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## A Brief Review Report on Stress among 11<sup>th</sup> and 12<sup>th</sup> Grade Students

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### ABSTRACT

Students usually enroll in the 11th – 12th standards when they attain the age of 15-18 years. By this time, they have already entered the adolescence stage. This stage of life inevitably brings changes in physical, mental, emotional as well as social life. These changes, in turn can impact their personality. It is the stage most prone to stress especially in terms of academics and social life. They have to keep a balance in their personal, social and academic life. They have to choose the stream of study at this crucial time. Inability to cope with the new system of specialized stream of study may hamper the composure and serenity they deserve. They might blame their environment including parents, teachers, school and often themselves. In view of the above, the research study in-hand was found to be vital and significant owing to its exclusive focus on the school going children studying in 11th and 12th standards. The results and findings can aid in the implementation of these findings in the educational system. In the present scenario, stress is commonly found among the students globally, these psychological problems not only affect their academic performance but also impedes the whole nation's development.

**Keywords:** Students, Stress, Academic, Social, Performance, Development

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### INTRODUCTION

The student-life is an important aspect of human life that lays a foundation for further growth and development. It is very important for students to gain education and excel in academic as well as non-academic areas pertaining to such life aspects that accelerate the overall development of an individual. Certainly, stress becomes an inevitable part of life when it comes to the task consciousness and achievement milestones. Every stage of life is accompanied by developmental tasks that are expected to be met by all individuals, often irrespective of socio-demographic and other correlated variables. Thus, it becomes utmost important for students, parents, teachers and elders to ensure that the students do not feel stress. This will ensure students to reach to the maximum potential they possess and they would be able to utilize their skills and capacities. There is a need to understand the necessity of living a stress-free life to get the potential benefits of education and life skills.

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### Academic stress

Academic stress is the mental distress that is generally experienced by students due to their inability to study, learn, memorize or retain. They fear failure due to which they anticipate unacceptability among social groups, especially the peer group. There are many reasons of academic stress as follows:

- Academic demands
- School examination
- Responding and answering questions in the class
- Showing progress in school subjects
- Competing with age mates
- Fulfilling parental academic expectations

As they cannot fulfill all these aspects, they may underestimate themselves. Consequently, they bear stress and their performance drops.

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### Social stress

Social stress is the stress that crops up in students when they are not able to establish, keep or maintain the interpersonal relationships. The possibility of misunderstandings increase and the relationship they share might strain. The inability of the students to perceive and handle situations at family, friends, school and society may lead to behavior changes in them.

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## Discussion

It becomes essentially important to review the existing literature in order to ensure the suitability and relevance of the topic under study. In regard to the same various related studies were reviewed. In a study on a similar topic, Rao (2008) studied the academic stress and adolescent distress among 12th standard students in Chennai, India and found that parents had specific expectations for achievement, children feel pressurized and compared to age mates. They perceive an undue controlled the study environment by their parents which lead to stress among them. In another study conducted by Shahmohammadi (2011), the students' coping with stress in 11th & 12th grade was examined with the objectives to study the academic anxiety among the students, analyze stress among the students and to understand the coping strategies adopted by them. The findings suggested that the major stressors among students were afraid of not getting place in tertiary education, examinations, too much content to be learnt, difficulty in understanding subject and overburden of homework. The findings also indicated that many 11th and 12th grade students coped with with these situations, but many of them could not cope. Mandar et al. (2013) has also carried a study to compare the stress among medical, non-medical, commerce and arts students. It was witnessed that the stress among students was not solely related to their academic performance but to various internal and external factors. Deb et al. (2014). revealed that students who engaged in extra-curricular activities were more likely to report exam anxiety than those who did not engage in extra-curricular activities. Wani et al. (2016) concluded that girls and science students were prone to stress, anxiety and depression than boys. Similarly science students had high level of stress, anxiety and depression than arts students. According to the research study conducted by Kumar and Akoijam (2017), it was suggested that the prevalences of depression, anxiety, and stress were high with anxiety and stress significantly higher among females, whereas prevalences of depression and stress were significantly higher among 12th standard students. Sandal et al. (2017). Found that stress was high among school going adolescents in Chandigarh and suggested a need for early and effective identification to prevent psychiatric disorders among them. Sharma and Pandey (2017) studied anxiety, depression, and stress in relation to academic achievement among higher secondary school students and suggested the need of intervention to eradicate or minimize stress levels among them. Kumar and Chandna (2019). Notified that the pressure of the studies in terms of academics, extra-curricular activities and assignments leads to stress. Waghmare (2019) found that female students faced high stress than male students. Adegboyega (2020). revealed that University of Ilorin undergraduates are exposed to different sources of academic stress which include academic overloads, fear of failure and acclimatizing to academic expectations. The findings also showed that there was no significant difference in the sources of academic stress among undergraduates at the University of Ilorin based on gender and age while there was a significant difference in the sources of academic stress among undergraduates based on mode of their entry in the selected stream of study.

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## Conclusion

It is important to highlight the causes, consequences and treatment of these issues so students can learn how to deal with the stressors for a successful and balanced life. Although ample research studies have been conducted on stress, but very less such studies were found to be conducted having compared students in all the streams together based on grade, stream and gender. This study was purposeful as there was a dearth of studies in the analysis and comparison of academic and social stress among 11th and 12th grade students pursuing medical, non-medical, commerce and arts stream of study.

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