

## Academic Stress and Coping Strategies Among Girl Students in Nagerkovil



### Psychology

**KEYWORDS :** Adolescent, Academic Stress, Coping Strategies.

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### ABSTRACT

*The present study assessed the level of academic stress and coping strategies among higher secondary girl students. The sample consists of 120 girl students belong to 11th std in the Nagerkovil district, hosteller were 60 and days scholar were 60. The age is 13 to 16. The mean age is 14.5 and simple random sample techniques were adopted. The participants completed self-report questionnaire of academic stress and coping strategies scale for assessed. The results revealed that positive correlation between academic stress and coping strategies, therefore the academic stress increased based on that the coping strategies also increased among girl students.*

### INTRODUCTION:

The adolescence is period of transition offers opportunities for growth-not only in physical dimensions, but also in cognitive and social competence, autonomy, self-esteem, and intimacy (Diane E. Papalia). The quality of a school strongly influences student achievement. Schools that tailor teaching to students abilities get better results. Students high in practical or creative intelligence do better when taught in a way that allows them to capitalize on those strengths and compensate for their weakness (Sternberg, 1997). Students who participate in extra-curricular activities also are less likely to drop out (Mahoney, 2000). Multiple factors influence for academic stress among students especially those who are pursuing higher secondary school. Modest level of academic stress is a healthier occurrence for students, only than they can perform well in their academic related activities. In a study Dawood (1995) found that students stress affects their academic performance. Hence the academic stress need to be addressed well in advance or else it leads to many psychologically disturbance as well as lead to poor academic outcomes.

Coping is defined as "constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding a person's resources" (Lazarus & Folkman, 1984). Unhealthier coping strategies and personality types may result in additional stress in certain individuals, leading to harmful patterns of behavior and decreased academic performance (Abouserie, 1994).

### OBJECTIVES OF THE STUDY:

1. To find out the relationship between physiological domain of academic stress and avoidance coping strategies among adolescent students.
2. To find out the relationship between Behavioural domain of academic stress and emotional coping strategies among adolescent students.

### HYPOTHESIS:

**Ho1.** There is a significant relationship between physiological domain of academic stress and avoidance coping strategies among adolescent students.

**Ho2.** There is a significant relationship between behavioural domain academic stress and emotional coping strategies among adolescent students.

### PARTICIPANTS

The present study consists 120 adolescents female students of 11<sup>th</sup> std student selected. From the participants N= hostel=60, N= Days scholar=60. The Simple random sampling technique was used. Two instruments administered to all participants.

### TOOLS USED FOR THE STUDY

#### Academic stress Scale (SASS) Developed by A.O.BUSARI & UWAKME (2001):

The tools is 5 point Likert scale It is a measure of stress response developed specifically for quantifying stress in university students in the stress response domains: Physiological, Behavioral, Cognitive, and Affective domains. Respondents rate how much of the time they experience symptoms on a 5 -point Likert scale with the anchors none of the time (1) A little of the time (2), some of the time (3), most of the time (4), and all of the time (5). Reliability analysis of the four domains using the leave-one-out procedure suggested that the scales would be improved by discarding 27 items. The remaining 50 items yielded acceptable to excellent internal consistency ranging from .65 to .96.

#### Coping Inventory for Stress Situations:

The Coping Inventory for Stressful Situations-21 (CISS-21) is a valid and reliable measure of generic coping strategies in adult samples. Little is known about application to a younger target group. The CISS-21 is assumed to assess coping by three basic coping strategies: emotion-oriented, task-oriented, and avoidance coping. The CISS has Internal-consistency reliability, test-retest reliability, and item-remainder correlation and also construct validity data are presented for both the adult and adolescent versions.

### PROCEDURE FOR DATA COLLECTION

The study sample consists of 120 girl students belong to 11<sup>th</sup> std class students in the Nakerkovil district, hostel girls were 60 and days scholar were 60. The age is 13 to 16. The mean age is 14.5. The principal of those schools was approached and the purpose and importance of the study were explained by the investigator. After getting permission, brief instruction given to them. After ensuring that they have understood the instructions, inventories were distributed to a group of given section at a time then the filled questionnaires were collected back.

### RESULTS AND FINDINGS:

**TABLE I: Represents the significant relationship between Physiological domain academic stress and Avoidance coping strategies among adolescent students.**

| Variables            | N   | Mean  | SD    | 'r' value | Sig-nificant value |
|----------------------|-----|-------|-------|-----------|--------------------|
| Physiological Domain | 120 | 28.51 | 5.355 | .265**    | .000s              |
| Avoidance Coping     | 120 | 19.90 | 4.853 |           |                    |

**\*\* Correlation is Significant at 0.05 levels**

The above table indicates the relationship between physiological domain of academic stress and avoidance coping strategies among adolescent students. There is an evidence that there is a significant relationship between physiological domain and avoidance coping ( $r = .265^{**}$ ). From the table, it is inferred that if physiological domain of academic stress increases the avoidance coping also increases among students.

**TABLE II: Represents the significant relationship between Physiological domain academic stress and Avoidance coping strategies among adolescent students.**

| Variables          | N   | Mean   | SD    | 'r' value | Significant value |
|--------------------|-----|--------|-------|-----------|-------------------|
| Behavioural Domain | 120 | 30.164 | 7.393 | .227**    | .013s             |
| Emotional Coping   | 120 | 18.16  | 3.872 |           |                   |

**\*\* Correlation is Significant at 0.01 levels**

The above table indicates the relationship between behavioural domain of academic stress and emotional coping strategies among adolescent students. There is an evidence that there is a significant relationship between behavioural domain of academic stress and emotional coping ( $r = .227^{**}$ ). From the table, it is inferred that if Behavioural domain of academic stress increases the emotional coping strategies also increases among the students.

#### Conclusion:

The primary goal of this study was to find out the relationship between academic stress and coping strategies among adolescent students. The results revealed that if physiological domain stress increases avoidance coping also increases. Similarly, if Behavioural domain of academic stress increases the emotional coping strategies among the students. Academic related issues have been reported to be the most common source of stress for adolescents (Aldwin & Greenberger, 1987). Unsolvable academic may lead to school drop-out as well frequent absenteeism among adolescents. Aldwin and Greenberger (1987) study was identified that perceived academic stress was related to anxiety and depression in college students.

However, Students who were suffered to persistent stress and deprivation can build up a state of isolated and social indifference. Moreover, Academic stress has also been implicated as a causal factor in schizophrenia, depression, suicide, and a wide range of maladaptive behavior as delinquency and crime (Dixon, Wayne, Heppner, Paul, Anderson, & Wayne 1991; Rahe & Lind, 1971). Based on the present study academic stress should be addressed professionally also make them cope with academic stress through psychological intervention. It enhances their academic performance as well as maintained healthier mental health for the forthcoming transition period.

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