

# ACADEMIC STRESS AMONG ADOLESCENT STUDENTS

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## ABSTRACT

*Today stress levels among adolescent students have been going up dangerously due to the pressure of their academic activities. Not all adolescent students can cope with such high levels of expectation and parents do not seem to realize or accept that their Children are under severe pressure. The present investigation was undertaken to study the relationship between academic stress among school going adolescent students in rural and Urban area. Data were collected from rural and urban area of Vijayawada. A sample of 200 School going male and female adolescents was drawn adopting random sampling technique. Bisht Battery Scale of Academic Stress (BBSS) developed by Dr.Asha Rani Bisht was used to measure academic stress scores of adolescent students. Results of the study reveal that there were no significant gender differences with regard to academic stress among rural and urban adolescent students.*

**Keywords: Adolescent students, Academic stress, Academic performance, Mental health.**

## INTRODUCTION

Adolescence is characterized by absence of sufficient emotional stability and is thus, known as the period of strain and emotional instability. Life's stress contributes negatively in maintaining mental health and consequently physical health. It affects every human being from the time of birth till death. Students are not exception to it; some level of stress within the class room is inevitable. When there is stress that the students cannot cope with, the teacher must try to help overcome or lessen the same. Moreover, the student has to learn the art of dealing with many kinds of stresses, inevitable in his life now and in future. It is found that gradually students acquire the skill to deal with this stress. Competence in dealing with stress comes from a series of successful performances and from the psychological and emotional reinforcement of self confidence. Innovation behavioural technique is one of such Exercises, to help students to manage stress. Stress plays an important role in the development of intelligence and personality

of individuals especially the Intermediate students; its influence is steadily increasing with increase in stress promoters in the life and environment of the modern population. Stress is a force / pressure in one's efforts to maintain the balanced and beneficial mental state and in the process the individual suffers some degree of discomfort, not sparing Intermediate students too. Although the concept of stress has maintained an important place in psychology for a long time, its importance has magnified against the general competition, indiscipline and confusion of the present time. Stress is a strain or forces for the student in his efforts to maintain his original state and, in the process suffers some degree of discomfort. Life would be simple, enjoyable and stress-free if one's physiological and psychological needs are automatically satisfied; but there are both environmental and other obstacles in the path towards fulfilment of desires, causing interference and stress. The Academic stress among adolescent students studied in this article.

## **REVIEW OF RELATED LITERATURE**

School going adolescents are under constant stress due to cut throat competitions and parental demands. 'Stress' is defined as a feeling of tension that is both biological and psychological. Stress in adolescents is as common as in adults. Stressed out and negligent parents, high expectations in academic or other performance, abused or deprived childhood, growing up tensions and demand for family responsibility are main causes of childhood and teen stress. Stressed children show signs of emotional disabilities, aggressive behaviour, shyness, social phobia and often lack interest in otherwise enjoyable activities.

In a study Dawood (1995) found that students stress affects their academic performance. Academic stress is anything that imposes an extra demand on a person's ability to cope, often with something that is new and different in academics (Firman, 1992). It is a type of stress that arises due to academic factors such as heavy school schedule, unrealistic expectation and demands of parents and teachers, low academic performance, poor study habits and not having enough time to deal with school's multiple priorities (Banerjee, 2011). Experience of school related stress such as poor academic performance, negative feedback from parents and teachers about school work; daily hassles in the school environment, stressful life events and negative affect states during school work were all leads to increase Problems in mental health.

Raymond Monte mayor (1986) conducted study and elicits that parents and adolescents who have good communication between them and when parenting style is helping the adolescents to communicate their stress have better relationship. And parents also facilitate the adolescents to combat stress.

Pagana (1988) surveyed 262 high school students and found that personal inadequacy and a fear of making mistakes were constant stressors. He also found that time management problems, when trying to complete homework, added to a student's perception of stress. 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. According to

her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety.

