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## ACADEMIC STRESS AMONG HIGHER SECONDARY STUDENTS

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### ABSTRACT

The present study was an attempt to find out the academic stress among higher secondary students. Survey method was conducted on a stratified random sample of 180 students from 10 higher secondary schools in Nalgonda district. Self-made tool was used to collect the data. The data were analyzed using t-test and F-test. The result indicated that there is a significant difference in academic stress among higher secondary students in terms of gender. It was also found that there is no significant difference in academic stress

among higher secondary students with respect to stream, type of management, and locality.

**KEYWORDS :** Academic Stress, Higher Secondary School Students.

### INTRODUCTION AND RATIONALE OF THE STUDY

Academic stress is mental distress as to some anticipated frustration related to academic failure or even unawareness of the possibility of such failure. Students need to confront many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other classmates, fulfilling teachers, and parents' academic expectations. These demands may surpass the available resources of the students. As an outcome, they can be under

stress since the demand is related to the achievement of an academic goal. Academic stress is a significant issue of a student's life in the present situation. Our education system has stacked the students with different kinds of pressures such as vast curriculum, examination fear, and neck-to-neck competitions, etc. peer and parental pressure add tons to their problem. The findings of doctors, psychotherapists, and child psychologists reveal that students' particularly secondary school students experience anxiety, stress, and depression because of academic pressure and excessive academic pressure, which is related to deliberate self-harm and even suicides. Consequently, the researcher has taken up this study to find out better

solutions, provide guidance and plan strategies for teachers, parents, and students so as to assist them with coping with academic stress.

### OBJECTIVES OF THE STUDY

- To find out the difference in academic stress among higher secondary students with respect to gender, stream, type of management, and locality.

### HYPOTHESES

1. There would be no significant difference in academic stress between male and female higher secondary students.
2. There would be no significant difference in academic stress among higher secondary students with regard to stream.
3. There would be no significant

- difference in academic stress among higher secondary students with regard to type of management.
4. There would be no significant difference in academic stress among rural and urban area higher secondary school students.

### METHODOLOGY

Normative survey method was adopted. The stratified random sample consisted of 180 students from 10 higher secondary schools in Nalgonda district. Academic Stress Scale developed and validated by the researcher. t-test and F-test were used for data analysis.

### ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Academic Stress among Higher Secondary Students based on Gender**

Gender	N	Mean	SD	t-value
Male	103	96.19	18.73	2.87
Female	77	87.75	20.52	

Table-1 shows a highly significant difference in the academic stress of male and female students ( $t=2.87$ ) at 0.01 level of significance. It is found that male students have more academic stress ( $M=96.19$ ) than female students ( $M=87.75$ ). This may be due to the fact that male students are sensitive and sincere for their future, as in our patriarchal society and male members are supposed to be the bread earner of the family. So they have to bear all the financial responsibility whereas female students are generally easy-going, happy and do not have academic stress because they are not in the compulsion to provide financial support to the family. Thus, the null hypothesis-1 is rejected.

**Table 2: Academic Stress among Higher Secondary Students based on Stream**

Source of Variance	Sum of Squares	df	Mean Square	F -Value	Level of Significance
Between Groups	765.74	2	382.87	0.97	Not Significant
Within Groups	70148.01	177	396.32		
Total	70913.75	179			

Table-2 depicts that the F-value 0.97 is not significant at 0.05 level. This shows that science, arts and commerce stream students don't differ in their academic stress. Hence, the hypothesis-2 is accepted.

**Table 3: Academic Stress among Higher Secondary Students based on Type of Management**

Type of Management	N	Mean	SD	t-value
Government Aided	87	93.08	19.35	0.31
Self-finance	96	92.15	20.46	

Table-3 reveals that the mean score of academic stress of govt. aided school students and self-finance school students do not differ significantly. The mean score of academic stress of govt. aided school students ( $M=93.08$ ) is found to be higher than the mean score of self-finance school students ( $M=92.15$ ). Self-finance schools provided proper guidance and counseling for students. They have a good infrastructure in schools, so the self-finance school students have low academic stress than govt. aided school students. So the hypothesis-3 is accepted.

**Table 4: Academic Stress among Higher Secondary Students based on Locality**

Locality	N	Mean	SD	t-value
Rural	60	89.97	21.28	-1.25
Urban	120	93.89	19.14	

Table-4 indicates that the value -1.25 is not significant at 0.05 level. This shows that the mean score of academic stress of urban area school students (93.89) is higher than that of rural area school students (89.97) but this difference is not significant. Parents belonging to urban area had high expectations from their children. So the urban area school students have higher academic stress than rural area school students. So, the hypothesis-4 is accepted.

## CONCLUSION

Students are the wealth and future of a nation. It is clear from the findings that male participants have more academic stress than female participants. Their academic problems must be discussed by the teacher as well as parents. They must be guided properly to choose a specific stream, not forced by parents. Parents should have expectations from their children according to their capability. This study recommends that the teacher should arrange the necessary healthy environment to reduce the students' academic stress. The teachers should focus on reducing the students' academic stress by providing mentors classes, time scheduling activities, changing the teaching method, and providing extracurricular activities so that the students will be free from stress and they will achieve better.

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