

Impact Of Stress in Academic Achievement of College Students of South 24 PGS. District, West Bengal

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Abstract:-

Education is the passport to the future aspiration for those who are the pursuing today, which plays a most important role in the modern world. A country is identified by its educational development and it is the most important and powerful instrument invented by mankind to shape and would himself in a desirable manner.

Academic achievement in other way performance in academic sector is the explorable context in which a student, teacher or an institution may attend their short- or long-term goals.

The demands can come from work, relationships, financial pressures, and other situations, but anything that poses a real or perceived challenge or threat to a person's well-being can cause stress.

Thereby, the study was based on Impact of stress in Academic Achievement of College students of south 24pgs.This interaction takes place in different levels, including personal fields.

The Academic Achievement of the college students is considered to be determined by factors such as learning ability, study skills, study habits, aptitude. Some of the non-intellectual variables like personality, levels of anxiety, environmental factors, teacher's personality and college climate etc. were important predictor of academic achievement.

The present study was investigated that Stress is a natural feeling of not being able to cope with specific demands and events. However, stress can become a chronic condition if a person does not take steps to manage it.

Keywords: Academic Achievement, College, Demand, Impact, Stress.

INTRODUCTION

Education is a fundamental right to achieve full human potential, developing an equitable and just society, promoting national development which provides universal access to quality education.

Stress is an internal state which can be caused by physical demands on the body or by environmental and social situations which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping life events and pressure of everyday life.

Stress is defined as 'a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.

While academic achievement in other way performance in academic sector is the explorable context in which a student, teacher or an institution may attend their short- or long-term goals. Academic activities can explore through various objectives among the college students and it may subjudicates with various factors of which stress is one. Impact of stress among the college students especially to achieve the academic goals are more enthusiastic at this present context.

Adolescents today are living in an increasingly stress-ridden atmosphere. Stress among college students' boys and girls are very common and natural. Be it about self, career, academics or any other issue, the youth undergo feelings of anxiety at some phase of lives.

There were several researchers who explored the stress in Academic Performance of college students in different aspects of which few are mentionable herein below-

Sharma, R (2016). 'Optimism, Resilience, Self-efficacy And Attachment in Relation to Academic Stress in Adolescents' The IIS University, Jaipur. /R.S 66/2011/6358 Published in her Ph.D Thesis. She said that The result of correlation analysis indicate that academic stress has a significant negative correlation with optimism($r = -.687$, $p < .000$), resilience($r = -.417$, $p < .000$), and attachment ($r = -.237$, $p < .000$) whereas academic stress has negative but insignificant relation with self-efficacy ($r = -.026$). The results of multiple regression analysis indicate that optimism, resilience both contribute in predicting variance in academic stress, as well as optimism contributes maximum in predicting variance in academic stress. On the other hand, attachment and self-efficacy does not contribute to regression equation.

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Shilpa and Srimathi (2015)' Roll of Resilience on Perceived Stress among Pre-University and Under Graduate Students' The International Journal of Indian Psychology, Volume-2. Issue-02, ISSN – 2348-5396.Paper Id-B003117V2122015.pp-142-144. She investigated variation in perceived stress in Pre-University and Undergraduate students and also exploring the relation of perceived stress with resilience in Pre-University and Undergraduate students. For doing so, within group and between group designs was used. For these purpose 50 participants from Undergraduate and 50 Pre-University participants were taken. The results revealed that Pre university students face more stress than Undergraduate students. Perceived stress is highly negatively related with resilience.

Pal, A.K (2012) 'Stress, Stressors and Stress related Problems' A Peer-Reviewed Journal of Education, Rabindra Bharati University,Kolkata,Vol-XV,NO-I, ISSN-0972-7175. Have published a paper in National journal dealing with Stress, Stressors and Stress related problem of human life. The researcher finds out that modern age as hugely progressed and advanced due to this Science and Information Technology. This age science and information technology is the Forth Industrial revolution (4.0) or Digital revolution. All our daily routine has been hugely progressed advanced with help of science and information technology.

