

## A COMPARATIVE STUDY TO FIND OUT THE DIFFERENCES IN ACADEMIC STRESS AND ITS IMPACT ON ACADEMIC PERFORMANCE BETWEEN HUMANITIES AND COMMERCE STUDENTS

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### ABSTRACT

In the present time, academic stress has become a major challenge for the students that affect their academic performance. In this article, we will compare the academic stress of the students belonging to humanities and commerce streams. Competition among the students in the present era is increasing to improve their academic performance to make a good place in society. Making a good place in society creates a lot of pressure on the students that affect their academic performance of the students. Stress is defined as the process that affects the mind of people by responding to a threatening event. Academic stress puts the students into depression, anxiety, and frustration. Stress creates an uncomfortable emotional experience due to physiological biochemical and behavioral changes in the mind. Learning is considered very important for improving the academic excellence of the students. It is very common for adolescents to experience academic stress from time to time.

In the competitive era, most students are under pressure to perform better, which leads the students to less understand the topic, exam stress, heavy academic workload, and disinterest in attending classes. In the present time, academic performance is considered as the key factor to measure the success of the students. Anxiety and stress that come to the students from the education and schooling impose extra academic pressure on the students. Educational expectations from the parents, teachers, and family members put the students under pressure. In this study, we will compare the academic stress of the commerce students and humanities students to try to find the various factors responsible for academic stress among those students.

**Keywords:** academic stress, academic performance, commerce, humanities, and students

### INTRODUCTION

The competitive era has increased the academic stress among the students to perform better that has adversely affected their academic performance. The expectation from parents, teachers, and family creates a lot of burden on the students to perform well in the exam due to which they go into depression, anxiety, and frustration. Most of the students face academic stress during their school and college life (Reddy et al. 2018). It is important to manage the academic stress of the students within the time, otherwise, it may show serious consequences such as students facing serious mental issues and sometimes it leads to suicide. Successes of the students are measured through the academic performance of the students. In the present time, academic stress is considered one of the most severe problems across the country and culture faced by every student. The academic demand and syllabus designed for the students create a lot of burden on the students that affect their mental health and puts them into depression at the early stage of their life. Students want to perform well in their academics to achieve respect, social mobility, and family pride that put them under the pressure of high

academic demands and extraordinary pressure (Alhie and Ohanaka 2019). Academic pressure does not allow the students to enjoy their academic life and makes the study boring and disinterested.

Academic stress makes the study boring and a burden and instead of focusing on learning students started to show less interest in the education. In the present time, students are not enjoying adolescents as they are facing excessive competition and rapid changes in the cultural and social values that affect their academic performance. These exposures have made the students directionless and they fail to achieve the real goal. The constant feeling of comparison puts the students under pressure and hampers the development of healthy relations with society and creates unusual stress among them (MacCann et al. 2020). Due to the academic stress, students are facing unrealistic and unusual expectations that led them to frustration and it leads to addiction to drugs, suicide, and intolerance. The present study is the need of the present time to understand the factors that create the academic stress among the students of commerce and humanities students. The study will help to understand the various challenges faced by the students due to academic stress and how their academic performance can be improved.

### MATERIALS AND METHODS

In this study, descriptive research has been used to compare the academic stress among commerce and humanities students. Simple random sampling methods have been used to choose the sample from the senior secondary government school of Samastipur. 100 samples have been chosen to complete the objective of the study. 50 students were chosen from the science students as well as 50 students were chosen from the commerce streams (Bu and Mendenhall 2021). In this study, academic stress questionnaires have been developed to collect the data. The inadequate academic environment in the school and college, apprehensive about the future, lack of adjustment, poor administration, and worries are considered as five dimensions of the questionnaires developed by the researchers. For all these dimensions Cronbach's alpha has been found are given below in table 1.

Table 1: Cronbach's alpha's value for the five dimensions

| Five dimensions   | Cronbach's alpha |
|---|------------------|
| the inadequate academic environment in college/university | .68              |
| lack of adjustment  | .60              |
| apprehensive about future                                 | .55              |
| poor administration                                       | .53              |
| worries   | .57              |

(Source: created by author)

These questionnaires were asked to the students of the school during their class hours and all the required information was provided to them. All the responses gathered by the students are kept confidential and these data can be accessed by the researchers. For analyzing the t-test, standard deviation and mean have been used which helps in data interpretation of the results as well as helps in finding the conclusion.

