ACADEMIC STRESS AMONG SECONDARY STUDENTS

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Abstract-
Academic stress is prevalent among students of every culture, ethnicity, and society. Level of stress may differ from culture to culture due to their different methods of teaching and curriculum. However, it is present in vivid forms. Stress only arises when students are unable to take the challenges and meets the adequate demands. These demands may contain expectation from parents, peer pressure, self-apprehensions, difficult curriculum, and other contextual factors. Academic stress can cause further unpleasant consequences like lower grades, mood disorders and behavioural malfunction. Therefore, it is crucial to find out the solution and comprehend the source of academic stress to setup the intervention strategies accordingly. . In this context, the study is conducted to find out the differences between male and female secondary students. Total sample of the data is 120 (male = 60, female = 60). The result of the study indicated there were no significant differences between group of male and female students .There is also no significant difference between educated and non-educated parents on academic stress. Furthurmore, it has been found significant differences between hosteller and non-hosteller students and class VIII, XI and X on Academic stress.

KEYWORDS- Academic stress and secondary students.

Introduction

Stress can be defined as a negative emotion which includes a cognitive, behavioural, physiological process that happens as an individual try to deal or adjust with the stressors (Berntstein, et al 2008). Stressors are defined as circumstances that create a problem in daily life and can cause people to make adjustment (Auerbach and Grambling). Researchers have made many attempts to define the concept of stress and profoundly found many challenges to explain its concepts. It may be because stressor effects individual to individual differently, there are self-appraisal, genetic and contextual factor which works differently.

Academic stress is mental distress with regard to some anticipated challenges related to academic failure or even an awareness of such failure (Gupta and Khan,1987). Academic stress is defined as an unpleasant psychological situation that comes from schooling and education. In school life, academic stress has been seen in many aspects of the children's environment; home, school, in their relationship with a peer, even in their neighbourhood (Anderson, Jimerson& Whipple, 2005). kouzma and kennedy(2004) find out that school-related situation such as grade, test, studying, assessment, and self-imposed need to flourish as well as that generated by others are the central sources of stress for students. Many studied have conducted on stress among students which showed a large number of students are not able to cope with the heavy syllabus, parents expectation, competition, leading them to mental health problems(Nagle & Sharma, 2018).Students with high academic stress have many problems such as depression, anxiety, behavioural problem, irritability etc (Deb, Strodl, & Sun, 2015). Prevalence of depression were also reported among stressful students as it is connected with inability to concentrate, fear of failure, negative appraisal of future etc (Burari, 2012).Sometime moderate level of stress among students, is crucial to achieving success and prosperous life but too much stress have an adverse effect on students as well as institution

     A survey was conducted on school students in Jaipur. It was found that a month before the examination, just13% of students have high academic stress level, but before a week of examination, 82% of students have high academic stress(Bagri. et al, 2008). Students from a rural background, studying under state syllabus and under private administration, were having high academic stress as compared to others(Paulson, Thilak, &Sarada, 2017).

Sources of academic stress-

    The background of the academic setting is different from a non-academic setting. Hence, the effect of various stressors on the students would be different. The differences would be seen in terms of cause, sources, even consequences of such stressors (Chang & Lu, 2007). Academic stress not only affecting students but also the whole institution usually experience distress in term of its optimum functioning and even to the environment agents around the students (Reddy, Menon, &Thattil, 2018).

Factors which are principal reasons for academic stress, such as upcoming test, heavy workload, lack of time management, poor social relationship, sleep deprivation and peer competition etc (Cheng, Leong, & Geist, 1993; Fairbrother& Warn, 2003). These are factors that are not limited to the west, Indian studies also identify these factors which are responsible for academic stress among students (Sreeramareddy, Shankar, Binu, Mukopadhyay, Ray &Menezes, 2007).

Excessive demand and expectation placed on the students by the parents, teachers, and the individual himself/herself are the main causes of academic stress among students. Aug & Huan (2006) conducted the study on stress and found that expectation increased, academic stress also increased. So, there is a positive relationship between academic stress and expectation.

