



A STUDY TO ASSESS THE ACADEMIC STRESS AMONG ADOLESCENTS IN SELECTED HIGHER SECONDARY SCHOOL.

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ABSTRACT

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. The objectives include estimating the level of academic stress among adolescents and to find out association of academic stress with selected socio demographic variables. The study was conducted among 60 adolescents age between 16 -18 yrs by convenient sampling by using Dr. Balaji Rao's stress scale, at St. Antony's Higher Secondary School. The study findings reveals that most of the students have 48% with moderate stress, 42 % were high stress, 7% were extreme stress and 3% with slight stress and shows significant association between academic stress with age, physical activity, study habits, sleep duration, peer relationship, use of social media, time management and grade in last examination.

KEYWORDS :

INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. Academic stress has been tightening its grip on students as they have to complete a every step of the life in the fast moving world. Few of the academic problems are disinterest in attending classes, comparing academic ability with other students, inability to understand the subject and trying to meet parent expectation. Due to hectic school hours, coaching competition it has become extremely complicated for the students to maintain their physical as well as their psychological health. Students being children or adolescents have to deal with daily hassles as adults do.⁽³⁾

Lovely Joseph Pullokkaran (2018) conducted a study to assess academic stress among adolescents in India. The study focuses on identifying the sources of stress. A random sample of 120 students from the population of two districts in Kerala were selected. Primary data was collected through the questionnaire survey. The questionnaire was prepared after analyzing the various aspects of academic stress. It is also important that stress can create both positive and negative impact on students. As per psychologists extreme stress conditions are detrimental to human health but as the same time moderate stress is normal and in many cases proves it is useful. (14).

The study aims to assess the stress of the adolescence students to understand the day to day problems that they are facing routinely. In order to resolve and cope up the above knowledge are mandatory for the learner. This study helps to assess the knowledge of stress level and refer for counseling to provide to those who in need.

Literature Related To Summary

Muhammad Hafeez, S. Saira, and Anisa Ijaz (2022) conducted a study on relationship between students' academic stress and parental anxiety at secondary level. The population was selected from the students of grade plus 2 studying in various public schools of Tehsil, Gujarat. A two stage Stratified Random Sampling Technique was used for sampling. Out of total 89 boys and 94 girls secondary schoolers at Tehsil, Gujarat, twenty were selected randomly. Simple percentage formula, Regression, Neural Network Model and Independent sample t-test were used to analyze the collected data. The analysis of students related to research questions indicated that academic stress affects academic achievements, parents' anxiety, mental health, learning style, communication between the teachers and students, and extra curricular activities of the students.⁽¹⁵⁾

Kartiki Porwal and Dr. Ravindra Kumar (2019) conducted a

study of academic stress among senior secondary students in Noida, Uttar Pradesh. Total participants of the study were 30(15boys and 15 girls). All students belong to 12th standard. The data was collected through Standardized Academic Stress Questionnaire (ASQ) by Akram, Mohd Ilyas and Sahiba Baby. Mean, Standard deviation and t test were conducted for analysis of data. Results of the study indicate that there is significant difference among boys and girls in relation to academic stress and senior secondary boys have academic stress in compared to girls.⁽¹⁶⁾

STUDY MATERIAL AND METHOD

Research Approach: Quantitative research approach was adopted for this study.

Research Design: Non-Experimental Descriptive Design adopted by survey method.

Variables

Dependent Variables: In this study academic stresses among adolescence of 16-18 years is the dependent variable.

Attribute Variables: These are socio demographic variables such as age, gender, place of residence, educational status of father and mother, occupation of father and mother, birth order, number of siblings, family monthly income, type of family, physical activities, recreational activities, sleep duration, use of social media, time management in academics and grade of last appeared examination.

Setting: St.Antony's Higher Secondary school, Thiruvananthapuram.

Population: Adolescents of 16-18 years of age group.

Samples: The samples of the study consist of adolescents of 16-18 years of age group in St. Antony's Higher Secondary School, Thiruvananthapuram.

Sample Size: Samples size of the study consists of 60 adolescents of 16-18 years of age.

Sampling Technique : consists of non- probability convenient sampling technique.

Selection Criteria

Parents of participants who are willing to provide consent, age groups between 16-18 years and P can comprehend English are included. Participants who are physically challenged were excluded in the study.

STUDY TOOL

Section A: socio demographic variables

Section B: Dr.Balaji Rao's academic stress scale. It is a standardized scale with 40 items where each item has 5 responses. That is No Stress, Slight Stress, Moderate Stress, High Stress and Extreme Stress with scoring of 0,1,2,3 and 4 respectively. High scores are the indication of high academic stress and low scores are the indication of low academic

stress. The total items were 40. Therefore 160(4x40) is the maximum possible score and the highest score on each factor would be 32(4x8). Each factor has equal no. of items. The higher the value of score, the more is the academic stress and vice versa. Test retest correlation of 50 students with an interval of 25 days have been found to be 0.8.

Data Analysis

After obtaining participants informed sheet from parents and students the researchers explained about the benefits and risks of the study. The researcher distributed questionnaire among participants. The questions consist of socio demographic variables and self administered questionnaire of academic stress with a duration of 45 minutes. The investigator was brief about method of answering questionnaire and after 45 minutes the data was collected from participants.

RESULTS

In the relation to age, out of 60 children, 58.3% of children belong to the age 16 yrs, 35% belong to 17 yrs and 6.7 % belong to the age 18 yrs . Percentage distribution of higher secondary school children in relation to gender shows that out of 60 children, 57% are males and 43% are females . Percentage distribution of subjects according to place of residence shows that 70% live in urban area and 30% live in rural area Percentage distribution of subjects according to education of father shows that 6.7% are professionals, 1.7 % are graduate and above, 3.3 % are educated upto HSC, 73.3% educated upto SSLC and 15% are illiterates. Percentage distribution of subjects according to education of mother shows that 3.3% are professionals, 1.7% are graduate and above, 8.3% are educated upto HSC, 58.3% are educated upto SSLC and 28.3% are illiterates . Percentage distribution of subjects according to occupation of father shows that 5% are professionals, 3.3% are private employees, 3.3 % are govt.employees, 25% are manual laborers, 53.3% are self employees , 5% are unemployed and remaining 5% are farmers. s. It reveals that 48% have moderate stress, 42% have high stress, 7 % have extreme stress and 3 % have slight stress. The significant association of academic stress with age, physical activity, study habits, sleep duration, peer relationship, use of social media, time management and grade in last examination.

CONCLUSIONS

Academic stress has got a no of negative psychological and physical effects as reported by studies . Hence the knowledge about academic stress could be used to guide professionals such as teachers and psychologists in implementing specific preventive measures to reduce academic stress among adolescents. Based on these findings, preventive programs can be developed and conducted to promote mental health among adolescents.

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