## RESULT AND DISCUSSION

Table 2 and figure 1 given below show the difference in academic stress among the humanities students as well as commerce students. The mean score of the students enrolled in the humanities was 87.73 whereas the mean score of the academic stress among the commerce students was found 82.85. From the table, it can be seen that the t value is 1.74024 which is significant as compared to the value of the table. Among the students of commerce and humanities students, it has been seen that a significant difference is present between the academic stress of students enrolled in commerce and humanities (Deb et al. 2020). From the result, it has been found that the students who have enrolled in humanities were more stressed as compared to the students enrolled in commerce.

Table 2: Shows the difference between academic stress among the students of humanities and commerce stream students

| Group      | N  | Mean  | Standard deviation | t value | Level of significance |
|------------|----|-------|--------------------|---------|-----------------------|
| Humanities | 50 | 87.73 | 11.14              | 1.74024 | S**                   |
| Commerce   | 50 | 82.85 | 16.38              |         |                       |

(Source; created by author)

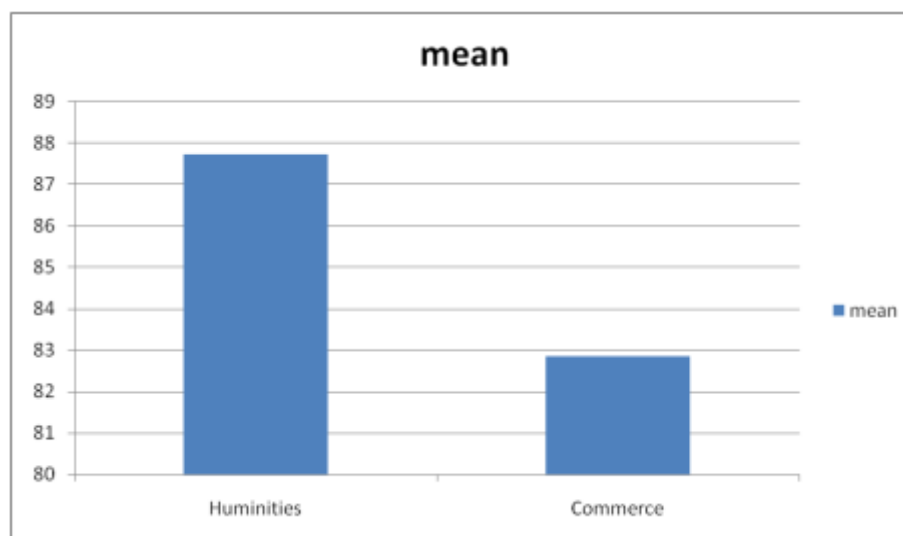


Figure 1: Graphical representation of academic stress mean score of students enrolled in the humanities and commerce students

(Source: created by author)

Table 2 and figure 3 given below show the academic stress mean score of the commerce and humanities students by the five dimensions. From table 3 and figure 2, it has been clear that there is significant variance among the students of commerce and humanities in the academic stress. The students enrolled in the humanities face more academic stress due to inadequate academic environment as compared to the commerce students. The commerce students face

more academic pressure due to being apprehensive about the future as compared to the humanities students (Yikealo et al. 2018).

Table 3: Shows dimension wise academic stress among the humanities and commerce students

| Dimensions                      | Groups     | M     | SD   | t-value  | Level of significance |
|---------------------------------|------------|-------|------|----------|-----------------------|
| Inadequate academic environment | Humanities | 20.4  | 2.87 | 5.86318  | S**                   |
|                                 | commerce   | 16.0  | 4.44 |          |                       |
| Apprehensive about future       | Humanities | 16.51 | 3.06 | 0.77695  | NS                    |
|                                 | commerce   | 15.97 | 3.82 |          |                       |
| Lack of adjustment              | Humanities | 17.3  | 3.32 | -2.16427 | S**                   |
|                                 | Commerce   | 19.0  | 4.00 |          |                       |
| Worries                         | Humanities | 16    | 2.91 | 1.54671  | NS                    |
|                                 | Commerce   | 15.0  | 3.27 |          |                       |
| Poor administration             | Humanities | 17.0  | 3.93 | 0.49481  | NS                    |
|                                 | Commerce   | 4.8   | 4.8  |          |                       |