However, at the same time due to this thing the private company, IT sector, medical products marketing Bankers face huge work load, as a result they tended to develop stress related problem in their personal life. As a result, stress and stress related problems are gradually increased and directly or indirectly affects the social-life even marriage life. At the last stage when there is no way to reduce the person is unable to cope with, he/she has no alternative except committing suicide. So, we should be careful about the reasons of stress, effects, prevention and treatment. In home environment parents and in school environment the teachers have a positive role regarding the situation.

Negga, Applewhitr& Livingston, (2007) 'African, American college students and stress: School racial composition, self-esteem and social support' College student Journal, ISSN-0146-3934, Volume-41, Pp-823-830,assessed the stress of African American college students. It was revealed that the top five reported sources of stress were: Death of a family member (Interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/girlfriend problems (Interpersonal stress) 57%; and missed classes (academic stress) 55%. Furthermore, significant correlation between self-esteem, social support and stress for all students was found. The study pointed out the need

for college and universities to develop stress intervention programs that address stress specifically based on race and school racial compositions.

Xia and Sha, (2005) 'The relationship among different stress sources, coping strategies and female university students' negative feelings. *Actual Psychological Sinica*. Volume- 37, ISSUE-(05), Pp-637-649. The researcher examined the relationship among different stress sources, coping strategies and female university students' negative feeling by applying the structural equation modeling analysis. The results indicated that (1) the predictive effects of the stress and coping strategies on negative feeling were significant. (2) The process model about stress, coping strategies and negative feelings were different across sources in several aspects. Academic stress not only has the direct effects on negative feelings, but also has the indirect effects through negative problem-solving strategies. Economic stress has only the indirect effects on negative feelings through negative problem-solving and support-seeking strategies. In addition to the direct effects on negative feelings, interpersonal stress also has the indirect effects on negative feelings through negative problem-solving and support-seeking strategies. (3) Whatever the stress is from the academic, economic or interpersonal situation, negative problem-solving and support seeking strategies always have the significant effects on negative feelings.

Eremsoy, Celimi and Gencoz, T. (2005) 'Students under academic stress in a Turkish University, Variables associated with Symptoms of Depression and Anxiety. *A Journal of Current Psychology Developmental Learning Personality Social*, Volume-24, ISSUE-(2), Pp-123-133. carried out a study to find out the associated variables of depression and anxiety symptoms for young adults confronted with an academic stress. Ninety-two graduate students, who were actively involved in preparing their thesis, participated in this study. Two regression analyses were conducted to see different variables associated with depression and anxiety symptoms separately. Consistent with the expectations, depression and anxiety had over lapping predictors, such as negative automatic thoughts and hopelessness. However, adequacy of problem-solving abilities seemed to be associated with anxiety symptoms.

Akgun and Ciarrochi, (2003) 'Learned resourcefulness moderates the relationship between academic stress and academic performance'. *An International Journal of Experimental Educational Psychology*, Volume-23, Issue-03, Pp-287-294. People high in resourcefulness are purported to be better than others at controlling their negative emotions and managing stressful tasks. A sample of 141 first-year undergraduate students completed measures of academic stress and learned resourcefulness. Their first-year GPAs were obtained from

university records. Analysis revealed that academic stress was negatively associated with academic performance. High academic stress adversely impacted the grades of low resourceful students but had no effect on high resourceful students.

Windle & Windle, (1996) 'Coping strategies, drinking motives, and stressful life events among middle adolescents: Associations with emotional and behavioral problems and with academic functioning'. *Journal of Abnormal Psychology*. Volume-105, ISSUE- 04, Pp- 551-560. The researcher found out that a general perception can be taken into account according to which there exists a strong relationship between self-esteem and stress. However, different people have different notions regarding whether these two factors act on and influence one another.

