



A COMPARATIVE STUDY OF ACADEMIC STRESS AMONG MALE AND FEMALE SECONDARY STUDENTS IN RURAL WARDHA

Sarode R.D

Psychologist, Datta Meghe Institute of Medical Sciences (Deemed University), Jawaharlal Nehru Medical College, Sawangi (M) Wardha, Maharashtra, India – 442004,

Tendolkar, V.D

Associate Professor, Datta Meghe Institute of Medical Sciences (Deemed University), Smt. Radhikabai Meghe Memorial College of Nursing, Sawangi (M) Wardha, Maharashtra, India – 442004

Meghe A.D

Officer on Special Duty, Data Meghe Institute of Medical Sciences, Sawangi (M) Wardha, Maharashtra, India – 442004

KEYWORDS :

INTRODUCTION

Stress is perceived as a negative emotional, cognitive, behavioural and psychological process but according to some, moderate level of stress is necessary in life to achieve goals. Some amount of stress called eustress is necessary as a positive trigger to bring one's dreams to reality.

Academic stress is defined as stress that comes from schooling and education. Stress involves mental distress regarding upcoming academic challenges or failure or even an awareness of the possibility of academic failure. During the school years, academic stressors may be present in any aspect of the child's environment: home, school, neighbourhood, or friendship. Other stressors may include increase in homework, high expectations from teachers and parents, lack of social support, tight academic schedule or strict school authorities.

Auerbach and Grambling (1998) reported stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well being.

Stress related problems are growing not only in India but all over the globe. With technological advances, overpopulation and neck throat competition in every field, the students are more stressed than ever. In fact, India has one of the highest rates of suicides among people aged 15 to 29. Although the reasons are myriad but failure in examination, depression, etc. are some common ones.

Chronic and high level of stress among school children may lead to both physical and mental stress related diseases. If not managed promptly, these may aggravate to serious psychological problems and even end in suicides.

A study by Nayereh Shahmohmmadi (2011) on 11th and 12th grade students reported that the percentage of distressed secondary students was 26.1%. The top ten rank of stressors among students included afraid of not getting place in tertiary education, examinations, too much content to be learnt, difficulty in understanding subject that have been learnt, too much homework, and school timetable was too packed. All of the stressors were related to the academic matters. Some stressors were rated as causing moderate to high stress. This indicated that 11th and 12th grade students coped with difficult situations in a mature manner, yet they tended to withdraw from the problems they faced in life.

Deb, S., Strodl, E., Sun, J., (2014) suggested that 35 % & 37 % reported high or very high levels of academic stress and exam anxiety respectively. All students reported high levels of academic stress, but those who had lower grades reported higher levels of stress than those with higher grades. Students who engaged in

extra-curricular activities were more likely to report exam anxiety than those who did not engage in extra-curricular activities. Private high school students in India report high levels of academic stress and exam anxiety.

Ghosh., S. (2015) that students in private schools have more academic stress than their counterparts in government schools. Female students experienced higher academic stress than male students.

Education system in India is text book oriented which focuses on rote memorization of lessons. This requires long hours of study which creates a lot of pressure and due to this the students get very less time for socialization and recreation. In every class, students face competition that determines their promotion in the next class in the form of examination. Hence, in the classroom a teacher tries to cover the entire syllabus regardless of the comprehensive level of the students. Secondary education ends with their first board exam. Performance on the 10th standard is important for many reasons. It decides student's preferred stream of education. This increases more burden on the students. Watore, S., (2015) found that there is a significant difference between boys and girls of 10th standard in terms of their, academic pressure, and academic anxiety level. Boys have high academic frustration than girls, but girls have high academic pressure, academic conflict, and academic anxiety level. However, there is no significant difference between boys and girl regarding academic frustration.

A study conducted by Thirukkoveala, V., and Dhanalakota, R., (2015) found that secondary school students from residential, non residential and private schools coming from disadvantaged sections of the society suffered from depression due to type of school management i.e., rigidity in time table and lack of recreation. The tenth standard is perceived as a turning point in one's life not only by the students themselves but also the teachers and the parents including the society at large. The students have to bear the burden of societal and parental expectations along with their own wishes to follow a certain career path in future. Students of rural areas are not aware of the wild competition that they have to face and may lack resources to achieve what they want to be in their lives. In addition the female students have their own problems including secondary consideration to their education in rural areas. Hence, the investigators wanted to find out the academic stress born by these students.