(Source: created by author)

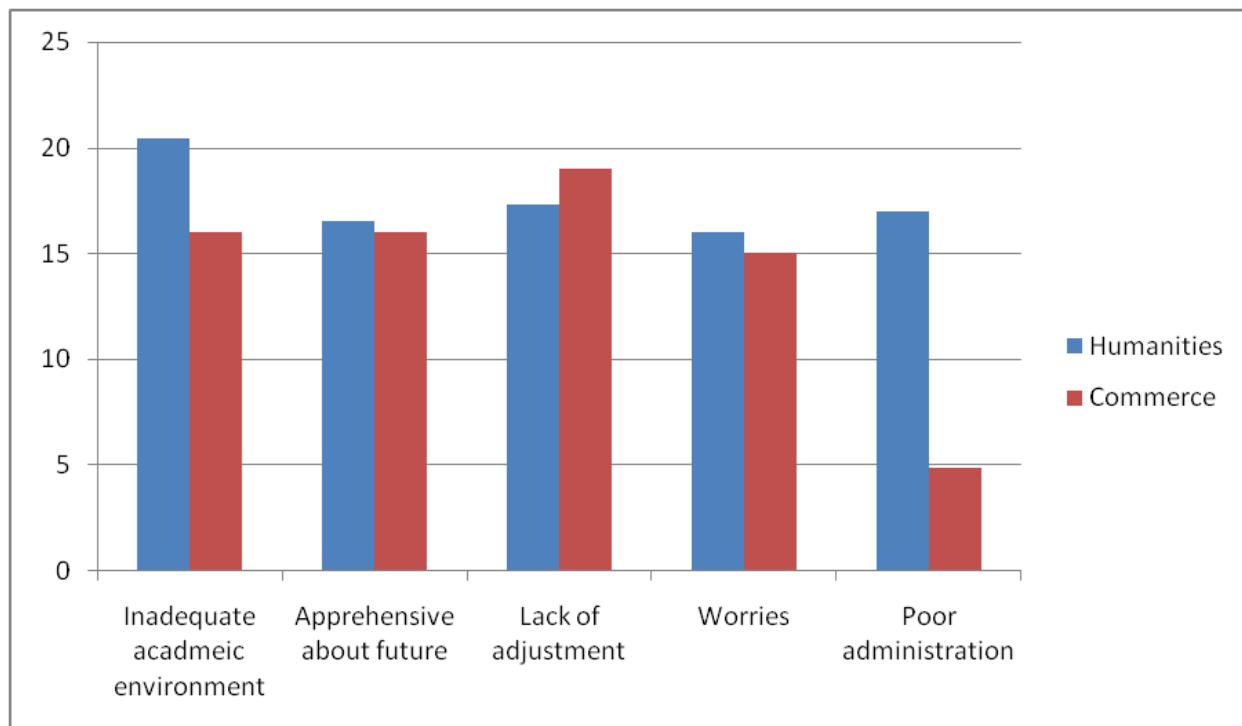


Figure 2: Shows graphical representation dimension wiser academic stress mean score of humanities and commerce students

(Source: created by author)

From the results, it has been found that both the humanities and commerce students face different types of academic stress that affect their academic performance. The humanities students were found more academically stressed as compared to the commerce students. The students who were enrolled in the humanities were faced with more stress due to the inadequate academic environment. The commerce students face more academic stress due to being apprehensive about the future as compared to humanities students.

### CONCLUSION

It can be concluded from the present study that both commerce and humanities students face academic stress due to the burden and pressure of the syllabus. Various dimensions show different types of stress which have been faced by commerce and humanities students. Developing programs and strategies will help to reduce the stress of the students. Students perform yoga, exercise, and meditation to reduce anxiety, depression, and frustration due to the workload.

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