EDUCATION:

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators; however, learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education with global initiatives aimed at achieving the Sustainable Development Goal 4, which promotes quality education for all.

ABOUT STRESS:

Stress is a natural feeling of not being able to cope with specific demands and events. However, stress can become a chronic condition if a person does not take steps to manage it.

These demands can come from work, relationships, financial pressures, and other situations, but anything that poses a real or perceived challenge or threat to a person's well-being can cause stress.

Stress is a normal and necessary part of life. It is your fight-or-flight response to challenges you see in the world. This natural reaction has certain physical effects on the body to allow you to better handle these challenges, such as increased heart rate and blood circulation. While it can manifest differently for each individual, The National Institute of Mental

Health notes that everyone feels stress at some point in their lives, regardless of age, gender, or circumstance.

Though it is a universal human experience, The American Institute of Stress (AIS) notes that defining and measuring stress is difficult because “there has been no definition of stress that everyone accepts” and “people have very different ideas with respect to their definition of stress.” They also state that a definition of stress is incomplete without mention of good stress (called eustress), its physical effects, or the body’s instinctive fight-or-flight response.

Stress can be a motivator, and it can even be essential to survival. The body’s fight-or-flight mechanism tells a person when and how to respond to danger. However, when the body becomes triggered too easily, or there are too many stressors at one time, it can undermine a person’s mental and physical health and become harmful.

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Stress is a fact of nature in which forces from the inside or outside world affect the individual, either one's emotional or physical well-being, or both. The individual responds to stress in ways that affect the individual, as well as their environment. Due to the overabundance of stress in our modern lives, we usually think of stress as a negative experience, but from a biological point of view, stress can be a neutral, negative, or positive experience.

CAUSES OF STRESS:

In general, stress is related to both external and internal factors. External factors include the physical environment, including job, relationships with others, home and all the

situations, challenges, difficulties, and expectations you're confronted with on a daily basis. Internal factors determine your body's ability to respond to, and deal with, the external stress-inducing factors. Internal factors which influence your ability to handle stress include your nutritional status, overall health and fitness levels, emotional well-being, and the amount of sleep and rest you get.

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic achievements. A school with more academic achievements would receive more money than a school with less achievements.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness.

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. These can include a decline in physical health as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Life often delivers numerous demands that can be difficult to handle, but stress management provides a number of ways to manage anxiety and maintain overall well-being.

Despite stress often being thought of as a subjective experience, levels of stress are readily measurable; using various physiological tests, similar to those used in polygraphs.

Evaluating the effectiveness of various stress management techniques can be difficult, as limited research currently exists. Consequently, the amount and quality of evidence for the various techniques varies widely. Some are accepted as effective treatments for use in psychotherapy, while others with less evidence favoring them are considered alternative therapies. Many professional organizations exist to promote and provide training in conventional or alternative therapies

EFFECT OF STRESS IN ACADEMIC ACHIEVEMENT

Stress effects Academic Achievement in various ways: -

PHYSICAL EFFECTS	EMOTIONAL EFFECTS	BEHAVIORAL EFFECTS
1)sweating 2)Back or chest pain 3)cramps or muscle spasms 4)erectile dysfunction and loss of libido 5)fainting 6)headache 7)heart disease 8)high blood pressure 9)lower immunity against diseases 10)muscular aches 11)nervous twitches 12)pins and needles sleeping difficulties, stomach upset	1)anger 2)anxiety 3)burnout 4)concentration issues 5)depression 6)fatigue 7)a feeling of insecurity 8)forgetfulness 9)irritability 10)nail biting 11)restlessness 12)sadness	1)food cravings and eating too much or too little 2)sudden angry outbursts 3)drug and alcohol abuse 4)higher tobacco consumption 5)social withdrawal 6)frequent crying 7)relationship problems

