



A STUDY OF ACADEMIC STRESS IN STUDENTS AT HIGHER SECONDARY LEVEL

Moholkar Sandeep Subhash¹ and Dr. Shikhare V. P.²

¹Research Scholar (Ph.D.) , College of Education, Barshi .

²Associate Professor, College of Education, Barshi

ABSTRACT :

The present study was aimed to find out the level of academic stress and comparison of academic stress with respect to gender differences among students at Higher Secondary level. A sample of 100 adolescents was selected by using simple random sampling technique. For the data collection standardized Scale for Assessing Academic Stress developed by Dr. S.K.Sinha was used. For the analysis of data statistical techniques like Percentage Analysis and t-test were used. Results of the present study demonstrated that majority of the students with moderate academic stress. The results demonstrated that academic stress had major effect on gender.



KEYWORDS : academic stress, gender difference and Higher Secondary level .

INTRODUCTION

Stress has become a wide-ranging symptom of the present day man, therefore, attracted the attention of teachers, social workers, physicians, parents, psychologists and a variety of other people. Today's man is facing the danger of war, economic, hardships, communal and racial prejudices, ecological imbalance and environmental pollution and above all, a fast changing social structure that is becoming more complex day by day. All these problems make man increasingly stressful prone. Coping with stress is an everyday necessity for normal human growth and development. Going to school, or into a new job, for the first time, being separated from parents or loved ones, job pressures and deadlines, speaking in public are among the many potential sources of stress. We experience tension and become stressful, whenever we face personal evaluation and are likely to feel embarrassed and disappointed when we perform poorly in situations such as applying for a job or seeking admission to professional organization. Now days, stress is not limited to adults alone but also affects children and adolescents. There are so many situations in educational field, which are making more stressful to the child like failure in exam, extra homework, future life, higher rank etc. Academic stress increase day by day because of various situations and environment in schools and colleges and influence so many factors like fear, time management, leisure time satisfaction, learning style and study habit but proposed study aims to study the relationship of academic stress on gender.

Proposed study aims to study the "Relationship of academic stress on gender among higher Secondary students". For this purpose researcher undertook the proposed investigation.

OBJECTIVES OF THE RESEARCH:

For the present study following objectives were framed:

- 1) To find the level of Academic stress among the Science stream students at higher Secondary level.
- 2) To compare the Academic stress among the Higher Secondary school students on the basis of Gender (Boys/Girls).

HYPOTHESIS:

There is no significant difference between the Boys and the Girls with reference to academic stress.

DELIMITATIONS:

The study under investigation was delimited to the following:

1. The study was delimited to XII class students of Government aided Higher Secondary Schools (co-educate) of Solapur City only.
2. The study was further delimited to the variables of academic stress.
3. The present study related to academic year 2016-17 of Science stream students studying at higher Secondary level.

METHODOLOGY:

Descriptive survey method of research was employed for the present study

Sample:

In the present study, a sample of 100 students belonging to government aided Higher Secondary schools in Solapur city were selected through simple random sampling technique through survey method.

Tool of Research:

In the present study the researcher has used standardized Scale for Assessing Academic Stress developed by Dr. S.K.Sinha. The purpose of this academic stress scale is to measure sources of academic stress among students of XII standard. This scale is used for students of Maharashtra state board from Solapur city.

Procedure:

Descriptive survey method of research was employed for the present study.

Procedure For the collection of data a prior permission was taken from the school principals. Investigator explained the purpose of present study to adolescents and they were assured that their responses and information given about them will be kept confidential and used for research purpose only. After assurance all the tool was administered to adolescents with a time period of forty minutes.

Statistical techniques employed:

Percentage analysis and t-test were used to check effect of Academic Stress.

