

“A Comparative Study Of Academic Stress Among Adolescents With Reference To Gender, Locality & Type Of School”

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Abstract

A student's life is impacted by a variety of stresses, including the pressure to do well in school, uncertainty about the future, and challenges related to system integration. This comparative research looked at adolescents academic stress in relation to gender (male & female), location (rural & urban), and school type (private & public). Method of current study was descriptive survey. 'Multi-stage random sampling technique' was used to choose a sample of 500 Sec. School students. In order to gather the data, Academic Stress Scale by Udai Kumar Sinha (2014) was used. Descriptive statistics like Mean, SD and inferential statistic like t-test were employed to analyse the data. Outcome of the investigation indicated a significant difference in academic stress among adolescent students with respect to gender. Furthermore, it was found that adolescents belonging to urban areas had higher level of academic stress than those in rural areas. It was also found that teenage pupils attending private schools experienced more academic stress than those attending govt. schools.

Keywords: “Academic Stress, Adolescents, Gender, Locality, Type of School”

INTRODUCTION

Students today deal with a variety of academic issues in this fiercely competitive environment, such as test anxiety, lack of interest in attending lectures, and difficulty understanding the material. Anxiety or trepidation over one's success in academic pursuits is known as academic stress. It may result in pupils not being able to provide their best effort during exams. Numerous factors, such as the need for perfection, worry about grades, parental pressure, competitive sports, or a hard workload, can lead

to academic pressure in schools. Not everybody reacts to stress in the same manner, and not everyone who is under stress feels or thinks negatively. Students were viewed as the future cornerstones, bearing the responsibility of leading our nation into a brighter future.

The word 'stress' is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". An event, not necessarily bad, but can interfere with a person's ability to operate normally on both a physiological and psychological level. Psychologists claim that excessive stress is bad for people's health, but that moderate stress is natural and may even be beneficial in some situations. Nonetheless, stress is a byword for unfavourable circumstances. These days, as human activity rapidly diversifies, we encounter a multitude of stressors as well as the indications of anxiety and despair. Students' achievement in every facet of the subject is greatly influenced by their education. Every student has the opportunity to improve their abilities, get physically ready, and build their self-confidence via education. The pupils come from both urban and rural backgrounds. At this point, students experience a number of issues, such as poor communication skills, stage anxiety, difficulty adjusting to the faculty, a lack of participation, etc. It can be difficult to successfully integrate social and emotional learning programmes into school curricula because these programmes need to cover a wide range of subjects.

The concept of stress has its origin in 1936 as Hans Selye was adopted from engineering field where engineers to explain the forces that can put strain on a structure. Sometimes it is considered as any situation good or bad that causes one to re-adjust accordingly. It may be beneficial in life as it fosters hard work, creativity, and high expectations, but when it rises over a certain point, it negatively impacts coping strategies and stunts development. It is actually our body's response to certain situations. It may act as both a stimulus as well as a response (McEwen and Winfield, 2010). Stress involves an interaction of person with environmental demands from the person (Lazarus & Folkman, 1984). Stress arises as a consequences of the failure of an organism to response appropriately to emotional or physical threats (Sarita and Sonia, 2015). Generally a person experience stress when he is not able to do a task in a required time and this time created pressure initiate a set of psychological reaction indicating of being getting stressed.

Every day in newspaper we often come to know about that students are committing suicide. Highest ratio has been found

among adolescents of high schools. Why students choose suicide as an alternate to escape from miseries? It is hard to answer this question. But one fact is clear that students perceive their failure in academics as a threat as they have to undergo lot of pressure in order to perform their best at examinations (Erkutla & Chafra, 2006). Therefore, School-related stress is one of the most common reason of academic failure in our schools (Verma & Gupta, 1990). Indian evaluation system is also responsible to put students under high academic stress. It only judges and values the memory power (intellectual ability) of the child and his writing skills. Our evaluation system completely ignores the aptitude, abilities, skills, interest and attitude keeping beside the overall potential of the child (Bartwal, 2014). Stress poses a great effect on the life of students (Busari, 2014). The biggest problem among schooling teenagers is the matters associated with their schooling.

