



Cover Page



ACADEMIC STRESS OF HIGH SCHOOL STUDENTS

Dr. Enok Joel

Assistant Professor

Department of Educational Technology, Bharathiar University

Coimbatore, Tamil Nadu, India

ABSTRACT

This study evaluated the academic stress of high school students. The investigator used normative survey method for the study. The sample consists of 350 IX Std students in Coimbatore District, Tamil Nadu, India. Stratified random sampling technique has been used for the selection of sample. The school students completed the social maturity scale (Rajendran and Kaliappan, 1990). T test was employed to find out the significance of difference between student's academic stress with gender, age and locality. Results revealed that the male students are having academic stress than female students.

Keywords: Revealed, Individual, Frustration, Stress.

INTRODUCTION

High school education is a very important turning point in the academic life of the individual. At this stage, the academic performance of the youth/adolescents plays a crucial role in deciding about next higher stage of education, and probably career too. Therefore, excessive stress during this stage could results in increased prevalence of psychological problems like depression and nervousness, which could ultimately have negative impact on the outcome of the achievements. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic burden/loads, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents' academic expectations (Lal, 2014). These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic related to the achievement of an academic goal. Academic Stress is an important factor accounting for variation in academic achievement.

ACADEMIC STRESS

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. Academic stress is the major source of stress among adolescents and it may lead to low self-esteem. Many psychological problems such as depression and suicide occur as a result of low self-esteem.

Academic stress defined as a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, such as- school examination and tests, answering the questions in the class, showing progress in school subject. Understanding what a teacher is teaching, competing with other classmates, fulfilling teachers and parents' academic expectations. Archer and Lamnin (1985) defined academic stress as a stress arising from important factors like writing term papers, text anxiety, poor study skills, excessive academic load and classroom environment, which in the turn forms a major part of general stress in adolescent students. According to Gupta and Khan (1987), academic stress essentially relates to mental distress associated with some anticipated frustration on account of academic failure or even a realization of the possibility of such a failure. Fireman (1992) defined academic stress is anything that imposes an extra demand on a person's ability to cope, often with something that a new and different in academic. Bisht (1989) stated that academic stress reflects perception of students' academic frustration, academic conflict, academic pressure, and academic anxiety. Academic stress is an important factor accounting for variation in academic achievement. Academic stress is conceptualized as interaction between students' environment, stressors, cognitive appraisal and coping with physiological and psychological response to stress and stressors related to academics.

NEED FOR THE STUDY

Academic stress is a crucial problem of a student life in the present scenario. Our education system has loaded the students with a variety of pressures such as vast curriculum, examination fear; neck-to-neck competitions etc. peer and parental pressure add tons to their problem. The findings of doctors, psychotherapist and child psychologist reveal that students' especially secondary school students experience anxiety, stress and depression due to academic pressure and excessive academic pressure is associated with



Cover Page



deliberate self-harm and even suicides. Hence the researcher opted this study to find out better solutions, provide guidance and plan strategies for teachers, parents and students in order to help them cope with academic stress.

SIGNIFICANCE OF THE STUDY

Stress makes a significant contribution to the prediction of subsequent student performance and act as a negative predictor of academic performance of student. The study will help to take some important suggestions regarding academic stress. Proper care should be taken in helping to take the right decisions which may affect their future. Anxiety reduction and time management in conjunction with leisure activities may be an effective strategy for reducing academic stress in college students. Students should have the aspiration/expectation about their study, not beyond their capacities and abilities, Students need also proper counselling while selecting their courses at intermediate level. The parents should also consider the child's interest and aptitude and not impose on selecting the courses. The family environment should be congenial and the learning process should be made pleasurable and parents should avoid making it as a stressful event for adolescents. Author concludes that supportive and stimulating atmosphere is very necessary for the student to progress in their academic life and for reaching their aim or goal.