Keeping in view the growing problem of academic stress among school students the study was undertaken to examine the level of academic stress among adolescents and its probable impact on the overall adjustment among them. Morris (1990) stated that high school students always face Academic stress in school and they compete each other to get better grades. Beck & Srivastava (1991) Stress in high school students has been well documented & found that high school students suffer from long hours of study, multiple assignments, lack of free time, lack of timely feedback and lack of faculty response to student needs. Bell (1991) found that anxiety and stress could interfere with learning a complex, psychomotor skill. Other studies identify social factors as a major source of stress in high school students. Hamill (1995) found that high school students often have difficulty adjusting to the academic environment of secondary education, as well as difficulty adjusting to the environment of a high school. Studies indicate that the practical & lab component of high school is the most stressful.

Sapru (2007) found that majority of adolescents in the stressed and unstressed groups were in the age group of 14–16 years. Stressed adolescents perceived academics as burdensome; Studying for them means to secure the best possible marks to maintain themselves in the competitive environment. Health related problems were more common in stressed.

In view of these contradicting findings, there is the need to carry out a study with a view to determining the academic stress of adolescent students.

### **Objectives of the Study**

1. To study the gender difference with regard to academic stress among urban adolescent students.
2. To study the gender difference with regard to academic stress among rural adolescent students.

### **Hypotheses of the Study**

1. There were no significant differences between academic stress of rural male and female adolescent students.
2. There were no significant differences between academic stress of urban male and female adolescent students.

### **METHODOLOGY**

**Sample:** A representative group of 200 adolescent students in the age group of 14-16 years, studying X class in the senior secondary schools of Vijayawada, which included 100 adolescent students from urban and 100 adolescent students from rural area selected on the basis of 'stratified random sampling technique'.

**Tools:** In order to gather information, Bisht Battery Scale of Academic Stress (BBSS) developed by Dr.Asha Rani Bisht (1987) was used to measure Academic Stress scores of adolescent students.

**Statistical Techniques:** Mean, Standard deviation, t-test

## RESULTS AND DISCUSSIONS

The data on academic stress scores have been analysed under the following two categories

1. Comparison of the mean scores of academic stress of rural male and female adolescent Students.
2. Comparison of the mean scores of academic stress of Urban male and female adolescent Students.

**Table 1**

**Mean, S.D., and t-value to Locate Difference in Academic Stress Scores of Rural Male and Female Adolescent Students**

SNO	Group	N	Mean	S.D	T.Test	Level of Significance
1	Male Adolescent Students	50	105.22	11.86	1.10	Not Significant
2	Female Adolescent Students	50	102.68	11.04		

**\* Not significant at 0.01 and 0.05 levels**

Data in Table 1 shows the mean difference between academic stress of rural male and female adolescent students. The t-value testing the significance of mean difference observed in academic stress between school going rural male and female is 1.10, which is not significant at 0.01 and 0.05 levels. Although female adolescent students from rural areas have higher mean scores (M=105.22) in comparison to their counterparts rural male adolescent students (M=102.68) on academic stress.

**Table 2**  
**Mean, S.D., and t-value to Locate Difference in Academic Stress Scores of Urban Male and Female Adolescent Students**

<b>SNO</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>T.Test</b>	<b>Level of Significance</b>
1	Male Adolescent Students	50	110.44	12.45	0.99	Not Significant
2	Female Adolescent Students	50	108.04	11.72		

**\* Not significant at 0.01 and 0.05 levels**

Data in Table 2 reveals the mean difference between academic stresses of urban male and female adolescent students. The t-value testing the significance of mean difference observed in academic stress between school going urban male and female is 0.99 which is not significant at 0.01 and 0.05 levels, while urban male adolescent students have higher mean scores (M=110.44) in comparison to their counterparts urban female adolescent students(M=108.04) on academic stress.

## **CONCLUSION**

Adolescents are an important asset of a country because they will become tomorrow's young men and women and will provide the human potential required for the country's development. From the findings it may be concluded that, there was no significant difference in rural and urban male and female adolescent students which shows that the academic stress is present in same amount in both sexes and locales. The result of the study provides a direction to parents and teachers to reduce the burden of studies and make the adolescents free to choose the career and subjects according to their needs, capacities, capabilities, aspirations and interests. Also, to reduce the academic stress schools should use different strategies. Thus, it is the responsibility of family and school to provide stress free and congenial environment to adolescents for their academic growth and well being.

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