

Impact of Academic Stress on the Personality at Senior Secondary School Students

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ABSTRACT

This research paper titled “*Impact of Academic Stress on the Personality of Senior Secondary School Students*” examines the effects of academic stress on students studying at the senior secondary level. In today’s highly competitive educational environment, students face increasing pressure to achieve high academic performance, succeed in examinations, and meet future career expectations. Such academic stress significantly influences the personality development of students, both positively and negatively.

The main objective of this study is to explore how academic stress affects different dimensions of personality, such as self-confidence, emotional stability, social behavior, and decision-making ability. It is hypothesized that excessive academic stress leads to anxiety, frustration, irritability, and self-doubt, which negatively impact balanced personality development.

For the purpose of the study, senior secondary school students were selected as the sample. Data were collected using the survey method, with the help of standardized questionnaires and personality assessment scales. Statistical techniques such as Mean, Standard Deviation (S.D.), and t-test were applied to analyze the relationship between academic stress and personality traits.

The findings of the study reveal that a moderate level of stress can act as a motivating factor, while excessive stress has a harmful effect on students’ mental health and personality development. Students experiencing high stress tend to show higher levels of anxiety, emotional imbalance, and social withdrawal. In contrast, students with better stress management skills demonstrate more positive and well-adjusted personality traits.

Thus, the study concludes that effective management of academic stress is essential. Schools and parents should work together to create a supportive and less stressful environment to promote the healthy and balanced personality development of students.

Keywords: Senior secondary school, Academic Stress and Personality

INTRODUCTION -

As the weight of pressure intensifies, students might become disinterested or demotivated, diluting their commitment to academic endeavors. The consequence is evident through heightened procrastination, increased absenteeism, and reduced participation in classroom activities. A noteworthy facet is the influence of stress on the social and emotional well-being of secondary school students. These emotional strains can lay the foundation for mental health issues, such as depression and social isolation, which further compound the challenges faced in the academic sphere. Students experiencing heightened stress may encounter difficulties in establishing and nurturing positive peer relationships, potentially resorting to risky behaviors or substance abuse – all factors contributing to a tangled web of academic hurdles. In this context, it is paramount to recognize the unique vulnerabilities of secondary students. This developmental phase is characterized by significant neurobiological changes and evolving emotional regulation, leaving adolescents ill-equipped to manage their anxieties and stress effectively, making them even more susceptible to the academic perils that ensue. While the detrimental impacts of stress on secondary students' academic achievement are evident, it is similarly important to acknowledge that these challenges are not insurmountable. Collaborative efforts among schools, parents, and the broader community can pave the way for the implementation of strategies and interventions that address these issues, promoting the mental health and overall well-being of secondary school students. In conclusion, the intersection of stress with secondary students' Personality is a prominent concern in the educational landscape. By appreciating the complexity of these interwoven factors, we can strive to create an environment that empowers secondary students to excel both academically and emotionally, laying the foundation for their future success and well-being.

The present study is an attempt to study Impact of Stress of Secondary School Students on their Personality in Jaipur district in the context of gender, rural-urban settings and board. In this age when the adolescents are exposed to large amount of information and are bound by high sense of achievement and parental expectations, this becomes imperative to study their effect on students well-being. A high degree of stress which is developed in this backdrop and leave students emotionally weak susceptible to developing bad habits. This study is an attempt to explore this effect and suggests ways to cope with this scenario.

Academic Stress is the prime contributor to depression and psychological problems among students. Depression is significantly correlated with Academic Stress among students. Sharma (2014) in his study found that groups of adolescents with high Academic Stress exhibited more depression as compared to group of adolescents with low Academic Stress. Stress related psychological problems have been interest of doctors, researchers and academicians for long. Arun and Chavan (2009), from their research on school students, found that half the students studied by them had some sort of psychological problem. The psychological problems related to academic activities (their role as students), their Academic Performance (marks in examinations) or other problems related to studies.

Research has shown that Academic Stress is directly linked with the social status of students and atmosphere of their school. Students with the same level of cognitive and intellectual capacities perform differently due to differences in social, financial and residential status. The urban students have more academic resources like libraries, book stalls, career counseling centers, modern communication facilities, better educators to assist them etc. within their easy reach as compared to the rural students. Studies by Emmanuel, Adom and Solomon (2014) showed a significant difference in the level of Academic Performance of students based on locality of schools with schools in the urban areas performing better than schools in the rural areas. Pariat et. al. (2014) showed that there was a high correlation among social status, financial status, Academic Stress and Academic achievement of students. Their findings suggested that if students had high Academic Stress, they were unable to socialize. If students had problems in socializing, their Academic Performance was affected.

Statement of the Problem

“Impact of Academic Stress on the Personality at Senior Secondary School Students.”

Population and sample

sample of the study: - In the present study, sample consisted of 200 secondary school students. These students are taken from various areas of Rural (100) and Urban (100) schools of secondary level in Jaipur, Rajasthan.

Research Method

Descriptive research serves to capture information about the current state of phenomena, aiming to answer the question, "What exists?" in terms of variables or conditions within a given situation. This type of research employs various methods, including surveys to portray the status quo, comparative studies to explore relationships between variables, and developmental studies to track changes over time. Descriptive research, also known as statistical research, furnishes data about the population or universe under examination. However, its scope is limited to describing the "who, what, when, where, and how" of a situation, without delving into the causative factors behind it. Therefore, descriptive research is favored when the goal is to provide a systematic and factually accurate depiction of a phenomenon. It yields insights into the frequency of occurrences, enabling statistical analyses such as determining average occurrences or central tendencies.

Objectives of the study

1. To study the impact of Stress on personality in students studying in rural and urban schools at secondary level.

Hypotheses of the study

1. There is no significant difference the impact of Stress on their personality between rural and urban Students studying at secondary level.

Tools

1. Depression and Stress Scale developed by Pallavi Bhatnagar.
2. Personality Inventory (2017) A.K.P. Sinha & R.P. Singh

Data Analyses

Sample analysis of Stress and Personality
Table 1

Variables	N	Mean	SD	SED	z value	df	Significance	Interpretation
stress	460	39.52	4.43	0.696	9.56	458	0.05 = 1.962	Hypothesis Rejected
Personlity	460	32.86	1.636	0.01 =2.581				

Interpretation: From the above table (4.8), the following aspects have been observed: The total quantity of secondary school students is 460. The mean value of Anxiety and stress is 39.52 and personlity is 32.86 The standard deviation value is 4.43 of Anxiety and Stress and Personlity is 1.636, SED is 0.696. z-value is 9.56.

Result- As per table (4.8), df is 458. z-value is larger than table value at 0.05 significance level, the result indicates that all secondary level school students fall under the above-average level in their school personlity. Hence the hypothesis is rejected.

FINDING

1. Interestingly, academic stress was found to have both positive and negative effects on performance, depending on its intensity. While it can sometimes enhance performance, excessive stress levels may hinder it.
3. In terms of personlity, academic stress significantly impacted the overall personlity of female students but not male students. Moreover, components such as social, educational and emotional personlity were notably influenced by anxiety and stress. Regarding emotional personlity among females, although the F value was high, it was not statistically significant, indicating a nuanced relationship between academic stress and emotional well-being.

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