Specifications of the study-

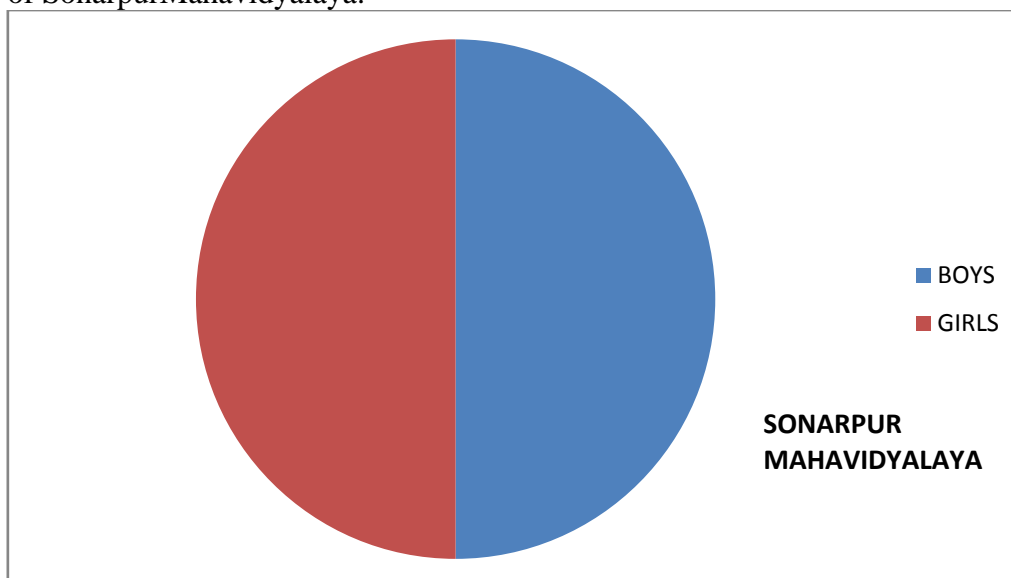
- 1) To investigate the level of Stress of College Students.
- 2) To Explore the relationship between Stress and Academic Achievement of College Students.
- 3) To Emphasize on effect of Stress in Academic Achievement of college Students.
- 4) To find out the causes of Stress of college students.
- 5) To Explore the Stress Management of College Students.

STUDY HIGHLIGHTED ZONE: - South 24pgs is the largest city of West-Bengal by area and second largest by population. SonarpurMahavidyalaya is the well-known college in south 24pgs. District.



SONARPUR MAHAVIDYALAYA Rough Sketch Map
(Not to the Scale)

SAMPLE:-Simple Random Samples comprising of 100 boys and girls of college students of SonarpurMahavidyalaya.



METHODOLOGY: - This is an Ex-Post facto study. This is also co- relation study because the major objectives are to find out the relation between Stress and Academic Achievement of college students.

TOOLS & TECHNIQUE: -**Stress Scale - Vijaya Lakshmi And Shruti Narain . (2014)**

(SS – LVNS) Hindi/English

This scale consists of **40 items** divided into four areas – **i) Pressure, ii) Physical Stress, iii) Anxiety, iv) Frustration**. This scale is meant for Adolescents in the age range of 12 to 24 years. The scale can be administered either by self or by the investigator. It may be used in groups as well as individual condition. It generally takes about 10 to 15 minutes in its completion. This Item was found significant at .01 and others at .05 level.

