



ACADEMIC STRESS AMONG INTERMEDIATE STUDENTS

P. Paparao

Research Scholar, Dept. of Education, Acharya Nagarjuna University, Ongole Campus, Ongole.

Dr. A. Armuthavalli Devi

Assistant Professor, Dept. of Education, Acharya Nagarjuna University, Ongole Campus, Ongole.

ABSTRACT An attempt was made in the present investigation is **Aim:** Academic Stress among intermediate students. **Objective:** To study the differences between gender (male & female), type of management (government & private) and locality (rural & urban) on Academic Stress among intermediate students. **Sample:** The sample of the present investigation was selected 1200 intermediate students in Guttur, Prakasam and Nellore districts of Andhra Pradesh State of India. The subjects were in the age group from 15 to 18 years and using systematic random sampling technique **Tool:** Students Academic Stress Scale was developed and standardized by Kumar Reddy and Srinivas (1999) was administered. **Conclusions:** (1). Females are experienced more Academic Stress (Personal Inadequacy, Fear of Failure, Teacher/Pupil Relationship/Teaching Methods and Inadequate Study Facilities) than male. (2). There is no significant difference between male and female in component of academic stress (Interpersonal difficulties with Teachers). (3) Private colleges students are experience more Academic Stress (Personal Inadequacy, Fear of Failure, Interpersonal difficulties with Teachers, Teacher/Pupil Relationship/Teaching Methods and Inadequate Study Facilities) than government college students. (4) Students of urban areas are experienced more Academic Stress (Fear of Failure and Teacher/Pupil Relationship/Teaching Methods) than students of rural areas. (5). There is no significant difference between rural and urban areas in the components of academic stress (Personal Inadequacy, Interpersonal difficulties with Teachers and Inadequate Study Facilities).

KEYWORDS : Gender, Type of Management, Locality, Intermediate Students and Academic Stress.

INTRODUCTION

Academic stress refers to the pressure to perform well in final school examinations and competitive college entrance examinations that is experienced by students. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems.

Academic stress is a psychological distress, related to the expected setbacks associated with academic failure, or even not knowing the possibility of such failure. Students must face many school challenges, such as school exams, answering questions in class, and progress in school subjects. Understand what the teacher is teaching, compete with other students, and meet the academic expectations of teachers and parents. These claims may be taxable or exceed the student's available resources. Therefore, they may be under pressure because the needs are related to the achievement of academic goals. Therefore, academic goals are achieved academically.

Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved.

REVIEW OF LITERATURE

Studies related to gender, type of management and locality with regard to level of academic stress. Levels of academic related stress differed among male and female students with female students leaning towards high academic stress level than their male counterparts (Abouserie, 1994; Bang, 2009; Misra & Mckean, 2000). Pau et al. (2007) concluded that the higher levels of academic stress among female students can be attributed to negative appraisals and focus on the emotional challenges in the wake of the stressful event. Conversely male students are trained to display strength and machismo in the face of challenges right from their young age. This implies that male and female students might be experiencing academic stress but they differ in their way of expression. Vishnu Vardhana Rao and Laxmanaiah (2011) stated that Students of both Government and Private Schools were found to have a similar stress perception. The students of Government-run schools exhibited more of avoidance coping strategies and therefore suitable for a systematic study on chronic stress for early intervention. Prabu (2015) researched on the higher secondary students and implied that male students are more stressed than the female students. Urban student's academic stress is greater than the rural students. Government school student's stress is low than the private school student's stress. Students from Science stream are more stressed than the students from Arts. Anbumalar et al., (2017) found that females showed higher rates on perceived stress level than males among college students. Shycil Mathew (2017) showed that,

most of the urban subjects (83.3%) had severe academic stress and 16.7% of them had very severe academic stress, whereas in the rural area all the subjects had moderate academic stress. Most of the urban subjects (98.3%) coping was moderate and 1.7% subjects had good coping. There was no significant association of academic stress scores and coping strategies scores of urban and rural adolescents and selected demographic variables. Subramani and Kadhiraan (2017) revealed the link between academic stress and mental health among students. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. Jayasankara Reddy, Karishmarajanmenon and Anjanathattil (2018) employed a quantitative research design where participants were screened using Academic Stress for streams namely, commerce, management, humanities, and basic sciences.