The education system and the institution also play an important role in regard to academic stress in the students. Crowded classroom, grading system, inadequate resources and facilities (Awino and Agolla, 2008), heavy syllabus (Agrawal and Chahar, 2007; Sreeramareddy et al., 2007), long systematic hour and expectation of rote learning are also equally responsible for student's academic stress.

Academic stress not only affects the student's performance but also decreased self- esteem and confidence (Reddy, Menon, &Thattil, 2018). Factors like managing finance, difficulty in balancing personal and academic life, the complication in social interaction, change in the living environment etc was seen to be responsible for stress level among students(Byron, Brun, &Ivers, 2008; Chernomas& Shapiro, 2013; Goff, 2011; Jimenez, Navia-Osorio, & Diaz, 2010; Lee & Graham, 2001; Moscaritolo, 2009; Pryjmachuk& Richards, 2007; Sheu, Lin, & Hwang, 2002).

Review of literature-

Ded, S. *et al.,* (2015) have explored the academic stress and mental health of Indian high school students and the relationship between various psychological factors and academic stress by using specially designed structured questionnaire as well as general health questionnaire and found that the primary sources of academic stress in student have parental pressure, school workload and exam anxiety. They also found academic stress is positively related to parental pressure and psychiatry problems, while exam anxiety has positively correlated to psychiatric problems

Thilak, A. et al.,(2017) conducted a cross-sectional study among high school students with respect to academic stress. The result of the study indicates there was no significant relationship between male and female students on academic stress.

Snelate D. Ghatol (2017) studied academic stress among secondary students. Results revealed that the reasons for stress during student life are disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence. At last, he concluded that a supportive and stimulating family atmosphere is essential for students success.

Kadapatti and vijayalaxmi(2012) studies stressors of academic stress among the pre-university students. The aim of the study was to know the stressors of academic stress among pre-university students. A total of 360 students selected randomly. The finding of the research indicates that high aspiration, poor study habits, more study problems, changes in the medium of instruction and low socio-economic condition which are the responsible factors for academic stress among the students.

Sarita and Sonia (2015) conducted a study on academic stress among students. The finding of the study revealed that social support is considered as one of the most important way of coping with academic stress. Students are the pillar of our future generation, and it is the responsibility of teachers, parents and caregiver to understand the factors which are responsible for students stressful situation.

Significance of the study-

The significant of the study is to understand the sources of academic stress among students which gives the insight to the school counsellor, professionals and teachers to make and modify their interventions, programmes and strategies accordingly. It also facilitates the researches to do empirical researches on a different level and domains of academic stress

Objectives-
➢ To examine the difference on the level of academic stress on different group of students.
➢ To explore the differences in various demographic variables on Academic stress.

Hypothesis
➢ H$_1$ There will be significant differences between male and female students on academic stress.
➢ H$_2$ There will be significant differences between hostellers and non-hostellers on academic stress.

➤ H₃   There will be a significant difference between educated and non-educated parents on academic stress.

➤ H₄   There will be significant differences among VIII, XI and X class on Academic stress.

Method-

Samples-

The sample of the study consisting of 120 (male=60 & female=60) students studying in class 8th, 9th and 10th standard was drawn from Aligarh Muslim University, Aligarh.

Tool-

Academic stress scale- This scale was developed by Rajendra & Kaliappan (1991). It was used to know the sources of academic stress. This scale contains 40 items, and it is 5 point Likert type scale. The reliability of the scale is 0.82.

The data were analysed using a t-test and one-way ANOVA. The complete analysis was done with the help of spss version 20.

Result and discussion-

Table 1: Showing the demographic characteristic of the sample-

Demographic variables	N=160

Gender-
   o   Male
   o   Female
	60
	60

Parents education
   o   Literate
   o   Illiterate
	79
	41

Residence
   o   Hosteller
   o   Non-hosteller
	74
	46

Class
   o 8th Standard
   o 9th Standard
   o 10th Standard
	32
	39
	49

Table 2: Showing the differences between male and female students on academic stress.