TABLE- 1**STREES SCALE**

BOYS		GIRLS	
SL	MARKS OBTAINED	SL	MARKS OBTAINED
1	20	1	02
2	14	2	26
3	23	3	17
4	30	4	15
5	25	5	15
6	19	6	02
7	20	7	12
8	33	8	10
9	35	9	16
10	24	10	08
11	29	11	02
12	33	12	26
13	18	13	17
14	14	14	15
15	20	15	15
16	22	16	02
17	32	17	12
18	36	18	10
19	38	19	16
20	29	20	08
21	25	21	15
22	30	22	12
23	31	23	11
24	10	24	20
25	16	25	03
26	18	26	15
27	23	27	14
28	10	28	02
29	12	29	10
30	16	30	08
31	19	31	23
32	08	32	09
33	23	33	05

34	16	34	14
35	07	35	13
36	09	36	07
37	09	37	09
38	08	38	18
39	20	39	19
40	14	40	18
41	25	41	19
42	12	42	12
43	05	43	09
44	21	44	23
45	06	45	02
46	12	46	13
47	12	47	29
48	17	48	01
49	17	49	12
50 Total	13 978	50 Total	16 627

The table shows Stress levels of 50 Boys and 50 Girls. Total scores of Boys 978 points out higher than the girls. While Girls shows 627 of their total scores. Boys are more stress able than the girls counts 351.

Table 2
PERCENTAGE OF STRESS LEVEL OF BOYS

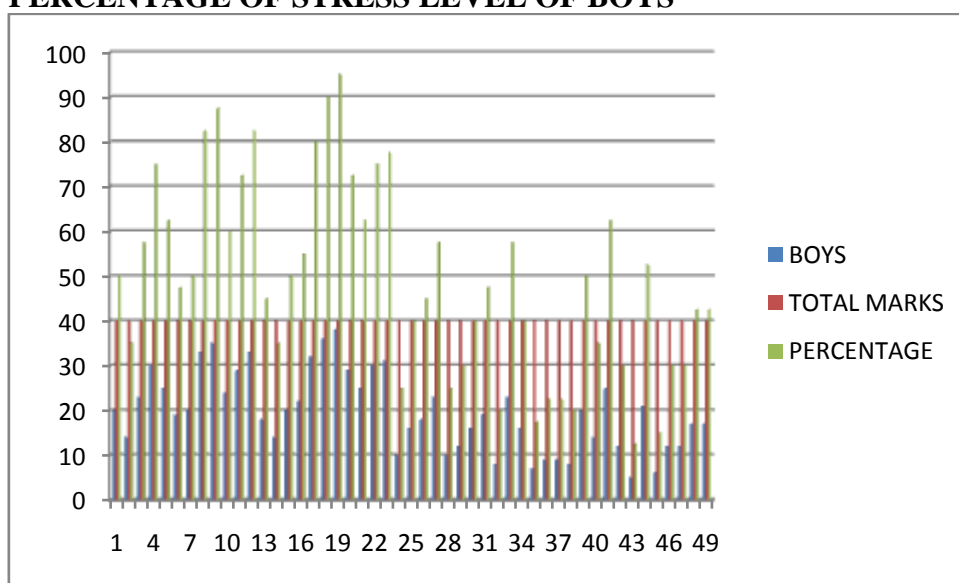


Table 2 depicts that boy have a higher percentage of Stress level than the girls.