In general, stress is the body's reaction to feeling under pressure and being unable to adjust. Both the lives of the pupils and their academic achievement may be greatly impacted by this. According to N.D.T.V., a lot of parents believe their child ought to be at the top of the class. Naturally, that cannot occur. "If they don't, students turn to suicide as a means of escape." 2471 suicides in 2013 alone had the reason "failure in examination". They have to pass from high stress in order to perform better in examinations, board exams and competitions. Academic stress is a common problem for school students that may affect their academic achievement. Parents posed their wards to get good grades and achieve higher in academics. To fulfill the desire of the parents students have to pass from high stress (timesofindia.indiatimes.com). Academic stress could be broadly defined as the mental state of a student under a highly tense learning environment including the fear of the possibility of having to fail in academic performance. When students' bodies react to academic stresses that exceed their ability to adjust, it's known as academic stress (Derek, Rott & Michale, 2022). Appropriate stress could motivate oneself to be more prominent in his or her academic performance to reach the study goal. However, excessive academic stress brings detrimental consequences for both mental and physical problems such as depression, stress, and anxiety-related disorder. Acc. to Yang et al. (2021), the most important everyday issues are those associated to academic demands, such as continuous study, composing papers, getting ready for examinations & tedious instructors. Exam and test preparation, grade-level competition, and rapid content

acquisition all contribute to academic pressure. The effects of stress on pupils' academic performance can be either positive or negative. First off, students' academic performance may suffer if they are unable to manage and overcome these stressors, which might result in an inability to finish assignments and receive good scores.

REVIEW OF RELATED LITERATURE

Sibnath, et.al. (2012) investigated academic stress among Indian secondary school students attending private schools and exposed that 35 & 37 percent of respondents experienced high or extremely high levels of academic stress. While all pupils expressed significant levels of academic stress, the stress levels of those with lower grades were higher than those with higher marks. Compared to students who did not participate in extracurricular activities, students who did so reported higher rates of test anxiety.

Prabu (2015) find out how stressed out higher secondary pupils are about their schoolwork. 250 XI grade students from upper secondary schools in Tamil Nadu, India's Namakkal District participate in the current study. Outcomes of the investigation demonstrated that middle sec. pupils had moderate academic stress, regardless of the upper secondary students' subsamples. Academic stress is greater for male students than for female pupils. Students belonging to urban areas experience more academic stress than those in rural areas. Pupils in government schools experience less academic stress than those at private schools. Students studying science experience more academic stress than those studying the arts.

Sathiya & Malathi (2018) discovered that men can protect themselves from academic stress, indicating that men experience less academic stress than women. Similar to urban pupils, rural students report less academic stress. Also, it was shown that scientific students experience higher levels of stress than their peers. Students in Tamil-medium schools are less stressed academically than those in English-medium institutions. This study also reveals that, in comparison to students who live in nuclear homes, those who live in mixed families are, to some extent, more equipped to handle the pressures of academia.

Sahu and Jha (2020) examined the relationship between academic stress & students' gender, location, & personalities in upper secondary schools. Four hundred male and female students from Chhattisgarh's Baster district took part in the study. The stratified random sampling approach was employed in the selection of the sample. The findings indicate a strong correlation between students' personalities and their location, gender, and academic stress. There was no discernible gender difference in the personalities of the male & female pupils. The findings also showed that guys were under higher academic stress than girls. In a similar vein, tribal kids reported lower levels of academic stress than non-tribal students did. Regression study revealed that personality was a major predictor of academic stress in students, accounting for around 30.5% of the variance.