Analysis and Interpretation:

Table1:
Data and Result of Academic Stress of Higher Secondary School Students for the Total Sample

Highly Stressed		Moderately Stressed		Mildly Stressed		Total
No.	%	No.	%	No.	%	
17	17	68	68	15	15	100 (100%)

The table 1 show figures with respect to the extent of Academic Stress that the students are exposed to. The data has categorically proved that there are 68% Moderately Stressed Students, 15% Mildly Stressed Students and 17 % of the students belong to Highly Stressed category.

Table2:
Data and Result of Academic Stress of Higher Secondary School Students with respect to Gender

Boys (N=50)						Girls (N=50)					
Highly stressed		Moderately stressed		Mildly stressed		Highly stressed		Moderately stressed		Mildly stressed	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9	18.00	33	66.00	8	16.00	8	16.00	36	72.00	6	12.00

Table 2 shows that a large portion of Boys (66.00%) possess Moderate Academic Stress, 18% of the cases under the investigation possess High Academic Stress and the remaining (16%) possess Low Academic Stress. In the case of Girls, a sizable proportion (72%) possesses Moderate Academic Stress, a significant portion of Girls (16.00%) possess High Academic Stress and the remaining (12.00%) have Mild Academic Stress.

Table 3: Comparison of scores regarding the Total Academic Stress among the Higher Secondary School Students based on Gender

Sr. No.	Sample	Category	N	Mean	SD	CR
1.	Gender	Girls	50	13.74	5.81	0.3558*
		Boys	50	13.40	5.43	

*Not Significant at 0.01 levels

Thus, the null hypothesis, "There is no significant difference between the Boys and the Girls with reference to academic stress". Stands rejected, the results revealed that the CR obtained for Gender (Boys & Girls) is 0.3558 which was statistically not significant at 0.01 levels.

MAIN FINDINGS OF THE STUDY:

1. Assessment of Academic Stress of Higher Secondary School Students - as a whole sample

- It was found that majority (i.e. 68.00 percent) of the students under study had **moderate** academic stress.
- It was found that 17.00% of students under study had **high** academic stress.
- It was found that 15.00% of students under study had **mild** academic stress.

2. Assessment of Academic Stress of Higher Secondary School Students - Sub samples

The study found that 66% of the Boys and 72.00% of the Girls have moderate academic stress. 18.00% Boys and 16.00% Girls have high academic stress. Only 18.00% Boys and 12.00% Girls have mild academic stress.

- There is no significant difference between academic stress in Boys and Girls. But Compared to boys Girls have slightly more percentage of academic stress i.e.0.34%

CONCLUSION:

The major conclusions that are arrived at in the present study are given below.

- The majority of the higher Secondary school students have moderate academic stress.
- There is no significant difference between academic stress in Boys and Girls.

The result of the study provides a direction to parents and teachers to reduce the load of studies and make the adolescents free to choose the career and subjects according to their needs, capabilities, aspirations and interests. Also, to reduce the academic stress schools should use different strategies. Thus, it is the duty of family and school to provide stress free environment to adolescents for their academic growth and well being.

REFERENCES:

- Dhakal, S. (2013). *Assessment of Academic Stress among Students of Bachelor's Level*.
- Preethi, C. (2014). *Developing a package based on coping strategies for reducing academic stress among higher Secondary school students*. Ph.D., Edu. Kannur University.
- Ranganatha, P. R, (2017). *Academic stress in relation to shyness among students pursuing professional and non professional course*. Ph.D., Psy. University of Mysore.
- Rao, A. S. (2008). *Academic stress and adolescent distress: The experiences of 12th standard students in Chennai, India*. Ph. D., dissertation, College University of Arizona. Retrieved from,
- Rao, R.B. (2012). *A study of academic stress and adjustment styles of teacher trainees*. Ph.D., Edu. Acharya Nagarjuna University.
- Sheetal Harjai(2017). *Developing a stress coping model for stress management in adolescents*. Ph.D., Management, M. R. I. University.
- Tabassum (2009). *A Study of Relationship of Academic Stress on Achievement, Motivation and Study Habit among Higher Secondary Students*. Ph.D. Education. Chaudhary Charan Singh University.