/curriculum preparation (boards and councils), inspection (inspectorate), recruitment of teachers/staff (service commission), execution of projects and schemes (project office), and preparation of teaching/training/research material are just some of the tasks that some of the entities have (state council of education and research). Regular budgeting, audits, school recognition/affiliation/up gradation, legal concerns, and other employee-related HR operations are also performed by all entities.

**HOWRAH DISTRICT:**

The district of Howrah is located in the state of West Bengal in eastern India. Howrah district is one of West Bengal's most densely populated districts. Slum populations are gradually increasing in urbanised areas. After Kolkata, Howrah is the smallest district. In the form of the historic Bengali kingdom of Bhurshut, it has a rich legacy dating back thousands of years. The district is named for the city of Howrah, which serves as its administrative centre. The state government or private organisations manage the schools in Howrah. Bengali, English, or Hindi are the languages of instruction. Howrah's school system is separated into three levels (primary, secondary, and higher secondary), with numerous school affiliations. The Central Board of Secondary Education, Council for the Indian School Certificate Examinations, West Bengal Board of Madrasah Education, West Bengal Council of Higher Secondary Education, West Bengal Board of Secondary Education, and National Institute of Open Schooling are all affiliated with secondary and higher secondary schools in West Bengal. B.E. College Model School, Delhi Public School, Sudhir Memorial Institute Liluah, Agrasain Balika Siksha Sadan School, Julien Day School, Howrah, Howrah Vivekananda Institution, Santragachi Kedarnath Institution, Howrah, Howrah Zilla School, Howrah High School, and other notable schools in Howrah include B.E. College Model School, Delhi Public School, Sudhir Memorial Howrah Zilla School, established in 1845, is a historic functioning school in Howrah. Mahiary Kundu Chowdhury Institution, in Andul, is Howrah's oldest school, dating back to 1841. It is Howrah's only government-run school. Kedarnath Bhattacharya, the first Indian chairman of the Howrah Municipal Corporation, founded the city's first vernacular Bengali medium school in 1857. Santragachi Minor School was established in 1870. Santragachi Kedarnath Institution, Howrah is its current name.

**CONCLUSION:**

Stress has become a part of students' academic lives as a result of the various internal and external expectations placed on them. Because they are going through personal and social transitions, adolescents are more vulnerable to the issues associated with academic stress. In order to design suitable and effective therapeutic methods, it is therefore necessary to understand the origins and effects of academic stress. Participants were selected from four streams: commerce, management, humanities, and basic sciences, using a quantitative research technique that included the Academic Stress Scale. Gender differences were discovered in the areas of personal inadequacy, fear of failure, interpersonal difficulties with instructors, teacher-pupil relationships, and insufficient study facilities. Understanding the sources of stress can assist school psychologists and counselors create effective counseling modules and intervention techniques to help children cope with stress.

**REFERENCES:**

1. Joseph, N., Nallapati, A., Machado, M.X. et al. Assessment of academic stress and its coping mechanisms among medical students in a large Midwestern university. *Curr Psychol* 40, 2599–2609 (2021).
2. Shubham Sharma, B.P. Chamola, Nikita Pandey. Comparative Study of Stress among Students of different Streams Science and Arts, *International Journal of English Literature and Social Sciences*, Vol-6, Issue-3; May-Jun, 2021, pp. 298-308.
3. Yang C, Chen A, Chen Y (2021) College students' stress and health in the COVID-19 pandemic: The role of academic workload, separation from school, and fears of contagion. *PLoS ONE* 16(2): e0246676.
4. Hena Yasmin, Salman Khalil, Ramsha Mazhar (2020). Covid 19: Stress Management among Students and its Impact on Their Effective Learning, *International Technology and Education Journal*, Vol. 4 No. 2; pp. 65-74.
5. Koawo Edjah, Francis Ankomah, Ebenezer Domey, John Ekow Laryea (2020). Stress and Its Impact on Academic and Social Life of University Students in Ghana: A Structural Equation Modeling Approach, *Open Education Studies*; 2: 37–44.
6. Steel, P. 2010. *The Procrastination Equation: How to stop putting things off and start getting stuff done*. New York, Harper Collin.
7. Rieff, M.I. (1998). Adolescent school failure: Failure to thrive in adolescence. *Pediatrics in Review*, 19 (6).
8. Gewertz, C. (2017, May 3). Is the high school graduation rate inflated? No, study says (Web log post). *Education Week*.
9. Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X., & Dunlop Velez, E. (2016). *The condition of education 2016*, Washington, DC: U.S. Department of Education, National Center for Education Statistics.
10. "Report of the Commissioner for linguistic minorities: 52nd report (July 2014 to June 2015)". Commissioner for Linguistic Minorities, Ministry of Minority Affairs, Government of India. pp. 85–86. Archived from the original (PDF) on 15 November 2016. Retrieved 16 February 2016.
11. Banerjee, Himadri; Gupta, Nilanjana; Mukherjee, Sipra, eds. (2009). *Calcutta mosaic: essays and interviews on the minority communities of Calcutta*. Anthem Press. p. 3. ISBN 978-81-905835-5-8. Archived from the original on 9 May 2013. Retrieved 29 January 2012.
12. Prasad, Prakash Chandra (2003). *Foreign trade and commerce in ancient India*. New Delhi: Abhinav Publications. p. 28. ISBN 978-81-7017-053-2.
13. Geiger, Wilhelm; Haynes Bode, Mabel (2003) [1908]. "Chapter VI: The Coming of Vijaya". *Mahavamsa: Great Chronicle of Ceylon*. New Delhi: Asian Educational Services. pp. 51–54. ISBN 978-81-206-0218-2.
14. Sultana, Sabiha. "Settlement in Bengal (Early Period)". *Banglapedia*. Asiatic Society of Bangladesh. Archived from the original on 14 June 2015. Retrieved 12 June 2015.

15. Mookerji, Radhakumud (1959). The Gupta Empire. Motilal Banarsidass. pp. 11, 113. ISBN 978-81-208-0440-1.