OBJECTIVES OF THE STUDY

1. To study the academic stress of high school students.
2. To study the significant mean difference between academic stress of high school students with respect to their gender.
3. To study the significant mean difference between academic stress of high school students with respect to their age.
4. To study the significant mean difference between academic stress of high school students with respect to their locality.

HYPOTHESES OF THE STUDY

1. There is no significant mean difference between academic stress of high school students with respect to their gender.
2. There is no significant mean difference between academic stress of high school students with respect to their age.
3. There is no significant mean difference between academic stress of high school students with respect to their locality.

MATERIALS AND METHODS

The investigators used normative survey method to study the social maturity among school students.

Sample and Sampling Technique: A total sample of 350 IX std. students was taken up for the present study. It consists of 5 schools in Coimbatore district. Stratified random sampling technique is used for the selection of sample. The stratification has been done on the basis of their age, gender and locality.

Tool: The investigator has used the following tools for collecting the data. (a) Academic Stress Scale developed and validated by Rajendran and Kaliappan (1990). It consists of 40 items and 5 sub dimensions. All the items in the scale are positive. Each item is scored using a five-point likert scale.

Data collection: For the data collection, the investigators visited personally the 5 schools in Coimbatore district and collected the data from the respondents. The data were collected with the help of the adopted tool. The tool was distributed to the school students and the investigator assured that their responses would be kept confidential and used for research purpose only. Clear instruction was given to enable them to give their response meaningfully. The gathered responses were scored.

Statistical Analysis: The data collected were analyzed by using descriptive and inferential analysis. The statistical techniques- 't' test was employed for the analysis and interpretation of the data.

ANALYSIS OF THE DATA

Table - 1.1: Level of Academic Stress of High school Students

Variable	Mean	SD	Level
Academic Stress	131.97	27.312	Moderate

The perusal of Table 1.1 reveals that the Mean and Standard Deviation of the academic stress for the Entire Sample were 131.97 and 27.312 respectively. High school students are having moderate level of academic stress.

HYPOTHESIS 1: There is no significant mean difference between academic stress and its dimensions with respect to their gender.



Cover Page

**Table – 1.2: Mean, Standard Deviation and t- value for the scores of academic stresses and its dimensions with respect to gender**

Dimensions	Male (N=168)		Female (N=182)		t-value	Level of Significant
	Mean	SD	Mean	SD		
Personal Inadequacy	28.09	5.246	27.37	7.677	1.018	NS
Fear of Failure	26.92	4.577	25.13	6.083	3.082	S*
Interpersonal Difficulties	27.14	4.973	25.07	6.626	3.277	S*
Teacher-Pupil Relationship	26.63	5.243	25.32	6.759	2.009	S*
Inadequate Study Facilities	26.72	5.556	25.83	6.853	1.329	NS
Academic Stress	135.49	22.172	128.73	31.027	2.331	S*

From the Table 1.2, it is found that academic stress was higher for male students (135.49) than female students (128.73).

The calculated t – value for academic stress and its dimensions with respect to gender reveals that the dimension fear of failure (3.082), interpersonal difficulties (3.277), teacher-pupil relationship (2.009) and academic stress (2.331) significantly differ with male and female students; whereas the dimension personal inadequacy (1.018) and inadequate study facilities (1.329) does not significantly differ with respect to gender. Hence the hypothesis 1 is rejected.

HYPOTHESIS 2: There is no significant mean difference between academic stress and its dimensions with respect to their age.

Table – 1.3: Mean, Standard Deviation and t- value for the scores of academic stress and its dimensions with respect to age

Dimensions	13 Yrs (N=247)		14 Yrs (N=103)		t-value	Level of Significant
	Mean	SD	Mean	SD		
Personal Inadequacy	27.13	6.886	29.12	5.737	2.579	S*
Fear of Failure	25.75	5.678	26.55	4.946	1.247	NS
Interpersonal Difficulties	25.75	6.284	26.81	5.101	1.506	NS
Teacher-Pupil Relationship	25.49	6.252	27.05	5.616	2.183	S*
Inadequate Study Facilities	25.80	6.428	27.35	5.761	2.115	S*
Academic Stress	129.93	28.624	136.87	23.280	2.179	S*

From the Table 1.3, it is found that academic stress was higher for students with 14 years of age (136.87) than students with 13 years of age (129.93).