AIM

The study aims at identifying the academic stress among the secondary school students studying in rural areas of Wardha district. Further it aims at comparing the academic stress among male and female secondary school students.

OBJECTIVES

1. To identify the academic stress among students studying in 10th standard in rural areas of Wardha district.
2. To compare academic stress among male and female students.

METHODOLOGY

Setting of the study: Seloo, Mohi and Hingni Villages of Wardha District

Research Design: Comparative study Participants: 10th standard students from schools in rural areas of Wardha District.

Sampling Technique: Non probability convenient Sampling

Sample Size: 359 students

Material: Academic stress scale

The academic stress scale has 40 items to be rated from 0 to 4 on five point likert scale. The higher the score higher is the stress. The minimum possible score is 0 and the maximum possible score is 160.

Plan for Analysis

The collected data arranged and processed based on the objectives of the study. The participants described with descriptive statistics of percentage and standard deviation. Inferential statistics of unpaired't' test applied for comparison of mean scores for male female comparison.

OBSERVATION AND RESULTS

Table 1: Distribution of the subjects according to demographic characteristics.

Demographic characteristics	Categories	Frequency	%
Age	A. 15 years	103	28.69
	B. 16 years	211	58.77
	C. 17 years	45	12.53
Gender	A. Male	197	54.87
	B. Female	162	45.13
Time for travel to school	A. 30 min.	176	49.03
	B. 60 ,in	88	24.46
	C. 90 min	95	13.09
Hours spent in school	A. 5.	47	65.18
	B. 6	234	21.73
	C. 7	78	53.76
Hobbies	A. Yes.	193	46.24
	B. No	166	46.24
Sports	A. yes	126	35.10
	B. No	233	64.90

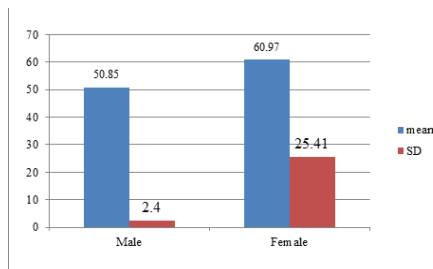
Table 1 shows distribution of the subjects according to demographic characteristics. 28.69%, 58.77%, 12.53% students were in the age group 15, 16, and 17 years respectively. 45.13% were male students and 54.87 % were female students. 49.03% students take 30 minutes time for travelling to school, 24.51% students take 60 minutes and 26.46 % take 90 minutes for travelling to school. 13.09 % students reported that they spent 5 hours in the school in a day. 65.18 % students spent 6 hours and 21.73% students spent 7 hours in the school. 53.76% students of 10 th standard reported that they have interest in some hobbies and spend some time in that and 46.24% have no time for their hobbies. 35.10% students showed interest in sports and they play their sports. And 64.90% students reported that they have no time for sports.

Table No 2: Distribution of subjects according to their level of stress.

Level of Stress	Score Range	% Range	Male	Female
No stress	0-40	0-25	68	34.52
			35	17.77

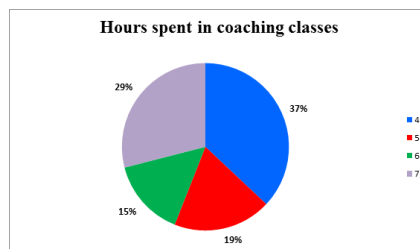
Low stress	41-80	26-50	110	55.84	89	45.18
Moderate stress	81-120	51-75	18	9.14	38	19.29
High stress	121-160	46-100	1	0.51	0	0.00
Min .score				0		8
Max. score				125		120
Mean score				50.9		60.97
Chi square				29.754		
Significance level				0.0001 S., p<0.05		

Table no. 2 shows the distribution of subjects according to their level of stress that 55.84% males and 45.18 % females had low and 9.14% males and 19.29% females had moderate level of academic stress. The male students had mean score 50.85 + 23.98 and female students had 60.96 + 25.41.



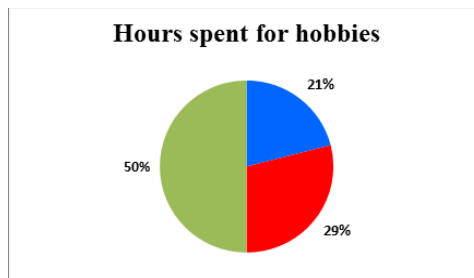
Graph 1: Significance of difference between male and female students for academic stress.