Ravindar (2021) investigated the impact of academic stress on six hundred secondary school pupils from Telangana State, India's Hyderabad and Medchal districts. It was shown that there is a substantial variation in students' academic stress levels according to their gender and stress management.

Joel (2022) assessed the stress that high school pupils were under academically. For the study, the researcher employed the normative survey approach. 350 kids in Coimbatore District, Tamil Nadu, India's IX Std make up the sample. The social maturity scale was finished by the pupils (Rajendran and Kaliappan, 1990). The significance of the differences in students' academic stress according to gender, age, and location was determined using the t-test. The results demonstrated that male students are more stressed about their academic performance than female students.

NEED OF THE STUDY

We live in a competitive age, and this entails stress for both adults and students. Adolescent students are at a pivotal phase in their academic careers. Their academic standing is a major factor in determining their next best course of study and employment. An excessive amount of academic stress can raise the incidence of psychological issues including anxiety and depression, which will have a detrimental effect on students' performance and academic progress. Students are the cornerstones of the future; they will bear the burden of leading our nation into a new era. Adolescent students deal with a range of stressors at home, at school, and after school. Stress is an unavoidable aspect of life and the most

prevalent thing that adolescents go through during their adolescence. The transitory stage between childhood and adulthood is adolescence. Academic stress is the sensation that students encounter due to an abundance of knowledge, increased demands from all sides, unrealistic goals, limited possibilities, and difficulties in the workplace. Number of articles and daily news paper, sight the incidences that students are committing suicide after the examinations results are declared. Why students felt so stressed in comparison to other aspects of life that they lose their lives? It indicates a low level of resilience power and high academic stress they meet in the form of examination failure or in their achievement. The most crucial stage of a person's development is adolescence. Stress throughout adolescence is quite harmful, particularly for adolescents who are attending school in order to further their growth. Students' stress levels are rising in the modern day for a variety of reasons, yet research on the subject is extremely lacking, particularly in emerging and underdeveloped nations. Therefore, the researcher got motivated to keep do further investigation on academic stress.

OBJECTIVES

- O₁** "To study the academic stress of male and female adolescent students".
- O₂** "To study the academic stress of rural and urban adolescent students".
- O₃** "To study the academic stress of govt. and private school adolescent students".

HYPOTHESES

- H₀₁** "There is no significant difference in academic stress of male and female adolescent students".
- H₀₂** "There is no significant difference in academic stress of male and female adolescent students".
- H₀₃** "There is no significant difference in academic stress of govt. and private school adolescent students".

RESEARCH METHOD

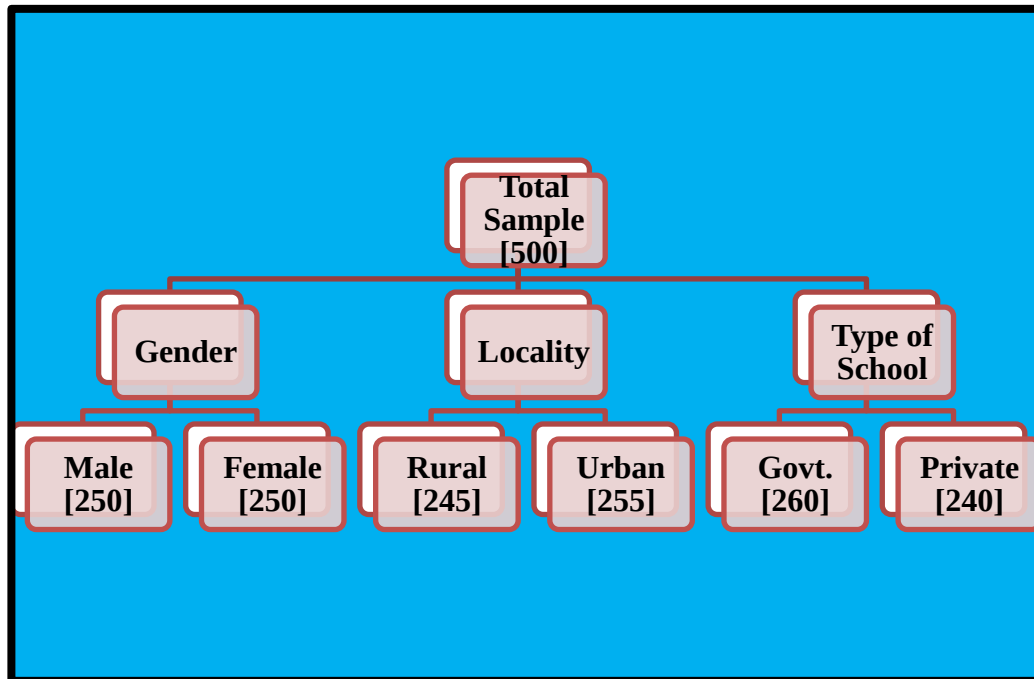
The '**Descriptive Survey Method**' was used for the current analysis.

