

The Role of Educator & Parents in Management of Academic & Examination Stress of Student's

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ABSTRACT

Present day society is highly competitive. Everyone strives for power, prestige and possession to excel over one's own fellow being. This competitive process obviously poses many challenges for the society and the susceptible individuals by causing anxiety, stress and tension. In the age of globalization, everyone is facing the stress either, it is child, student, adolescence, adult or old aged person. It is a broad problem of today's society. Hence present topic is related to handle & management the academic as well as exam related stress of performing well in exams of students through the role performing by the educator and parents.

Keywords: *Stress, Academic, Handle, Manage, Educator, Parents.*

Childhood is a state of stress, which is increasing in both its frequency & intensity. Some factors that may contribute to this situation are the pressure on children due to, study, exam, mature emotionally and psychologically at increasing earlier ages a decrease in the number of caring parents and subsequent reduction in parent's love and support. Irvine (2002) also identifies a range of stressors in children from parental divorce and separation, to academic and social failure. The academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987). The academic pressure among the adolescents starts at this level because it is directly related to their job options. In recent times, more and more students are reporting significant exam related stress. The number of students coming for psychiatry and clinical psychology consults has gone up substantially as well. The statistical data (2012) related with these aspects of a student's life, are given below:

1. More than 80% students report exam anxiety, significantly before exams.
2. The suicidal rate has gone up by 4 times in adolescent, since 1950.
3. The adolescent death is due to suicide is currently near about 12%.

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4. "Suicide" is the third leading cause of death in the student belonging to age group of 15 to 24.

So from above data we need to realize the need of a proactive approach to manage and handle them i.e. the role of educator, parents and learner (student) him/her self is, becomes very important and can help number of students to overcome the emotional and psychological problems that are related to the examinations. A huge number of studies have focused on the academic and examination stress of students and their management are: Aldwin and Greenberger (1987) observed that perceived academic stress was related to anxiety and depression in college students, Similarly Lesko and Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Felsten and Wilcox (1992) found a significant negative correlation between the stress levels of college students and their academic performance. Similarly, in a study, Blumberg and Flaherty (1985) found an inverse relationship between self-reported stress level and academic performance. Schafer (1996) observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors. Stress associated with academic activities has been linked to various negative outcomes, such as poor health (Greenberg, 1981; Lesko & Summerfield, 1989), depression (Aldwin & Greenberger, 1987), and poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984). Struthers (2000) also reported that a high level of academic stress was associated with lower course grades. Students experience a high level of academic stress due to exams, assignments, time pressure, grade pressure, and uncertainty. In summary, this stress has a detrimental effect on their academic performance. Cassidy (2004) found that problem solving style, perceived social support, and strength of identity, are the best predictors of both distress and illness, while sex, sex type, age and year of study also account for small, but significance percentage of variance.

Leung (2007) examined the moderating and mediating mechanisms through which parental support and children's resourcefulness might modify stress outcomes were investigated. Bjorkman (2008) conducted a study on the academic stress, social support, and internalizing and externalizing & results suggested that academic stress is a relevant construct to consider when investigating potential correlates of emotional and behavioral problems. Academic stress was also related to social support, though social support did not act as a buffer in the present study.

Huan, See Ang & Har (2008) found that only the score on Personal; concerns subscale were positively associated with the academic stress arising from self and other expectations, in both adolescents boys and girls. Shannon and Eliza bath (2008) investigated the relationships among stress, coping, and mental health & results showed that students in an IB program perceived significantly more stress than a sample of 168 of their general education peers. Leung, Yeung and Wong (2009) indicated that academic stress was a risk factor that heightened student anxiety

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levels and that parental emotional support was a protective factor that contributed to better mental health among children. So it is right time to focus the role of educator & parents in handle & management of the academic as well as exam related stress of students.

The Role of educator in exam

Examination are as a testing time for educators as they are for students. The role of an educator in the examination process is not restricted to the 10 to 15 days in which children undergo their exams, and neither does it end when students enter the examination hall. Instead, but the contribution of educator begins the months before the exam when preparation begins, and continues till after the results are declared. So the Role of educator before exam are:

1. To impart effective study skills.
2. To hold group sessions.
3. To assess for coping skills.
4. To screen for vulnerable students.

Impart study skills:

Some of the important aspects of effective study skills that should be provided and discussed by an educator that helps a student to mediate the stress experiences, preceding the exam. These are as under follows:

1. To follow a specific schedule.
2. To apply time management strategies.
3. To take a break by student, after every 45 minutes for 5 minutes & then back to studies.
4. Using methods of highlighting skimming and mnemonics to enhance learning and memory of student.
5. Keep proper time for revisions after leaning.
6. Regular self evaluation by student through tests.
7. Maintaining a good sleep – awake cycle by student & to take a balanced diet.

Hold Group Sessions

It is important to revise and reinforce study skills with students. This can be done with great effectiveness even in group settings.

Life Skills Training

With study skills, the emphasis also needs to be on life skills training. This would include the following:-

1. Having healthy habits and routine like enough leisure time.
2. Taking plenty of breaks & good sleep hour.
3. No drastic changes in life style & to maintain good communication skills.

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4. Having a good diet and avoiding excessive intake of caffeine.
5. Exercise regularly & do not leave anything for the last time.

Role of Friend and Family

In these group sessions emphasize the role that friend and family play. It is well known fact that students may try to break away from the usual support system because of feeling overwhelmed by the students.

1. Open channels of communication and motivate the students to discuss with others.
2. Facilitate the students expressions of their experiences.
3. Encourage ventilation with significant others.

Talk to experts

Motivate the students to talk to expert when they feel that the pressure situation.

Assess for coping skills and screen for Vulnerable students:-

Assessment is necessary to motivate and to bring a desirable change in student. Screen the students for :

1. Decrease in performance due to anxiety.
2. Excessive careless mistakes.
3. Changes in behavioral pattern near the examination.

So above screening and assessment helps in solution of crises situation .

Role of educator during Examinations

The educator can help the students who are suffering from anxiety by arranging the school helpline to encourage the students , take family support and through role of counselor.

Role of educator at the time of result

An educator can play a important role in protecting a students self concept , self esteem and self confidence during result time thorough various strategies:

1. Screen students for poor performance & provided them forwarded help .
2. Hold a group session of student, who have achieved poor result to develop acceptance , maintenance & inspiration among students.
3. Call for individual session & provide the suggestion as “one bad result is not the end of world” .
4. Provide them a longitudinal and multi focal perspective.
5. Hold a parent training session.

Role of Parents

The parents can reduce the level of stress & motivate the child through various activities, which are given below :-

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1. Altering the child life style pattern.
2. Scheduling enjoyable activities into child's daily routine.
3. Learning about goal setting a priority setting strategies.
4. Keeping a record of daily worries and evaluating them.
5. Experiencing "flow" and savoring, which lead to the positive emotions and serve as resources in reducing stress.
6. Other techniques for stress management: Deep breathing, Yoga, & Meditation. The combination of above strategies by the educator and parent can provide a better results, to reduce the academic as well as the examination stress level of student.

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Conflict of Interests

The author declared no conflict of interests.

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