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A study of mental stress status among students of Sikar, Rajasthan

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Abstract

Stress is a psychological state in which a person feels tension and anxiety. A stressed person cannot have a harmonious relationship with society. He may also have difficulty controlling himself. This excessive stress can also cause high blood pressure and depression. The article deals with mental stress and its consequences.

Key words: *Mental stress, adolescence, stress etc .*

Introduction

In the past, college or school years were considered the best years of life. Once upon a time, those days were relaxed and stress free, but today the faces of students reflect a completely different story. They are no longer carefree. During the examination period, a special cell is set up to help and counsel students. Also, newspapers report student suicides before and after the exams. The causes of the increase in stress can be different. Technological development and the fast pace of life have aggravated the situation. In this study, researchers tried to know various facts related to stress.

Stress at the level/stage of adolescence: Students in grades 11th and 12th belong to the adolescence stage in human life. Adolescence is a transitional period and constitutes the bridge between childhood and adulthood. This is a time of rapid development of sexual maturity, discovery of physical identity, determination of personal value, and search for professional and social orientation. Adolescence is the age of identity formation where professional, educational, and personal contexts develop. During this period, the social expectations of the individual are radically modified. This category of stressors includes those factors that originate from the environment such as the surrounding environment, physical events, social events, and biotic events. In this research, the researcher is interested in the mental stress of high school students in relation to peer group pressure, pressure from teachers, and pressure from parents.

Aims and objectives of the study

To identify stress factors among high school students. To study stress in high school students due to academic pressure. To study stress in high school students due to peer pressure. To study stress in high school students due to parental pressure. Comparison of stress among students in English language schools. Comparing the stress levels of students in Hindi and English language schools.

Hypothesis of the study

1. Academic pressure has no effect on higher secondary students.
2. There is no significant difference in stress between English and Hindi medium students
3. The English language has no effect on the stress of English medium students.
4. There is no effect of stress on senior secondary students and teacher's pressure

Justification of the study

The researchers themselves, as students, have experienced stress and as teachers, have seen many students suffering from stress or tension. That is why the student researchers wanted to know the reasons for stress in high school students, so that after diagnosis, measures can be taken to correct the problem. The researchers themselves are also teachers. The student researchers have observed many stress problems in students, such as nervousness, worry, tension, anger, loneliness and a quarrelsome nature. Sometimes students attempt suicide due to excessive stress.

Materials and Methods

1. Study Location: The study was conducted in Sikar district, Rajasthan.
2. School Selection: Three private schools were randomly selected English and Hindi medium from Sikar district.
3. Sample Selection: A total of 30 students enrolled in the selected private school English and Hindi medium. Studying in grades 11th and 12th were selected. The sample included 15 adolescent boys and 15 adolescent girls. Sample was selected using convenience sampling.
- 4) Sample Collection: Data was collected using a questionnaire. Created using Google Forms. The questionnaire was sent to the students via email.

Sample Collection Procedure

- Step 1: The researchers prepared the data collection tools and validated them. The tools were presented to the experts and their suggestions and comments were incorporated and the tools were validated.
- Step 2: The researchers personally visited and sought permission from three English medium schools and three Hindi medium schools.
- Step 3: The researchers administered the questionnaire to the students of the Hindi and English medium high schools.
- Step 4: The researchers administered the questionnaire to the parents whose children are studying in Hindi and English medium high schools.
- Step 5: The researchers administered the questionnaire to the teachers teaching in the Hindi and English medium high schools.

Results and Discussion

Once the data has been collected and accurately organized, the next step in the research process is to analyze and interpret the data in order to get a meaningful picture from the raw information collected. Data analysis involves breaking down existing complex elements into simpler parts and combining the parts into new configurations for the purpose of interpretation. The data was examined from as many angles as possible in order to find more new facts. Data interpretation is the process of giving meaning and significance to the analyzed data and checking whether an answer to the original question has been found. Thinking carefully and critically is essential to avoid misunderstandings. In the current study, 4,329 researchers used content analysis and percentage analysis to examine the data.

