Original Research Paper

Nursing

"A COMPARATIVE STUDY TO ASSESS THE LEVEL OF ACADEMIC STRESS AMONG ADOLESCENT BOYS AND GIRLS AT SELECTED SCHOOLS OF BARDOLI, GUJARAT"

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ABSTRACT Adolescence (between the ages of 10-19 years, WHO) is a unique phase of life during which a child goes through tremendous physical, emotional and social changes. Adolescence has been described by Stanley Hall as "the period of storm and stress"

Research methodology: In this study non experimental descriptive research design was used. Research population is Adolescent boys and girls of B.A.B.S and Vashishth higher secondary schools in Bardoli. Adolescent boys and girls are targeted population. The sample of study is 12th science students of higher secondary school (50 boys and 50 girls) and sample size 100. Researcher used convenient sampling techniques. For the data collection Academic stress scale was used. Descriptive and inferential stastics were used.

Result: The mean difference between girls and boys were 14.22, the median difference between girls and boys is 16, the mode difference between girls and boys is 10, The standard deviation difference between girls and boys is 0.07 and the range difference between girls and boys 1. majority of the girls 46 (92%) had moderate stress; 2 (4%) had severe stress and 2(4%) had mild stress. majority of the boys 41(82%) had moderate stress and 9 (18%) had severe stress. It indicates girls have more stress compare to boys.

Conclusion: Based on the findings of the study, the conclusion to be noted that:
Adolescent girls were having more academic stress score compare to adolescent boys.
There is significant difference regarding academic stress among adolescent boys and girls.
There is no significant relationship between socio-demographic variables and academic stress level of girls and boys, in boys only hobbies are significant relationship with Boys academic stress level.

Introduction:

Personal life is the course of an individual's life, especially when viewed as the sum of personal choices contributing to one's personal identity In ancient past, most people's time was limited by the need to meet necessities such as food and shelter and there was not much leisure time. People identified with their social role in their community, and engaged in jobs based on necessity rather than personal choice. Privacy in such communities was rare. The modern conception of personal life is an offshoot of modern Western society. A modern person tends to distinguish one's work from one's personal life. It is a person's choices and preferences outside work that define personal life, including one's choice of hobbies, cultural interests, manner of dress, and so on. In particular, what activities one engages in during leisure-time defines a person's personal life. For instance, a typical American has about five hours of leisure time per day, more than half of which is spent on watching TV.

Each of us has some capacity to adjust to a wide variety of circumstances some of us are generally weaker or stronger. Some of us are capable of making certain adaptations well and other adaptations not so well. Psychologists have variously referred to this ability to "take it" as ego strength, frustration tolerance and level of adaptation. Each of us may be said to have a certain degree of ability to adapt to life.

India has one of the highest suicide rates among teenagers and young adults between the ages of 15 – 29. There is an increasing concern regarding study pressure and its relationships with mental health problems among school children and adolescents in India. Suicide is the third leading cause of death among adolescents, and unrevealed depression is a major cause. Academic stress may be contributing factor in depression. This study aimed to explore the relationship between depression and academic stress.

Objectives

To assess the socio – demographic variables of the study.
To assess the level of academic stress among adolescent boys.
To assess the level of academic stress among adolescent girls.
To compare the level of academic stress between adolescent boys and girls.
To associate academic stress of adolescent boys and girls with their selected socio- demographic variables.

Hypothesis

H_{01}. There is no significant difference in academic stress level among adolescents boys and girls.

H_{02}. There is no association of academic stress among adolescent boys with their socio demographic variables.

H_{03}. There is no association of academic stress among adolescent girls with their socio demographic variables.

Materials and methods:

In this present descriptive study describe nature and relationship of variables. In this study investigator want to describe academic attitude among adolescents' boys and girls of 12 sciences students regarding academic stress. Non Experimental – descriptive research design was used, 100 samples was taken in that 50 Adolescent boys and 50 Adolescent girls of B.A.B.S and vasishtha Higher Secondary school, Bardoli. Convenient sampling technique was used in study. Academic stress scale was used for assess the stress level. The data were analyzed and hypothesis was tested using descriptive and inferential statistics.