Population

All the Sr. Sec. School Students, studying in 10th class in various schools of Haryana constituted the target population.

SAMPLE

“Multi-stage random sampling technique” was employed to choose a sample of 500 (male & female) sec. school students from Rohtak, Sonapat & Panipat Districts. Layout of Sample given below:



TOOL USED

The investigator of the present study selected & used **Scale for Assessing Academic Stress (SAAS)** constructed and standardized by Udai Kumar Sinha (2014). “The scale for assessing academic stress (SAAS) was used to assess students’ perceived stress. SAAS is a 30-item self-report tool with “Yes” or “No” answers. Each item was given 1 point for “Yes”, with a total score of 30, where 30 indicates maximum stress perceived and 0 lowest or no stress. All dimensions of possible human manifestation of stress were covered by the SAAS tool, including cognitive, affective, social/interpersonal, physical and emotional aspects. Besides simplicity of use of the SAAS, it was found to have high test–retest and split-half reliability, adequate internal consistency and ability to draw normally distributed data on academic stress”.

STATISTICAL TECHNIQUES

- a. “Descriptive analysis (Mean & S.D)”;
- b. “Inferential analysis (“t” test)”.

DATA ANALYSIS AND INTERPRETATION

O₁: “To study the academic stress of male and female adolescent students”.

H₀₁ “There is no significant difference in academic stress of male and female adolescent student”.

Table-1 “Mean, SD, t-value and level of significance of Academic Stress of Male & Female Adolescent Students”

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance	Remarks
Academic Stress	Male Adolescent Students	250	109.87	21.58	5.93**	Significant at 0.01	Null Hypothesis Rejected
	Female Adolescent Students	250	121.56	22.54			

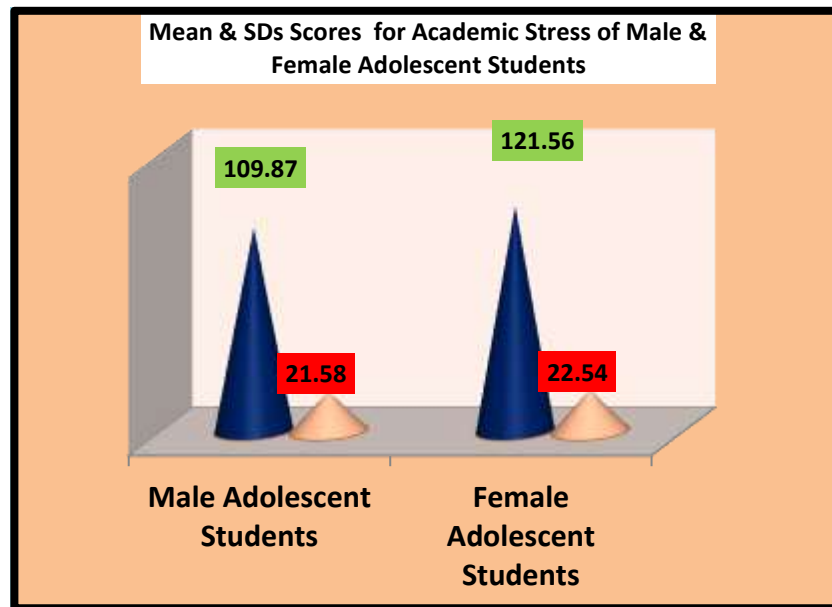


Fig. 1: “Mean & SDs Scores for Academic Stress of Male & Female Adolescent Students”

