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# "THE MEASURE OF ACADEMIC STRESS ON 12$^{TH}$ CLASS STUDENTS"

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## ABSTRACT

The purpose of the present study was to investigate, the measure of academic stress on 12$^{th}$ Class students. The total sample consied of 50 students from various private Jr. College of which 25 are Males and 25 are Females. The students were selected from 12$^{th}$ standard in Sillod. The sample age range was in between 16 to 18 years. Randomly sampling method was used for selection of the sample. Tool are Bisht Battery of stress scales developed by Dr. (Ku.) Abha Rani Bisht was used for the study. The mean, SD and 't' test was applied as a statistical technique. In finding of the study there is significant difference between boys and girls in terms of their, academic pressure and academic anxiety level. Boys have high academic frustrated than girls but girls have high academic pressure, academic conflict and academic anxiety level. But there is no significant difference between Boys and Girls on academic frustrated.

**KEYWORDS:** *Academic Stress, Academic Frustration, Academic anxiety, Academic conflict, Academic Pressure.*

## INTRODUCTION

College education is a very important part in an individual's life and is also a turning point in their academic life. At this stage, the academic performance of a Student plays crucial role in deciding the next stage of their career. An excess of academic stress during this stage can result in adverse effects that are far-reaching and prolonged. In today's highly competitive world, students face various academic problems including exam stress. Excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression, anxiety & and stress related disorders, which in turn affect their academic results.

Academic stress means education related stresses it can be in every situation otherwise feel stress. Academic stress is the man sources of stress faced by young people. Some students often feel high academic burden fewer contentment related their scholastic achievement. And had high outer saddle to study, and may suffer more educational stress.

The Student life continuous sensing app assesses the day-to-day and week-by-week impact of workload on stress. Dyson & Renk, 2006 stated that student life for an adolescent can be a rewarding experience, as well as a time of considerable anxiety and stress. Beilock & Carr, 2005 present study of academic performance of those individuals highest in working-memory (highs) is most likely to falter under both high-pressure testing situations and stereotype threat. Not surprisingly, highs outperform lows in non-pressure-filled situations. However, highs' performance falls to the level of lows' when under pressure. Lows' performance doesn't change from low to high-pressure situations.

Vijay Chandra (2010). Described that adolescence, as the period between I0 to 19 years, frequently causes rise of apparent stress as teenagers learn to deal with increasing demands and burdens. Harajyoti Mazumdar, et.al., (2012) have study on stress and its contributing factors among the Graduate and Post-

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graduate students. There were different percentages of stress symptoms among the male and female students.

The students today are facing with new challenges in education calling for greater effort from students. In addition there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts a our society, causing hem stress on students mainly high school students.

Smith (2007) conducted a study on predictors of academic related stress experienced by college students. In particular, the relationships among the coping strategies used by college students, social support, the parenting style used by college students' mothers and fathers, college students' experience of anxiety, and academic — related stress were examined. Results suggested that anxiety, problem — focused coping, and support from significant others may serve as potentially important predictors of the academic — related stress experienced by college students.

Balkishan Sharma, et.al, in 2011 stated, academic examinations for medical students are stressful and produce changes in vital parameters which may affect their academic performance. Girls had more stress as compared to boys." Dr. Ajay Kumar Attri. Neelam 2013, stated, there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

In the study researcher, has examined difference in academic stress as well as academic frustration, academic conflict, academic pressure, and academic anxiety level between boys and girls of 12th class students.

## Statement of the Problem :
"To bring out effect of Academic Stress on 12th class students."

## OBJECTIVES OF THE STUDY:
❖ To study the effect of Boys and Girls on academic stress.
❖ To study the academic frustration among boys and girls.
❖ To study the academic conflict among boys and girls.
❖ To study the academic pressure among boys and girls.
❖ To study the academic anxiety level among boys and girls.

## HYPOTHESIS OF THE STUDY:
❖ Girls will have more academic stress than boys.
❖ Boys will have more academic frustration than girl's.
❖ Girls will have more academic conflict than boys.
❖ Girls will have high academic pressure than boys.
❖ Girls will have high academic anxiety level than boys.

## Sample :
The sample was selected from various private Jr. College of Sillod. The total number of 12th Jr. College students for the study was 50 selected. 25 are Males and 25 are Females. The sample age range was in between 16 to 18 Years. Randomly sampling method was used for the selection of the sample.

## Variables :
a) **Independent Variables :** Gender — 1) Boyes        2) Girls
b) **Dependent Variables:** 1) Academic stress. 2) Academic frustration. 3) Academic conflict.
4) Academic pressure. 5) Academic anxiety.

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**Tools of the study:**

Bisht Battery of Stress Scales : BBSS.This scale is developed by Dr. (Km) Abha Rani Bisht. The scale normative data were collected from a sample of 50 students 12th Classes. This battery has 13 sub scales. In the research academic stress scale was used. This scale 80 items. The reliability coefficient value of this scale is split half method 0.88 and validity of the scale having content validity and item validity.