Ethical conseridation:

Ethical clearance permission was obtained from the ethical committee of ManibaBhula Nursing College, Bardoli. Study setting permission was obtained from the B.A.B.S and vasishtha Higher Secondary school, Bardoli. The Adolescent boys and girls were assured that the information given by them will be kept as confidential and will be used for research purpose.

Results

Section:1 Academic stress score among Adolescents Boys and girls.

Table 1: Mean, Median, Mode, Standard Deviation, and Range of Boys and girls stress. n1+n2 =100

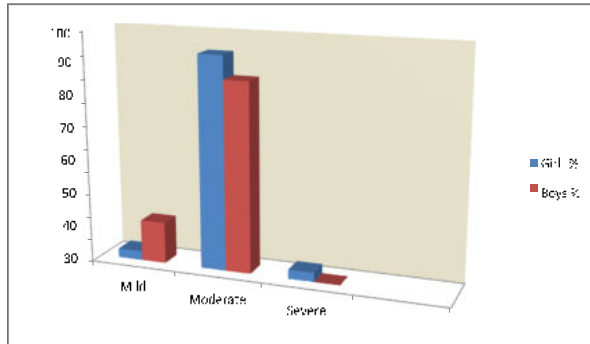| Stress scores		Mean	Median	Mode	Sd	Range
Stress scores	Boys	77.02	76.5	79	1.02	50
	Girls	91.24	92.5	89	1.09	51
	Difference	14.22	16	10	0.07	1

Table 1 shows that the mean difference between girls and boys was 14.22, the median difference between girls and boys was 16, the mode difference between girls and boys was 10, The standard deviation difference between girls and boys was 0.07 and the range difference between girls and boys 1.

Table 2: Academic stress level among the girls and boys.

$n_{1+}n_{2=}100$

	Mild	Moderate	Severe
Boys	09 (18%)	41 (82%)	00
Girls	02(4%)	46 (92%)	2 (4%)

Table 2 reveals that girls majority of the girls 46 (92%) had moderate stress; 2 (4%) had severe stress and 2 (4%) had mild stress. majority of the boys 41 (82%) had moderate stress; 9 (18%) had severe stress.

Graph :1 Bar Diagram showing academic stress level among boys and girls.

Section:2 Comparison of academic stress score among adolescents boys and girls.

H_{01}:- There is no significant difference in academic stress level among adolescent boys and girls.

Table 3: Mean difference, standard deviation of the difference and standard error of the mean difference and independent 't' value of stress scores between boys and girls.

$n_1 + n_{2=}100$

		Mean$_D$	SD$_D$	SEMD	Independent 't' test	Table value
Stress scores	Boys Girls	14.22	0.64	2.12	6.68	1.98

Table 3: reveals that calculated independent 't' value (cal = 6.68) is greater than the tabulated value (tab = 1.98) H01 is rejected. There is a significant difference regarding academic stress among adolescent Boys and Girls.

Section: 3 Association between level of academic stress and socio-demographic variables among adolescent girls.

H_{02} – There is no significant association between level of academic stress and selected socio demographic variables among adolescents girls.

Table 4: Academic stress and socio - demographic variables among girls.

$n_1+ n_{2=}50$

Sr. No	Demographic variables	Mild	Moderate	Severe	Df	Chi square value	Table value
01	Age in years						
	a) 16	00	10	00	4	2.46	9.49
	b) 17	01	27	01			
	c) 18	01	09	01			
	d) Above 18	00	00	00			
02	Gender						
	a) Male	00	00	00	-	-	-
	b) Female	02	46	02			
03	Religion						
	a) Hindu	02	41	02	2	0.48	5.99
	b) Muslim	00	05	00			
	c) Christian	00	00	00			
	d) Other	00	00	00			
04	Education of Mother						

	a) Illiterate	00	00	00	6	6.37	12.59
	b) Primary school education	00	07	00			
	c) Secondary school education	01	12	02			
	d) High secondary school education	01	14	00			
	e) Graduation and above	00	13	00			
05	Education of father						
	a) Illiterate	00	00	00	6	5.74	12.59
	b) Primary school education	01	05	00			
	c) Secondary school education	00	13	01			
	d) High secondary school education	01	12	01			
	e) Graduation and above	00	16	00			

Table:4 shows that the calculated chi-square value was less than tabulated chi- square value in all the socio-demographic variables, there is no significant relationship between academic stress of girls and with selected socio demographic variables. Hence H02 was accept.