A glance at table-1 indicates that the t-value (5.93) showed a significant variation in academic stress among male & female adolescent pupils at 0.01 level. That is the **H₀₁** stands rejected. Means scores describes that female adolescent students (121.56±22.54) have more academic stress as compare to male adolescent students (109.87 ±21.58). Thus, it may be said that adolescent females experience more academic stress than

adolescent males do. The findings are consistent with those of Hou, et.al. (2013), who found that female respondents in their sample scored significantly higher on stress than male respondents.

O₂: “To study the academic stress of rural and urban adolescent students”.

H₀₂ “There is no significant difference in academic stress of rural and urban adolescent students”.

Table-2 “Mean, SD, t-value & level of significance of Academic Stress of Rural & Urban Adolescent Students”

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance	Remarks
Academic Stress	Rural Adolescent Students	245	115.34	22.11	6.27**	Significant at 0.01	Null Hypothesis Rejected
	Urban Adolescents Students	255	128.21	23.89			

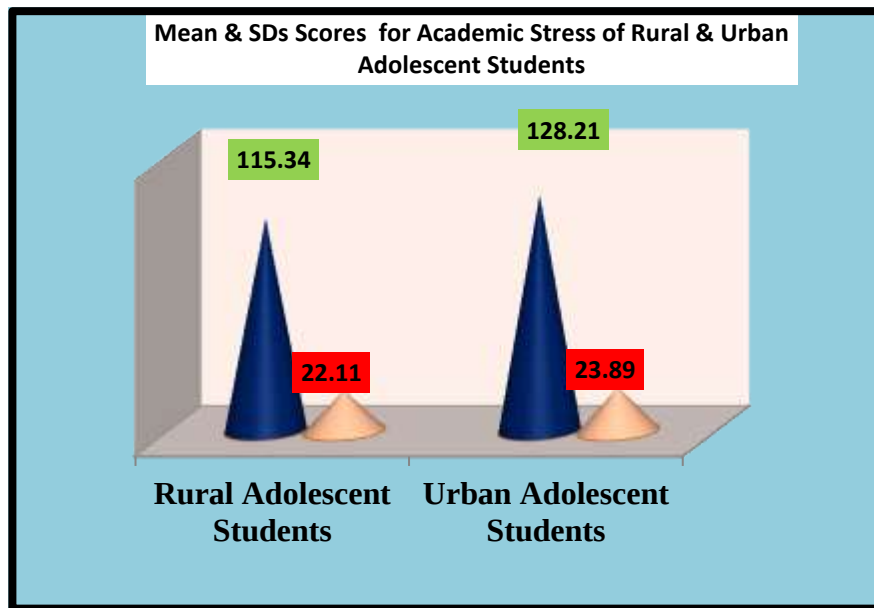


Fig. 2: Mean & SDs Scores for Academic Stress of Rural & Urban Adolescent Students

An examination of table-2 showed that the t-value (6.27) exposed a significant variation in academic stress of rural & urban areas adolescent pupils at 0.01 level. So, **H₀₂** stands rejected. Mean scores concluded that urban adolescent students (128.21±23.89) have higher academic stress as compare to rural adolescent

students (115.34 ± 22.11). Thus, it may be said that teenagers of urban areas have higher academic stress than rural areas. The findings corroborated those of (Vijaylakshmi & Lavanya, 2006 & Biplob et al., 2014) who found that urban students were more stressed than rural students.