Group	N	Mean	S.D	t-value	Sig.
Male	60	77.01	17.52	1.31	.191
Female	60	81.56	20.27		

From the table,1-It is seen that academic stress of students differs not significantly with respect to their gender. The mean score of academic stress of female students(M=81.56) was found to be higher than the mean score of the male students(77.01). This result is supported by Prabu and Suresh (2015) and Deb et al. (2015) whose studies were reported that there was not a significant difference in academic stress with respect to their gender. Therefore, the hypothesis H₁ – There will be a significant difference between male and female on academic stress is rejected.

Table 2: Showing the difference between hosteller and non-hosteller students on academic stresss.

Group	N	Mean	S.D	t-value	Sig.
Hosteller	74	87.36	16.71	6.98	.000
Non-hosteller	46	66.30	14.93		

From the table,2- it show a highly significant differences (t=6.98, p-value=.000<0.005) between hosteller and non-hosteller. It was found that hosteller students have more academic stress (M=87.36) than non-hosteller students (M=66.30). This study supported by Patit and Kalmath (2016). The students who are living in hostel faces many difficulties such as adjustment issues, personal helplessness, changes in eating and sleep habit and many other issues (Iftikhar and Ajmal, 2013). Therefore, the hypothesis H_2 -There will be significant differences between hosteller and non-hosteller on academic stress is accepted.

Table 3: showing the difference between educated and non-educated parents on academic stress.

Group	N	Mean	S.D	t-value	Sig.
Educated	79	80.70	19.54	1.13	.259
Non-educated	41	76.56	17.85		

From table 3- the finding of the study indicates that there was no significant difference between educated and non-educated parents on academic stress. The mean score of the student whose parents educated was found to be higher than their counterpart. This result is supported by Praba and Suresh (2015). Hence, the hypothesis H_3 -There will be a significant difference between Educated and non-educated parents on academic stress is rejected.

Table 4- showing the differences among class VIII,XI and X class on Academic stress

Sources of variance	df	Sum of square	Mean square	F-value	Sig.
Between group	2	13642.89	6821.44	22.17	.000
Within group	117	29365.90	250.99		
Total	119	43008.79			

From table 4- the finding of the study indicate that there was a significant difference among class VIII, XI and X class on Academic stress (F=22.17). The result was supported by Thailak et al. (2017). Hence, the hypothesis H_4 -There will be significant differences among class VIII, XI and X class on Academic stress is accepted.

Conclusion-
It has been found that there is no significant difference between male and female group as well as there is no significant difference on educated and non- educated parents on academic stress. On the other hand, it has been found significant differences between hosteller and non-hosteller students and class VIII, XI and X on Academic stress. Conclusively, it can be explain male and female may use the same rational strategies and access same amount of workload in academic. Male and female is no differ in terms of academic stress it may be because they both have same amount of resources and similar plans to cope with it .They may face similar circumstances in academic for test , assignments and other activities. While literate and illiterate parents haven't any effect on students level of stress, this may be due to lack of authoritarian involvement on their children life or due to the same amount of motivation to their children in terms of their performance. In case of students living in hostel found higher mean score on academic stress that may be due to their self-

motivation, peer pressure, and workaholic environmental factor than home. Similarly on the different level of classes from VIII, XI and X the level of difficulties and problem solving approaches increase, those students who have lack of clarity in fundamentals they have difficulties in later classes and failed to work adequately in academic and experiences greater amount of distress.

Academic stress is a serious and prevalent issue among students. Stress often reaches a peak where there is a lack of resources to deal with stressors. Furthermore, it can lead to mental health problems where students report increased anxiety, depression and even suicidal ideations. So the responsibility of parents, teachers as well as institution to developed time management strategies, study habit training, mindfulness meditation, proficiency in academic skills which are very effective in reducing student's academic stress. Improving the mental and emotional welling of the students would eventually be productive not only the individual but also the overall productivity of the institution as well.

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