**Statistical analysis:**

Mean, SD and 't' test were employed to analyze the data and test the hypothesis .

**RESULT AND DISCUSSION:**

Researcher has examined the Academic stress level among boys and girls. Following Tables No.l to 5 shows, the boys and girls academic stress as well as academic frustration, academic conflict, Academic pressure and academic anxiety. Following statistical used mean, SD and't' test for statistical analysis and interpretation of the data.

**Table No.l. Showing the difference among boys and girls in academic stress**

| Variable | Gender | N | Mean | Std. Deviation | t | Sig. |
|----------|--------|-----|--------|----------------|------|------|
| Academic Stress | Boys | 25 | 174.16 | 20.60 | 4.79 | 0.01 |
| | Girls | 25 | 215.32 | 37.69 | | |

With reference to the above table No.l. It is observed that, the boys mean value is 174.16 and SD is 20.60. There with the girls mean value are 215.32 and SD is 37.69 on academic stress. Obtained 't' Value is 4.79 on academic stress. Which is significant at 0.01 level. So, there is significant difference between boys and girls on academic stress. So that the hypothesis no.I . Girls will have more academic stress than boys is accepted.

**Tables No.2:Showing the difference among boys and girls in academic Frustration.**

| Variable | Gender | N | Mean | Std. Deviation | t | Sig. |
|----------|--------|-----|--------|----------------|------|------|
| Academic Frustration | Boys | 25 | 57.24 | 10.19 | 1.86 | NS |
| | Girls | 25 | 48.92 | 19.95 | | |

With reference to the above table No.2. it is observed that, the boys mean valor is 57.24 and SD is 10.19. There with the girls mean value are 48.92 and SD is 19.95 on academic frustration. Obtained 't' Value is 1.86 on academic frustration. There is no. significant level. So, there is no significant difference between boys and girls on academic frustration. So that the hypothesis no.2, boys and girls do differ in their academic frustration is rejected. Boys have high academic frustrated than girls is rejected hypothesis.

**Tables No.3. Showing the difference among boys and girls in academic Conflict.**

| Variable | Gender | N | Mean | Std. Deviation | t | Sig. |
|----------|--------|-----|-------|----------------|------|------|
| Academic Conflict | Boys | 25 | 34.84 | 6.61 | 7.28 | 0.01 |
| | Girls | 25 | 59.00 | 15.23 | | |

With reference to the above table No.3. It is observed that, the boys mean value is 34.84 and SD is 6.61. There with the girls mean value are 59.00 and SD is 15.23 on academic Conflict. Obtained 't' Value is 7.28 on academic Conflict. Which is significant at 0.01 level. So, there is significant difference between boys and girls on academic Conflict. So that the hypothesis no.3. Girls will have more academic Conflict than boys is accepted.

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**Tables No.4. Showing the difference among boys and girls in academic Pressure.**

| Variable | Gender | N | Mean | Std. Deviation | t | Sig. |
|---|---|---|---|---|---|---|
| Academic Pressure | Boys | 25 | 46.20 | 8.91 | 3.05 | 0.01 |
|  | Girls | 25 | 56.68 | 14.69 |  |  |

With reference to the above table No.4. It is observed that, the boys mean value is 46.20 and SD is 8.91. There with the girls mean value are 56.68 and SD is 14.69 on academic Pressure. Obtained 't' Value is 3.05 on academic Pressure. Which is significant at 0.01 level. So, there is significant difference between boys and girls on academic Pressure So that the hypothesis no.4, girls will have more academic Pressure than boys is accepted.

**Tables No,5. Showing the difference among boys and girls in academic Anxiety.**

| Variable | Gender | N | Mean | Std. Deviation | t | Sig. |
|---|---|---|---|---|---|---|
| Academic Anxiety | Boys | 25 | 35.88 | 12.09 | 4.34 | 0.01 |
|  | Girls | 25 | 50.72 | 12.06 |  |  |

With reference to the above table No.5. It is observed that, the boys mean value is 35.88 and SD is 12.09. There with the girls mean value are 50.72 and SD is 12.06 on academic Anxiety. Obtained 't' Value is 4.34 on academic Anxiety. Which is significant at 0.01 level. So, there is significant difference between boys and girls on academic Anxiety So that the hypothesis no.4, girls will have more academic Anxiety than boys is accepted.

**CONCLUSION:**

In short, there is significant difference between boys and girls in terms of their academic stress, academic conflict, academic pressure and academic anxiety level. So, 12<sup>th</sup> class girls more effect on academic stress, academic pressure academic conflict, and academic anxiety level than boys. But, there is no significant difference between boys and girls in terms of their academic frustration.

**LIMITATION:**
1) The sample size was very small.
2) The sample was selected only from Sillod.
3) The Student were selected form the study in between age range 16 to 18 years.

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