

## Impacts of academic stress on mental health among higher secondary school students of Anantnag district, Jammu and Kashmir

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### Abstract

The present study is aimed to examine the levels of academic stress on mental health among higher secondary school students. Academic stress is a main source of stress for many students which leads them mental distress. Academic stress contributes to major mental health hazards, problems both physical and mental stress related diseases. The research was carried out at Anantnag district of Jammu and Kashmir on a sample of 200 higher secondary school students out of which 100 were boys ( 50 Govt. and 50 Private ) and 100 girls ( 50 Govt. and 50 Private ) respectively. For this work Academic stress was measured by Academic stress scale devised by Kohn & Frazer (1986) and mental health was measured by mental health scale–constructed by Kamlesh Sharma (2002) to collect the required data. A simple random sampling technique has been adopted for the present study. Data were analyzed by using stastical tools. The result shows that students low Academic Stress is linked with better mental health. Also there is a negative significant relationship between Academic Stress and Mental Health of higher secondary school students.

**Keywords:** academic stress, mental health, higher secondary students

### Introduction

Stress is a part of everyone's life in the present time. The causes of stress may differ from one stage to the other. During adolescence, a major cause of stress for a student is academic performance. The mental health are among the important factors of stress in higher secondary school students. The term 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 (Bernstein, *et al.*, 2008) [3]. It is a process by which we perceive and cope with environmental threats and challenges (Myers and Health, 2005) [7]. The physical, environmental and social causes of the stress are termed stressors (Lazarus, 1990) [5]. Higher secondary school education is a very important turning point in the academic life of the student. At this stage, the academic performance of the youth/adolescents plays a vital role in deciding about next higher stage of education, and most likely career too (Rosa and Preethi, 2012) [8]. Therefore, excessive stress during this stage could results in increased prevalence of psychological problems like depression and nervousness, which could ultimately have negative impact on the outcome of the achievements (Waghacharve, *et al.*, 2013) [10]. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic burden/load, for example, school examination, answering questions in the class, showing progress in school subjects. Academic Stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental stress related

diseases. Baker (2003) [1] noted that the higher secondary school students are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for many of them. The immediate challenges that students face are the decisions they have to make about the presented career paths in addition to developing and negotiating new relationships, getting novel ideas that challenge their past-learned views, and moving away from home (Lumley & Provenzano, 2003) [6]. Baker further noted that adjustment during the transition period is linked to the way the higher secondary school students copes with that stress which affects academic motivation and performance. In the academic environment, high expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness are some of the common sources of stress that create tension, fear, and anxiety in students. When students do not have adequate personal resources like finances to deal with the stressful event, they may experience heightened distress (Bang, 2009). With this background, an attempt has been made in this paper to study the academic stress on mental health among higher secondary school in relation to certain variables.

### Objectives of The study

1. To find out the relationship between Academic stress and Mental Health
2. To examine the significant differences in the levels of academic stress and mental health of higher secondary school students on the basis of demographic variables.

**Hypothesis**

1. There is significant difference between male and female students in their Academic stress..
2. There is significant difference between government and private school students in their Academic stress.
3. Higher secondary school students differ in their Academic stress on the basis of their fathers occupation
4. There is significant difference between male and female students in their Mental Health.
5. There is significant difference between government and private school students in their Mental Health.
6. Higher secondary school students differ in their Mental Health on the basis of their fathers occupation

**Method of The study**

Survey method was employed to collect data for the present study. The psychological tools along with demographic information were pointed and issued to the students to give thesis response. The data were collected from the students during normal class session. The response were scored according to the scoring procedure and subjected to statistical treatment to test the hypotheses.

**Area of The study**

The present investigation was conducted in the Anantnag District, Jammu and Kashmir and 13 schools were selected at random for the final study.

**Population**

The population of study was the school students. The population is a large collection of individuals of Anantnag district in Jammu and Kashmir, India. Both boys and girls belonging to higher secondary schools from the educational streams studying in the 13 schools during the academic year 2019-2020 were selected for the present study.

**Sample and Sampling Technique of The study**

For the present study, the investigator adopted random sampling technique. A sample of 200 higher secondary school students was selected by using random sampling technique from 13 schools belonging to Anantnag district only.

**Tools Used in The study**

- The following tools were employed for the present study
1. Academic stress scale devised by Kohn & Frazer (1986) <sup>[4]</sup>.
  2. Mental health scale–constructed by Kamlesh Sharma (2002) <sup>[9]</sup>.

**Analysis and Interpretation**

**Academic Stress**

**Gender and Academic Stress**

Table 1 Showing mean scores, standard deviation, ‘t’ value and the level of significance for Academic Stress score on the basis of Gender

**Table 1**

Variables	Gender	N	Mean	SD	t Value	Level of significance
Academic Stress	Male	300	71.55	13.68	3.644	0.01
	Female	300	67.24	15.20		

**Hypothesis**

There is significant difference between male and female higher secondary school students in their Academic Stress. The table 1 shows the mean scores, SD, “t” value and the level of significance for male and female students on Academic Stress. There is difference between Male and Female in their mean scores (71.55 and 67.24). The t value 3.644 is statistically significant at 0.01 level. It is concluded that there is a significant difference between male and female students with respect to the Academic Stress. Male have higher level of Academic Stress (67.24) than the Female (71.55).Therefore, the alternate hypothesis that there is significant difference between male and female students in their Academic Stress is true and it is accepted. Hence, it is concluded that higher secondary school students differ in their Academic Stress on the basis of gender. Male students have more Academic Stress because they are spending more time with friends and other activities and less time for studies.