Graph no. 1 shows the significance difference between male and female students for academic stress. The male students had mean score 50.85 + 23.98 which is lower than female student's mean score 60.96 + 25.41.



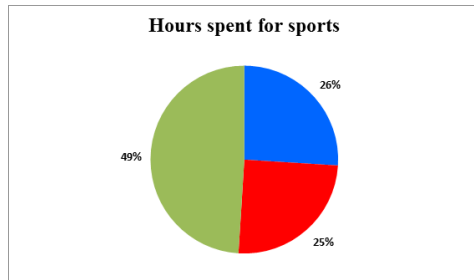
Graph 2: Distribution of subjects according to hours spent in coaching classes.

Graph 2 shows distribution of subjects according to hours spent in coaching classes. 29% secondary school students spent 7 hours, 37% students of 10 th standard spent their 4 hours, 19% students spent 5 hours and 15% spent 6 hours in coaching classes



Graph 3: Hours spent for Hobbies N=193

Graph 3 shows 193 students spent hours for their hobbies. Out of these 193 students, 21% students spent 1 hour 29% students spent 2 hours and 50% students spent 3 hours every day for enjoying their hobbies.



Graph 4: Hours spent for sports: N=126

Graph 4 shows 126 students spent hours for their sports. Out of these 126 students, 26% students spent 1 hour, 25% students spent 2 hours and 49% students spent 3 hours every day for enjoying their favorite sports.

DISCUSSION

The present study undertaken was "study to assess the academic stress among students studying in 10th standard in rural areas of Wardha district and to compare academic stress among male and female students. The result shows that female students (60.97%) showed more academic stress as compared with male students (50.9%). It also observed that 34.52% and 17.77% students female students had no stress. 55.84% and 45.18% students showed low level of stress. 9.14% male and 19.29% female students showed moderate level of academic stress. 0.51% male students had high level of stress and no female showed higher level of stress. These findings are supported by a study conducted by Akande, J.A., Olowonirejuaro, A. O. & Okwara-Kalu, C.E. (2014) reported secondary school students had a medium level of stress and significant sources of stress includes academic, intrapersonal and environmental. There was gender difference in the level of stress. Deb, S., Strodl, E. & Sun, J. (2015) revealed that 63.5% students reported stress due to academic pressure with no significant difference across age, grade and several other personal factor. Bartwal, R., and Raj, A. (2013) found that a academic stress experienced by both male and female school going adolescents is similar.

CONCLUSION

The female students of 10th standard experience more academic stress compared to their male counterparts. The students reported stress was due to inadequacies in teaching learning process, personal emotional issues related to academics, poor study habits resulting in difficulty in understanding the subject matter. Teacher related stress factor and sub-standard teaching aids used for teaching.

RECOMMENDATIONS

1. The guidance and the counseling cell should identify students with academic stress and provide them strong and adequate support system.
2. Periodic assessment of academic stress for secondary students should be done and those identified with higher levels of academic stress should be provided with the counseling services in the school.
3. A provision for involving parents in reducing academic stress should also be thought

REFERENCES

1. Auerbach, M. S., And Grambling (1998) Stress Management psychological foundations U.S.A: Prentice-Hall, Inc.
2. Nayereh Shamohmadi, (2011): Student's coping with stress at high school level particular at 11th & 12th grade. *Procedia- Social and Behavioural Sciences*. Vol. 30, pg. 395-401.
3. Deb, S. Strodl E, Sun J (2014): Academic related stress among private and secondary school students in India, *Asian education and development studies*. DOI:10.1108/AEDS-02-2013-0007.
4. Ghosh, S., (2015): Academic stress among government and private school students. *International journal of Indian psychology*, DIP:18.01.147/20160302.
5. Watore, S., (2015): The measure of academic stress on 10th class students. *Indian*

6. journal of health and well being, Vol-6, No-1.
Thirukkovela, V and Dhanalakota, R. (2015): Mental health among rural secondary school adolescents. 4th international conference on research in humanities, sociology and Corporate social responsibilities (RHCSR'15), sept 25-26, Penang (Malaysia).