Table 3
PERCENTAGE OF STRESS LEVEL OF GIRLS

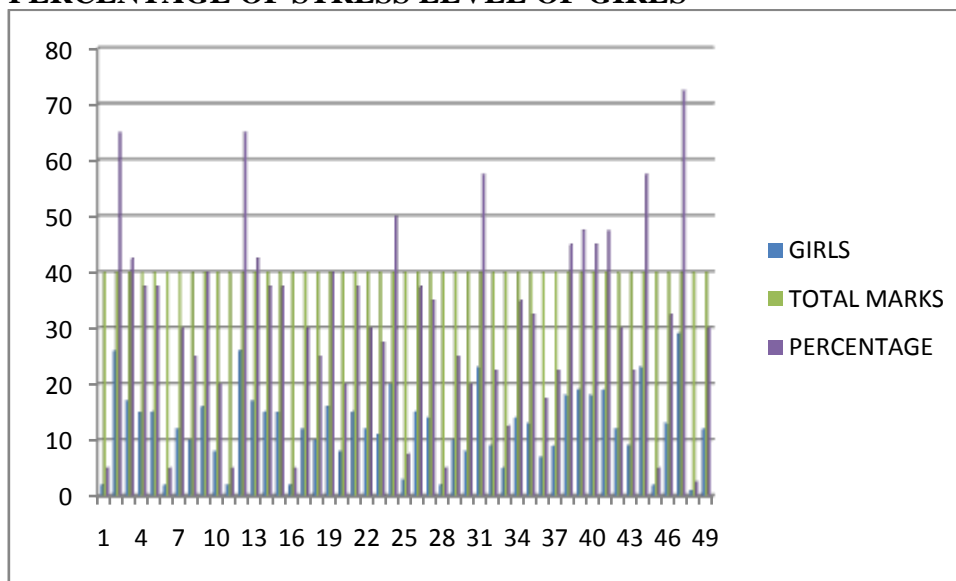


Table 3 indicates that the percentage of Stress in Girls is Slightly lower than the Boys.

Table 4
STRESS LEVEL OF BOYS & GIRLS

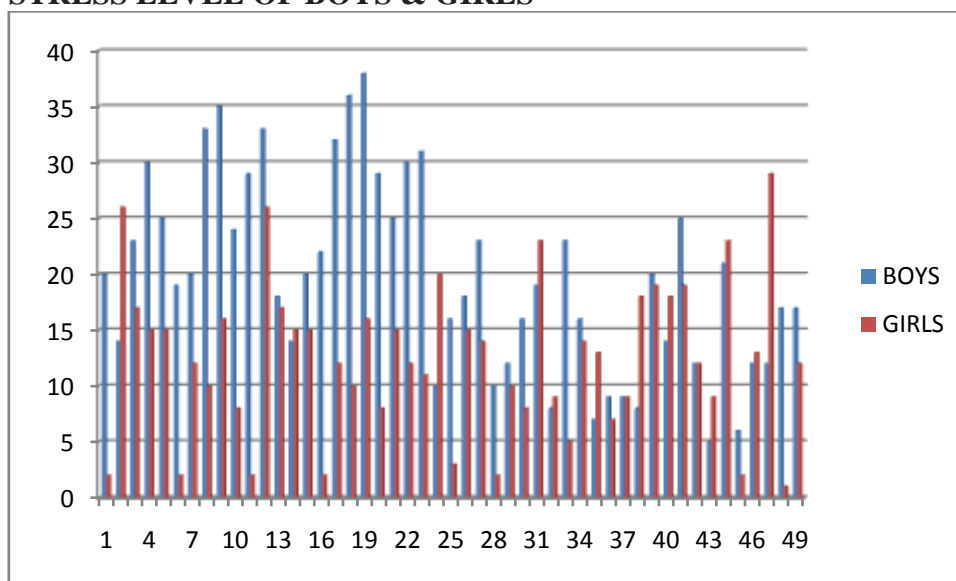


Table 4 denotes Boys have more Stress than Girls.

STRESS MANAGEMENT FOR COLLEGE STUDENTS

Long-term stress can have detrimental effects if left unmanaged. Not only can it affect your mental and physical health, but also grades and relationships. Identifying and understanding where your stress comes from can help you better manage it. Consider these twelve ways to manage stress when you feel anxious or overwhelmed.

1. Get proper rest and sleep

American Psychological Association notes that good sleep allows our brains to recharge, repair our muscles, promote memory consolidation, and boost the immune system. In fact, 21 percent of adults feel higher levels of stress from not getting enough sleep.

Many college students pull all-nighters, studying through the night to prepare for an exam, but this type of habit can lead to sleep deprivation and insomnia. Depriving your body of sleep can lower cognitive function, academic performance, and mental health. If you have trouble sleeping at night, try techniques such as avoiding excess caffeine, turning down the lights, or putting away technology at least one hour before bed.