The calculated t – value for academic stress and its dimensions with respect to age reveals that the dimension personal inadequacy (2.579), teacher-pupil relationship (2.183), inadequate study facilities (2.115) and academic stress (2.179) significantly differ with students with 13 and 14 years of age; whereas the dimension fear of failure (1.247) and interpersonal difficulties (1.506), does not significantly differ with respect to age. Hence the hypothesis 2 is rejected.

HYPOTHESIS 3: There is no significant mean difference between academic stress and its dimensions with respect to locality.

Table – 1.4: Mean, Standard Deviation and t- value for the scores of academic stress and its dimensions with respect to locality

Dimensions	Urban (N=277)		Rural (N=73)		t-value	Level of Significant
	Mean	SD	Mean	SD		
Personal Inadequacy	28.54	5.821	24.59	8.378	4.665	S*
Fear of Failure	26.38	5.223	24.49	6.167	2.644	S*



Cover Page



Interpersonal Difficulties	26.65	5.470	23.85	7.205	3.621	S*
Teacher-Pupil Relationship	26.63	5.742	23.38	6.771	4.131	S*
Inadequate Study Facilities	26.91	2.847	23.79	7.198	3.845	S*
Academic Stress	135.10	24.637	120.11	33.299	4.274	S*

From the Table 1.4, it is found that academic stress was higher for urban students (135.10) than rural students (120.11).

The calculated t – value for academic stress and its dimensions with respect to locality reveals that the dimension personal inadequacy (4.665), fear of failure (2.644), interpersonal difficulties (3.621), teacher-pupil relationship (4.131), inadequate study facilities (3.845) and academic stress (4.274) significantly differs with respect to urban and rural students. Hence the hypothesis 3 is rejected.

FINDINGS OF THE STUDY

1. High school students are having moderate level of academic stress.
2. Male students were high in academic stress and its dimensions fear of failure, interpersonal difficulties and teacher-pupil relationship than female students. There is no difference in personal adequacy and inadequate study facilities between male and female students.
3. Academic stress and its dimensions personal adequacy, teacher-pupil relationship and inadequate study facilities were higher for students with 14 years of age than students with 13 years of age. There is no difference in fear of failure and interpersonal difficulties between students with 13 years and 14 years of age.
4. Academic stress and its dimensions personal adequacy, fear of failure, interpersonal difficulties, teacher-pupil relationship and inadequate study facilities was higher for urban students than rural students.

CONCLUSION

The main source of stress for the students is the inadequacy of right support. There are many personal and social factors that lead to stress among students. The pressure of the studies in terms of academics, extra-curricular activities, assignments etc. has increased beyond comparison. Parents expect their children to be a part of rat race and outshine their competitors, to enhance their own social status in the society. Running behind numbers is the new fad in this era of cut throat competition, sad reality but true. Every child is different hence it is important for the parents to make their children realize the importance of identification of their strengths and encourage them to pursue a career in the area of their ability. It is important to do what you love or love what you do. Managing the time effectively and ensuring that at least one physical exercise is done on daily basis can become deterrent to stress and improve the span of attention and hence become productive with academics.

References

1. Anupama, K., & Saradha, D. (2018). Academic stress among high school children. *Indian Journal of Neurosciences*, 4(4), 175-179.
2. Ghosh, S. M. (2016). Academic Stress among Government and Private High School Students. *The International Journal of Indian Psychology*, 3(2), 119-125.
3. Jain, G. (2017). Academic Stress Amongst Students: A Review of Literature. *Prestige e-Journal of Management and Research*, 4(2), 58-67.
4. Sagar, P., & Singh, B. (2017). A Study of Academic Stress Among Higher Secondary School Students. *International Journal of Creative Research Thoughts*, 5(4), 1864-1869.