O₃: “To study the academic stress of govt. and private school adolescent students”.

H₀₃ “There is no significant difference in academic stress of govt. and private school adolescent students”.

Table-3 “Mean, SD, t-value & level of significance of Academic Stress of Govt. & Private Schools Adolescent Students”

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance	Remarks
Academic Stress	Govt. Schools Adolescent Students	260	113.55	21.99	4.60**	Significant at 0.01	Null Hypothesis Rejected
	Private Schools Adolescents Students	240	122.76	22.78			

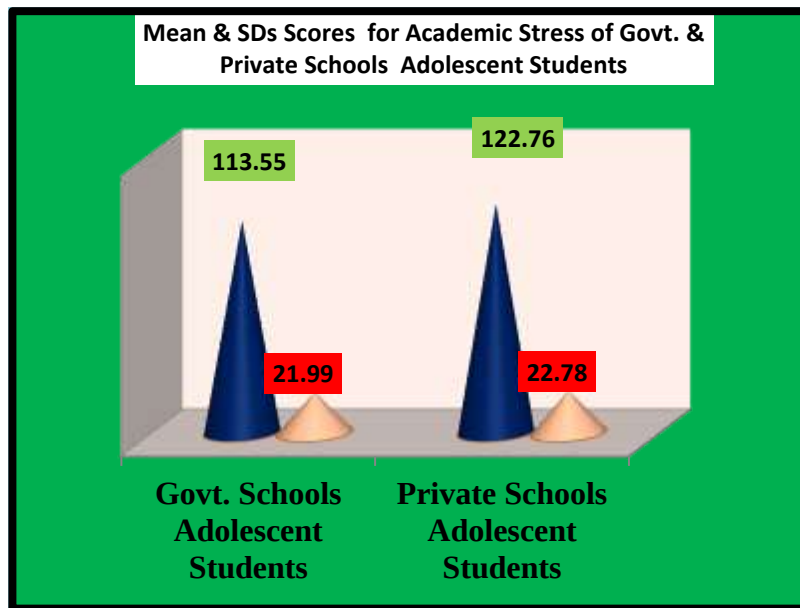


Fig. 3: Mean & SDs Scores for Academic Stress of Govt. & Private Schools Adolescent Students

Table-3 indicated that the t-value (4.60) revealed a significant variation in academic stress of govt. & private schools adolescent pupils at 0.01 level. Consequently, the **H₀₃** stands rejected. Means scores represents that private schools adolescent students (122.76 ± 22.78) have higher academic stress as compare to private

schools adolescent students (113.55 ± 21.99). Thus, it may be said that teenage pupils attending private schools experience more academic stress than those attending govt. schools. The outcome is consistent with that of (Saini et al., 2010; Nidhi & Rajesh, 2019) who discovered that teens who attend private schools experience higher levels of stress than those who attend govt. schools.

SUMMARY OF FINDING

1. It was found that adolescent females experienced more academic stress than adolescent males do.
2. Finding of the study revealed that teenagers of urban areas have higher academic stress than rural areas.
3. It was found that teenage pupils attending private schools experience more academic stress than those attending govt. schools

EDUCATIONAL IMPLICATIONS

According to the study's findings, it's a good idea for adolescents to stay up to date on their daily courses given their increased degree of academic stress. Strive to attend lectures on a regular basis and pay attention. Avoid studying just before exams, and keep in mind that the body needs seven hours of sleep per night to function properly. The ideal time and location for studying should be determined; this differs from person to person. Students are aware of the precise subjects that will be covered in the examinations, and you may get a sense of the format of the tests by looking through the previous year's question papers. Regularly taking little breaks from work allows one to unwind and focus for extended periods of time. It is essential to establish 'realistic' goals in life and to avoid harbouring pessimistic ideas. One should put an end to their anxiety and remain composed the day of the exam.

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