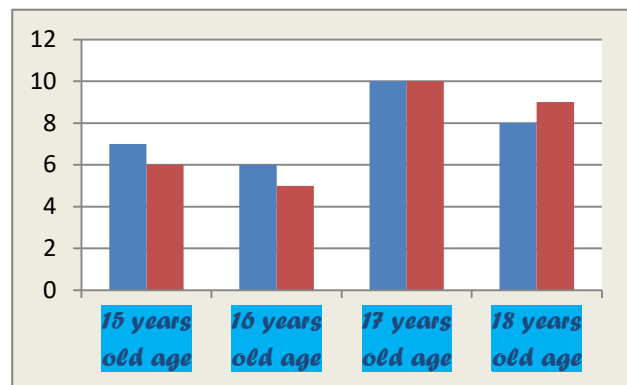
Age

The table shows the age distribution of 30 respondents ranging from 15 to 18 years of age. There were 7 and 6 respondents from 15 years of age students taking Hindi and English classes respectively, 6 and 5 respondents from 16 years of age students taking Hindi and English classes, 10 and 10 respondents from 17 years of age students taking Hindi and English classes and 8 and 9 respondents from 18 years of age students taking Hindi and English classes.

Table 1.

The table below shows the age distribution of 30 respondents aged 15 to 18 Hindi and English medium students.

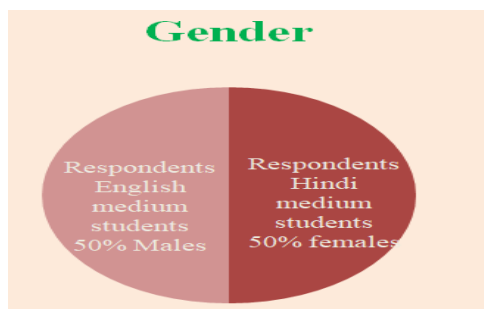
Age distribution	Respondents	
	Hindi medium students	English medium students
15 years old age	7	6
16 years old age	6	5
17 years old age	10	10
18 years old age	8	9



Gender

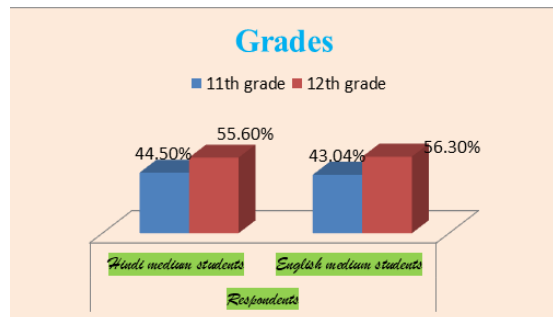
The following desk displayed the gender distribution of 30 respondents, indicating an identical break up among adult males and females, with every gender representing 50% of the overall respondents.

Gender distribution	Respondents	
	Hindi medium students	English medium students
Males	15	15
Female	15	15



Class/Grade

The following pie chart shows the distribution of the respondents in different classes/grades. Out of the 30 respondents, 44.5% and 43.04% were in 11th grade and 55.6% and 56.3% were in 12th grade.



Analysis of open and closed ended questions for students studying in English and Hindi medium schools:

- 44.53% of students studying in English and Hindi medium schools feel jealous, shame and guilt. 40.39% of students feel happy and encouraged. 10.90% of students feel desire to study hard and 0.53% students feel proud that their friends are doing better than them. 88.53% of students in English and Hindi medium schools feel bad, embarrassed, angry, insulted, and hesitant and confused when their classmates laugh at them for not being able to answer correctly, 6.62% students think they have to work hard and be brave and 3% students want to take revenge. 70.55% students from English medium schools and students from Hindi medium schools felt bad, angry, guilty, insulted, embarrassed or ashamed, 25% students felt they had come too early, 4.5% students felt they had to admit their mistake and 4.24% students felt they had to go home if they were late and could not attend classes.