2. Focus on health and nutrition

According to Harvard Medical School, stress can both shut down the appetite by releasing a corticotropin-releasing hormone and increase the appetite by releasing cortisol.

When you pair the freedom to choose what and when along with academic stress, college students are more likely to cope by overeating or undereating. Developing good habits like eating a balanced diet, exercising regularly, and getting enough sleep can help manage stress and prevent dramatic weight loss or weight gain.

3. Be-Active

The Mayo Clinic suggests that regular exercise increases overall health and can reduce stress. Exercise is also effective in reducing fatigue, improving mental clarity, and enhancing cognitive function. After physical activity, the brain produces feel-good neurotransmitters called endorphins that act as natural painkillers. Relaxation techniques such as meditation, acupuncture, massage therapy, and deep breathing can also produce endorphins.

If you're having trouble getting motivated to be active, try inviting a friend, changing up your routine, or exercising in short-time intervals. Adding just 15 minutes of physical activity to your daily routine can help your physical and mental health.

4. Have a stress outlet

Having a healthy outlet to turn to in times of stress can help calm your mind and clarify how to move forward in a stressful situation. Things like a hobby, social club, physical exercise can all be outlets for relieving stress.

5. Find connections

There are numerous benefits of having a solid support system while in college. Personal connections provide stress-relief hormones that counteract the body's fight or flight

response. Surrounding yourself with people that you trust can also help you feel safe and calm.

6. Practice self-care

Stress causes tension in the body through stiff and sore muscles, headaches, or lowered immune systems. Setting aside time in your busy schedule to prioritize self-care helps reduce tension and stress. Having a spa day, taking a bubble bath, meditating, or taking yourself on a date are just some of the ways you can practice relaxation.

7. Manage time effectively

Ineffective time management can cause significant stress for college students. Approximately 87% of college students said they would perform better in their classes if they had better time management skills. Experiencing college life for the first time can make it tempting to choose social life over schoolwork.

Developing time management strategies helps you stay organized and better prioritize your most important tasks. Writing down your upcoming assignments and exams in a planner or on your phone can help you know what's next and prioritize your time. When you know you have to study or do an assignment, you can schedule your day accordingly. Effective time management can help improve academic performance and keep you organized, which, in turn, can lower stress and anxiety.

8. Stay organized

It may seem overwhelming to keep track of everything with a schedule crammed full of classes, assignments, extracurricular and social activities. But, not having organizational skills will only add more stress and pressure to your plate. Unorganized students typically have less academic success than organized students.

Before assignments start piling up, it's crucial to find ways to stay organized. Calendars and planners are valuable organizational tools. Try to keep your living environment and workspace tidy and organized as well to reduce distraction and anxiety.

9. Practice positive thinking

Research has shown that there are numerous benefits to positive thinking when you're feeling stressed out. Positive thoughts can improve physical well-being and provide a clear mind. When you feel yourself thinking negatively, counteract these thoughts by giving yourself positive encouragement. Positive reinforcement during stressful times can lessen the chance of developing chronic stress.

10. Try mindfulness exercises

College students are busy and constantly distracted, which makes it challenging to be present in the moment. Mindfulness helps to drown out the background noise and increase awareness. Meditation is a great way to practice mindfulness, but you can also incorporate it into daily activities. This will not only improve memory and focus but is also a beneficial way to relieve stress.

CONCLUSION: -

Traversing through the concerned study it has been observed that in today's competitive world everybody is running behind materialistic success. This creates stress and anxiety among the youth. The failure of which, resulted in frustration, depression and in some instances, it also raises the suicidal tendency. To avoid all these things, it is essential to know self – esteem and the stress and how to increase self – esteem and reduce stress. This creates a desire in the researcher to do research work in Stress and their impact on the Academic Achievement which is the dependent variable of the study.

Hence the study has been highlighted that the stress has a direct relation with the academic achievement. Less stress enhances more academic achievement among the college students.

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