The five dimensions of sources such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities were further analysed and gender differences were also obtained. Ravi (2018) found that Boys have experienced more stress than girls. Students studying urban colleges have experienced more Stress than rural. Students with good study habits have experienced more stress than poor study habits. Students with low intelligence have experienced more stress than high intelligence. Umar, Usman Sani (2019) revealed that significant difference between academic stress of male and female students and no significant difference in academic stress of rural and urban location school students. Chandan and Shivappa (2020) made an attempt to review the existing literature on academic stress experienced by the higher secondary school students and tried to find the causes and stressors of academic stress as well as the coping strategies for academic stress. The author concludes that the support system and conducive environment is much required for the students to advance in their academic life and for reaching greater heights and goals. Laigong Beatrice Chemutai and Shikuku M. Mulambula (2020) determined the influence of gender, type of university, year of study and age on the level of stress among university students in Kenya. The findings revealed a significant dissimilarity in the level of academic stress between male and female students. Female students were found to have higher stress level than the male students. The levels of stress also differed on the basis of the year of study with student in year three having higher levels of academic stress than those in the other years of study. Age and the type of university did not evident any significant influence on academic stress level. The study concluded that gender and the year of study significantly determined the level of academic

stress among university students in Kenya. This study recommended that female students require more academic mentorship and be equipped with more stress coping mechanisms. Aswartha Reddy & Lalitha (2021) focused on academic stress among adolescent students in Government and Corporate Colleges. Gender wise results showed that male subjects are higher Stress compare to female subjects. The type of college indicated that the mean for the government colleges have experience low stress than corporate college. Also type of college wise results showed that corporate colleges are high stress compare to Government colleges. Kiran Pal Singh Chawla and Archana Agrawal (2021) found that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. Male and female students do not differ significantly in their academic stress scores. Rural and urban area students do not differ significantly in their academic stress scores. Government and private school students do not differ significantly in their academic stress scores.

Objective

1. To find out the differences in the Components wise of Academic stress among intermediate students based on Gender, Type of Management and Locality.

Hypotheses

1. Male and female would not differ significantly in their Academic stress (components wise).
2. Government and private college students would not differ significantly in their Academic stress (components wise).
3. Rural and urban areas students would not differ significantly in their Academic stress (components wise).

METHODOLOGY

Sample

Sample for the present study consists of 1200 intermediate students in Gudur, Prakasam and Nellore districts of Andhra Pradesh state. The subjects were in the age group of 15-18 years selected and using systematic random sampling method.

VARIABLES STUDIED

Independent Variables

1. Gender
2. Type of management
3. Locality

Dependent Variable

1. Academic Stress

TOOL

Assessment of Students Academic Stress:

Students Academic Stress Scale was developed and standardized by Kumar Reddy and Srinivas (1999). It consisted of 40 items and sub divided into five components having eight items in each category. 1. Personal inadequacy (F1), 2. Fear of failure (F2), Interpersonal difficulties with teachers (F3), 4. Teacher/Pupil relationship/teaching methods (F4) and 5. Inadequate study facilities (F5). The rating scale in value of the score (five point scale) varying from the response of “No stress-0, Slight Stress-1, Moderate Stress-2, High Stress-3 and Extreme stress-4, with regard to degree of stress. A high score indicates more academic stress and low score indicates low academic stress. The test-retest method and it is 0.75 reliability and the validity is 0.82.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and 't' tests were used.

RESULTS AND DISCUSSION

Table-I: Means, SD's and 't' Values For The Components Wise Of Academic Stress Scores Of Male And Female.