**Type of Management and Academic Stress**

Table 2 Showing mean scores, standard deviation, ‘t’ value and the level of significance for Academic Stress scores on the basis of Type of Management

**Table 2**

Variables	Type of Management	N	Mean	SD	t Value	Level of significance
Academic Stress	Government	300	69.38	15.13	0.039	Not Significant
	Private	300	69.42	13.89		

**Hypothesis**

There is significant difference between government and private higher secondary school students in their Academic Stress.

The table 2 shows the mean scores, SD, “t” value and the level of significance for government and private students on Academic Stress. There is difference between government and private in their mean scores (69.38 and 69.42). The t value 0.039 is statistically not significant at 0.05 level. It is concluded that there is no significant difference between government and private higher secondary school students with respect to the Academic Stress.

Therefore, the hypothesis that there is significant difference between Government and private higher secondary school students in their Academic Stress is not true and it is not accepted.

**Father’s occupation and Academic Stress**

Table 3 Showing the Analysis of variance of Academic Stress scores of students on the basis of their fathers’ occupation

**Table 3**

Father occupation	N	Mean	SD
Labour	279	68.25	14.48
Govt. Employee	103	68.81	12.64
Private / Self employee	218	71.14	15.52
Total	600	69.40	14.61

The Academic Stress scores of students of whose father’s are government employee, private employee and self-employee were analyzed, and the details are presented in Table 3. One way analysis of variance was computed to find

out whether there is significant difference among the three groups of subjects in their Academic Stress. It is evident from the Table 3 the “F” value 2.585 is found to be less than the table value at 0.05 level significance. It is inferred that the students do not differ significantly among themselves in their Academic Stress on the basis of their father’s occupation. Therefore the formulated hypothesis i.e higher secondary school students differ in their Academic Stress on the basis of their fathers” occupation is not true and it is not accepted.

**Mental Health  
Gender and Mental Health**

Table 4 Showing mean scores, standard deviation, ‘t’ value and the level of significance for Mental Health scores on the basis of Gender

**Table 4**

Variables	Gender	N	Mean	SD	t- Value	Level of significance
Mental Health	Male	300	70.65	13.85	2.698	0.01
	Female	300	73.91	15.72		

**Hypothesis**

There is significant difference between male and female students in their Mental Health. The table 4 shows the mean scores, SD, “t” value and the level of significance for Mental Health scores of male and female students. There is difference between Male and Female in their mean scores (73.91 and 70.65). The t value 2.698 is statistically significant at 0.01 level. It is concluded that there is a significant difference between male and female students with respect to the Mental Health. Females have higher level of Mental Health (73.91) than Males (70.65). Therefore, the alternate hypothesis that there is significant difference between male and female students in their Mental Health is true and it is accepted. Hence, it is concluded that higher secondary school students differ in their Mental Health on the basis of gender

**Type of Management and Mental Health**

Table 5 Showing mean scores, standard deviation, ‘t’ value and the level of significance for Mental Health scores on the basis of Type of Management

**Table 5**

Variables	Type of Management	N	Mean	SD	t- Value	Level of significance
Mental Health	Government	300	72.11	15.62	0.342	Not Significant
	Private	300	72.52	13.84		

**Hypothesis**

There is significant difference between government and private school students in their Mental Health. The table 5 shows the mean scores, SD, “t” value and the level of significance for government and private school students on Mental Health. There is difference between government and private school students in their mean scores (72.11 and 72.52). The t value 0.342 is statistically not significant at 0.05 level. It is concluded that there is no significant difference between government and private school students with respect to the Mental Health. Therefore, the hypothesis that there is significant difference between Government and private higher secondary school

students in their Mental Health is not true and it is not accepted.

**Father’s occupation and Mental Health**

Table 6 Showing the Analysis of variance of Mental Health scores of students on the basis of their fathers’ occupation

**Table 6**

Father occupation	N	Mean	SD
Labour	279	72.99	15.19
Govt. Employee	103	71.50	13.08
Private / Self employee	218	71.74	15.32
Total	600	72.28	14.89

**Hypothesis**

Higher secondary school students differ in their Mental Health based on the fathers occupation. The Mental Health scores of students of whose father’s are laborers, government employees and private/self employee were analyzed, and the details are presented in Table 6. One way analysis of variance was computed to find out whether there is significant difference among the three groups of subjects in their Mental Health. It is evident from the Table 6 the “F” value 0.597 is found to be less than the table value at 0.05 level. It is inferred that the students do not differ significantly among themselves in their Mental Health on the basis of father’s occupation. Therefore the formulated hypothesis i.e higher secondary school students differ in their Mental Health based on the fathers occupation is not true and it is not accepted.

**Conclusions**

The present study aimed to know the higher secondary school students Academic Stress and a few factors that are related such as mental health and emotional maturity. The result shows that students low Academic Stress is linked with better mental health. Also there is a negative significant relationship between Academic Stress and Mental Health of higher secondary school students. Also the result observed that there is positive relationship between Hyper Vigilant, Defensive Avoidance Procrastination, Buck Passing and Rationalization decision styles and Academic Stress of higher secondary school students. Higher secondary school students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful school career. Different stressors such as inappropriate time management, financial problems, understanding the subjects, superficially, sleep deprivation and social activities can all pose threat to a student’s academic performance. Although higher secondary school students’ academic stress, mental health, decision making levels are self-manageable, there may a rise situations that may be serious enough requiring techniques such Dance, Music, Yoga Therapy, Prayer, Dhyana, Meditation, Natural Food, Guidance and Counseling. Further Participation in social events and Celebrations, Competitive Games will bring down the Academic Stress levels of among higher secondary school students. Stress can be reduced by above such activities.

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