Section:4 Association between level of academic stress and socio-demographic variables among adolescents boys.

H_{03} : There is no significant association between level of academic stress and selected socio demographic variables among adolescence boys.

Table 5: Academic stress and Socio demographic variables among boys

$n1 + n2 = 50$

Sr. No	Demographic variables	Mild	Moderate	Df	Chi square value	Table value
01	Age in years					
	a) 16	01	01	2	3.82	5.99
	b) 17	08	30			
	c) 18	00	10			
	d) Above 18	00	00			
02	Gender					
	a) Male	09	41	-	-	-
	b) Female	00	00			
03	Religion					
	a) Hindu	09	38	1	0.70	3.84
	b) Muslim	00	03			
	c) Christian	00	00			
	d) Other	00	00			
04	Education of Mother					
	a)Illiterate	00	01	4	3.91	9.49
	b)Primary school education	00	06			
	c)Secondary school education	02	08			
	d)High secondary school education	02	15			
	e)Graduation and above	05	11			
05	Education of father					
	a) Illiterate	00	00	3	1.32	7.81
	b) Primary school education	00	04			
	c) Secondary school education	02	08			
	d) High secondary school education	04	13			
	e) Graduation and above	03	16			
06	Family income in Rs					
	a) Below Rs.10,000/-	01	04	3	1.84	7.81
	b) Rs.10,000 to 20,000/-	00	07			
	c) Rs.20,000 to 30,000/-	03	10			
	d) Above Rs, 30,000	05	20			

07	Type of family					
	a) Nuclear	03	26	2	3.32	5.99
	b) Joint	06	14			
	c) Extended	00	01			
08	No. of children					
	a) One	00	07	3	4.48	7.81
	b) Two	05	27			
	c) Three	03	06			
	d) More than Three	01	01			
09	Area of residence					
	a) Rural	03	25	2	3.46	5.99
	b) Urban	05	10			
	c) Semi urban	01	06			
10	Hobbies					
	a) Reading and writing	01	05	3	8.52	7.81
	b) Recreational activity	05	07			
	c) Dancing	00	05			
	d) Travelling	03	24			
11	Study Hours					
	a) Less than 2 hours	02	06	3	1.09	7.81
	b) 2 to 4 hours	05	27			
	c) 4 to 6 hours	02	06			
	d) More than 6 hours	00	02			

Table 5 reveals that Hobbies were significant relationship with Boys academic stress level. Other than Hobbies all the socio - demographic variables were found not significant with boys academic stress level.

Discussion:

In this present study composed of 100 students of 12th Science of Higher Secondary School of Bardoli (50 girls and 50 Boys).

In this present study, the mean difference of academic stress between girls and boys was 14.22, the median difference between girls and boys is 16, the mode difference between academic stress of girls and boys was 10, The standard deviation difference academic stress between girls and boys was 0.07 and the range difference between girls and boys 1

In this present study, girls majority of the girls 46 (92%) had moderate stress; 2 (4%) had severe stress and 2(4%) had mild stress. majority of the boys 41(82%) had moderate stress; 9 (18%) had severe stress.

In this present study calculated independent's' value (cal = 6.68) is greater than tabulated value (tab = 1.98). There is a significant difference regarding academic stress among adolescent Boys and Girls.

In this present study Association between level of academic stress and socio- demographic variables among adolescent girls. The finding calculated chi-square value was less than tabulated chi-square value in all the demographic variables. There is no significant relationship between academic stress of girls and socio demographic variables.

The present study in that, Hobbies were significant relationship with Boys academic stress level. Other than Hobbies all the socio demographic variables were found not significant with boys academic stress level. Any other researcher has not include hobbies in study.

Conclusion:
Based on the findings of the study, the conclusion to be noted that:

Adolescent girls were having more academic stress score compare to adolescent boys.There is significant difference regarding academic stress among adolescent boys and girls.

There is no significant relationship between socio-demographic variables and academic stress level of girls and boys, in boys only hobbies are significant relationship with Boys academic stress level.

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