Components	Gender	Means	SD's	t-Values
Personal Inadequacy	Male	18.78	4.42	6.64 **
	Female	19.18	3.87	
Fear of Failure	Male	19.39	4.67	5.59 **
	Female	23.98	5.48	
Interpersonal Difficulties With Teachers	Male	26.04	6.26	1.40 @
	Female	26.51	5.41	
Teacher/Pupil Relationship/ Teaching Methods	Male	20.70	2.90	5.37 **
	Female	25.28	6.68	
Inadequate Study Facilities	Male	26.04	6.26	3.25 **

	Female	26.51	5.41	
Overall Academic stress	Male	111.96	21.24	7.01 **
	Female	120.48	20.86	

** - Significant at 0.01 level @ - Not Significant

Hypothesis-1: Male and Female would not differ significantly in their Academic stress (components wise).

Significant 't' values of 6.64, 5.59, 5.37, 3.25 and 7.01 reveals that there are significant differences between male and female with regard to their Personal Inadequacy, Fear of Failure, Teacher/Pupil Relationship/Teaching Methods, Inadequate Study Facilities and Overall Academic stress. While, insignificant 't' value of 1.40 reveals that there is no significant difference between students male and female with regard to Interpersonal difficulties with Teachers. Hence, hypothesis-1 Male and Female would not differ significantly in their Academic stress is partially accepted as warranted by results. It is proved that when comparison with mean scores, females are experience more Academic Stress (Personal Inadequacy, Fear of Failure, Teacher/Pupil Relationship/Teaching Methods, Inadequate Study Facilities) than male.

Stressed people get sick more often. They are more likely to overreact to small annoyances, such as waiting in line. While some stressed-out students may sleep more than usual, others may not be able to relax at all and may get only four hours per night. Feeling upset, anxious or short-tempered for no apparent reason is a stress reaction. Increases in the number and severity of allergies and asthma attacks are also related to stress. So only, students with high academic stress are not able to perform well in their academics and achieving low marks in the examinations compared to students with low academic stress.

The results of the present study contradict with the findings of Abouerie (1994), Misra & Mckean, (2000), Pau et al., (2007), Bang (2009), Anbumalar et al., (2017), Jayasankara Reddy, Karishmarajannmenon and Anjanathattil (2018), Ravi (2018) and Laigong Beatrice Chemutai and Shikuku M. Mulumbula (2020) who found no significant difference between male and female in their Academic Stress.

Table-II: Means, SD's and 't' Values For The Components Wise Of Academic Stress Scores Of Government And Private College Students.

Components	Type of Management	Means	SD's	t-Values
Personal Inadequacy	Government	18.52	3.60	3.82**
	Private	19.44	4.73	
Fear of Failure	Government	21.01	5.20	4.21 **
	Private	22.36	5.87	
Interpersonal Difficulties With Teachers	Government	25.55	5.33	4.29 **
	Private	27.00	6.26	
Teacher/Pupil Relationship/ Teaching Methods	Government	22.58	5.33	2.51**
	Private	23.40	5.90	
Inadequate Study Facilities	Government	25.55	5.33	4.23 **
	Private	27.00	6.26	
Overall Academic stress	Government	113.23	20.23	4.87 **
	Private	119.21	22.26	

** - Significant at 0.01 level

Hypothesis-2: Government And Private College Students Would Not Differ Significantly In Their Academic Stress (components Wise).

Significant 't' values of 3.82, 4.21, 4.29, 2.51, 4.23 and 4.87 reveals that there are significant differences between Government and Private college students with regard to their Personal Inadequacy, Fear of Failure, Interpersonal Difficulties With Teachers, Teacher/Pupil Relationship/Teaching Methods, Inadequate Study Facilities and Overall Academic stress. It is proved that when comparison with mean scores, private college students are experienced high level of Academic stress (Personal Inadequacy, Fear of Failure, Interpersonal Difficulties With Teachers, Teacher/Pupil Relationship/Teaching Methods, Inadequate Study Facilities) than government college students. Hence, hypothesis-2 Government and private college students would not differ significantly in their Academic stress is rejected as unwarranted by results.