When scolded by their teacher in class for not doing their homework, 70.24% students in English schools and 4,329 students in Hindi schools feel bad, embarrassed, guilty, insulted, angry, scared, confused and regretful. 4.88% students feel they need to give a valid reason, 4.5% students feel good and 18.18% students feel they need to admit their mistake and do right next time. 6.6% students in English and Hindi schools feel bad, embarrassed and insulted when their teacher praises them in class, 65.65% students feel happy and encouraged and 24.93% students feel proud and confident.

Study of questions from parent and teacher interviews:

30% of parents believe that 11th and 12th grades are very important for them and their children because they are very important to get the most important jobs. 11th and 12th grades are the foundation for higher education. 20% of parents believe that these classes are the foundation for future learning, 50% of parents believe that these classes are very important to build a brilliant career and a successful life.

According to a survey of parents about the stress levels of their sons/daughters in 11th and 12th grades, 25% of parents believe that stress affects their mental and physical health, 30% of parents believe that they feel stressed and tense, 05% of parents believe that stress is

the foundation for future education, 20% of parents believe that they need to work hard, 10% of parents believe that their children are distracted by TV and the Internet, and 10% of parents believe that their children need stress. 80% of parents feel depressed and bad and 20% of parents try to encourage their children when their children do not meet their expectations. 20% of parents try to find out the cause and solve the problem, 70% feel guilty or angry and blame the teacher, 10% parents want to scold their child for not concentrating while studying, 35% of parents feel angry and bad, 30% parents try to motivate their child, 15% parents never get angry with their child, 20% parents think they need to compete with their child if their child's grades are bad.

25% of teachers believe that 20% to 25% of students are nervous during exams, 5% of teachers believe that it depends on the subject. 10% of teachers believe that 60% to 70% of students are nervous. According to teachers' observations, 30% of students are focused on studying, 30% of students participate in all activities, 20% of students feel burdened with studying, and 20% of students feel nervous while studying. According to teachers' observations, 15% of weak students in 11th and 12th grade are nervous throughout the year, 25% of weak students interrupt classes, 25% of weak students distance themselves and feel burdened with studying, 15% of weak students ask others for help, and 20% of weak students try to study patiently, while 20% of students are reticent.

According to the teachers' observations, 10% of students suffer from fever and loss of appetite, 10% suffer from headache, 10% suffer from various problems due to change in environment, 25% students suffer from various illnesses due to unhealthy eating, 20% students suffer from various illnesses due to irregular eating, 25% students suffer from various illnesses due to puberty. 15% of students do not study seriously, 20% of students get depressed because they do not get along well with their friends, 25% of students get excited or cry when they are depressed, 25% of students remain introverted and anxious while depressed, 05% of students get depressed because of their social background, 25% of students get depressed because of competition among students, and 10% of students get depressed because of too much stress from studying and homework.

Discussion

Most of the students find it difficult to study and do their homework, but they have time to relax and have quality fun, hang out with friends and watch movies once a month. Few students experience hunger or headache during exam time. Most of the students are interested in learning and are not ready to drop out of their studies. Few students do not want to learn because of pressure from teachers and parents. Most of the 4,329 students have enough time to study. Most teachers and parents want their students to learn more and are dissatisfied with their students' grades. Most students feel sorry and jealous when their friends get good grades. Most students think that their parents should motivate them. Few students think that studying is stressful. Some students think that their parents are unnecessarily angry. Few students believe that they should not be scolded by their parents or teachers for studying. Some students have clear goals in life. Some students feel that they

must get the same grades as their friends in exams. Very few students simply enjoy learning.

Conclusion

Thus, this study will be of great help to teachers, parents and also students to know more about stress in secondary schools. This study will help in diagnosing the students' problems and their solutions. It is a right saying that the future of a country is decided in the classroom. If students are satisfied, happy and tension free, the country will develop. If students are tense, anxious and confused, the future of the country will also be confused. Therefore, it is necessary for parents, teachers, leaders and counselors to work in this direction. h. Create the right environment for the holistic development of children. A child who is too nervous and focuses too much on exams will struggle in life. No doubt, this research experience helped the researcher to gain insight into not only the behavior of students but also the way they deal with stress.

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