The probable reason might be academic pressure has increased over the past few years; there are examinations, assignments and many

other activities that a student has to shuffle through. Not only the design but teachers and parents also burden the students with a lot of pressure of getting good grades. These expectations make the students work relentlessly and end up in creating more stress. With academics, the parents and the institutions want the students to participate in extracurricular activities too, the current expectations from the students is to be an all rounder. Lack of proper channels for counseling leads to more confusion and the students are unable to choose a career for themselves even after rigorous studying patterns. This demanding attitude from parents and teachers leave the students bewildered and builds up stress. Teenage and high school plays fundamental role in shaping a child's personality and outlook towards life. Peer pressure is yet another common term that one hears from the teenagers. This could be pressurizing another to drink, smoke, cheat on test, lying etc., the list is exhaustive. Peer pressure can be harmful and compelling. It can help shape the personalities in a positive way for introvert students or can pose as an obstacle and lead to stress.

The results of the present study contradict with the findings of Vishnu Vardhana Rao and Laxmanaiah (2011), Subramani and Kadiravan (2017), Aswartha Reddy & Lalitha (2021) which reported statistically not significant predictor between Government and Private College students in their Academic Stress.

Table-III: Means, SD's and 't' Values For The Components Wise Of Academic Stress Scores Of Rural And Urban Areas Students.

Components	Locality	Means	SD's	t-Values
Personal Inadequacy	Rural	18.93	4.13	0.43 @
	Urban	19.03	4.33	
Fear of Failure	Rural	21.49	5.50	2.08 *
	Urban	21.87	5.66	
Interpersonal Difficulties with Teachers	Rural	26.08	5.74	1.16 @
	Urban	26.47	5.97	
Teacher/Pupil Relationship/Teaching Methods	Rural	22.95	5.70	3.62 **
	Urban	23.03	5.58	
Inadequate Study Facilities	Rural	26.08	5.74	1.09 @
	Urban	26.47	5.97	
Overall Academic Stress	Rural	115.54	21.62	1.05 @
	Urban	116.90	21.31	

** - Significant at 0.01 level * - Significant at 0.05 level @ - Not Significant

Hypothesis-3: Rural And Urban Areas Students Would Not Differ Significantly In Their Academic Stress (components Wise).

Insignificant 't' values of 0.43, 1.16, 1.09 and 1.05 reveals that there are no significant differences between rural and urban areas students with regard to their Personal Inadequacy, Interpersonal difficulties with Teachers, Inadequate Study Facilities and Overall Academic stress. While, significant 't' values of 2.08 and 3.62 reveals that there is significant difference between rural and urban areas with regard to Fear of Failure and Teacher/Pupil Relationship/Teaching Methods. Hence, hypothesis-3 which stated that rural and urban areas students would not differ significantly in their Academic stress is partially accepted by the results.

The results of the present study contradict with the findings of Prabu (2015) and Shycil Mathew (2017) which reported statistically not significant predictor between rural and urban areas with regard to Academic Stress.

Kiran Pal Singh Chawla and Archana Agrawal (2021) found that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of students are having moderate level of academic stress. Rural and urban area students do not differ significantly in their academic stress.

Finally, this paper proved some empirical data concerning the individual differences in Academic stress among intermediate students.

CONCLUSIONS

1. Females are experienced more Academic Stress (Personal Inadequacy, Fear of Failure, Teacher/Pupil Relationship/Teaching Methods and Inadequate Study Facilities) than male.
2. There is no significant difference between male and female in the component of academic stress (Interpersonal difficulties with

Teachers).

3. Private colleges students are experienced more Academic Stress (Personal Inadequacy, Fear of Failure, Interpersonal difficulties with Teachers, Teacher/Pupil Relationship/Teaching Methods and Inadequate Study Facilities) than government college students.
4. Students of urban areas are experienced high Academic Stress (Fear of Failure and Teacher/Pupil Relationship/Teaching Methods) than students of rural areas.
5. There is no significant difference between rural and urban areas in the components of academic stress (Personal Inadequacy, Interpersonal difficulties with Teachers and Inadequate Study Facilities).

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