

ACADEMIC STRESS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND STREAM.

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ABSTRACT

Stress is an inevitable part of our life, it the most common feature of adolescence which they experience in their life. Adolescence is a transitional period in the development from child to adult. Academic stress refers to the feeling that students experience when they face information overload, higher expectations from everyone, impractical aims, very bounded opportunities, and vocational challenges. The current study examines the difference in the level of academic stress experienced by the senior secondary school students in terms of their gender, type of school and stream of subject. For the study, descriptive research design was adopted and for sampling, purposive random sampling was selected from 120 secondary school students of senior secondary schools in Patna district. The study revealed that there exists a significant difference between the academic stress of male and female students. Female students were found to be more stressed than male, and between private Government and missionary school students. However no significant difference was found in the academic stress level of the students of science, arts and commerce stream students.

KEYWORDS : Academic Stress, Senior secondary school students, type of school, stream of subject.

INTRODUCTION

Academic stress is the anxiety and stress that comes from schooling and education. It refers to the pressure experienced by students to perform well in final examination. It involves mental distress regarding anticipated academic challenges, failures and awareness of the possibilities of academic failure. During school days, academic stresses may show in any aspect of the child's environment; be it home, school, neighbourhood or friendship. There are lot of stress related to studies which occur due to imbalance of academic and social performance and management of time for extracurricular activities from education.

Academic stress is found maximum among those students who cannot balance their academic activities, family, friends and social activities of their life. Student's stress depends a lot on their relationship with teachers, pressure to perform well in the examination, completion of school work on a limited time period as well as school environment. Involvement of students in co-curricular activities like debate, quiz, speech, music and dance, arts etc. helps to level down the stress and improve the performance of students. Continuous tests, grades, studies, demand of success, as well as those expectations induced by others are the main sources of stress for senior secondary school students.

Academic stress is a broad phenomenon in the different stages of the educational system and it adversely affects students personal physical and social well-being. It also influences learning and performance levels of students. Different studies highlight its relationship with various other problems in school context. Senior Secondary School students are among the most significant developmental stage of life i.e., adolescence stage and academic stress is relevant during this stage. The academic achievement of the students can be raised high by minimising the academic stress. To utilize their potential and talents in achieving success in life, proper guidance services should be provided to develop confidence among students, for their better adjustment in the educational institutions, family as well as society. Methods to minimise the stress related to academics of senior secondary school students can be through proper time management, social supports, positive reappraisal and engagement in leisure pursuits.

REVIEW OF LITERATURE

1. Sakriti et al, (2020) conducted study on the relationships among students' stress type a personality and academic performance in a business school in Indonesia. Hierarchical regression was applied to examine this relationship and questionnaires were distributed to students in various departments and semesters they found student stress negatively affects academic performance type a personality has proven to have a positive effect on academic performance.
2. Hetrick & Parker (2020), conducted a study in which it was shown that students in secondary and post-secondary levels experience a lot of academic stress, which in reverse can affect their education, health, and social process, or we can say that it affects their overall personality. The study also showed that academic stress enhances the school dropout rate also lessens motivation among students. Good academic performance is the

major cause of academic stress. It was also seen that the students who report high academic stress also report lower well-being. This study also revealed that young students who are facing stress particularly males are not interested in taking higher education, which results in poor employment and welfare dependence. The study also revealed that the person who is facing academic stress or any other stress can easily fall into the prey of bad habits such as smoking, drinking alcohol, or taking drugs. Academic stress leads a negative impact on students. It reduces their potential, educational performance, chances of getting employment also impacts their sleep both in quality as well as quantity affects their physical, mental health decreases coping strategy.

3. Sathiya & Malathi (2018), studied stress related to education among senior secondary students in Tamilnadu India. This study aims to know academic stress in relation to gender, in relation to type of institution, medium of instruction in relation to different streams they opt. For these 200 students were selected as a representative portion of population with a random technique. The research found that males are able to save themselves from academic stress means males are having low academic stress than females. Similarly rural students are reporting low academic stress than urban students. It was also found that science students face more stress than their counterparts. English medium schools experience more academic stress than Tamil medium students. And one more thing is revealed by this study that the students who are living in joint families are to some extent able to survive successfully with academic pressure in relation to students who are living with nuclear families.

SIGNIFICANCE OF THE STUDY

This era is the competitive era which entails stress for adults as well as senior secondary school students. Senior secondary school students are at their turning point of academic life. Their academic performance plays an important role in deciding the next highest stage of education and career too. Much of academic stress can cause increased prevalence of psychological problems like nervousness and depression that will lead to negative impact on the achievement and performance of senior secondary students. Students are the future pillars who will take the responsibility to take our country to the next phase in a better way. Senior secondary students face a variety of stress during school after school and at home as well as. This study draws on a study of academic stress of senior secondary school students in relation to their gender, school type and stream of subjects.

Investigator has selected this theme in context of conducting a comparative study of academic stress of senior secondary school students of Patna to help to school management, policymakers, teachers, parents and curriculum developers to work upon bringing about ways to minimize academic stress and also to work up on stress management skills among students in order to promote a better mental health. The students will have a better understanding of their stressors, ways to handle them and strategies to cope up with them.

STATEMENT OF THE AIM

ACADEMIC STRESS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER TYPE OF SCHOOL AND STREAMS OF SUBJECTS

OBJECTIVES OF THE STUDY

1. To find out the significant difference in academic stress of senior secondary school students with respect to gender.
2. To find out the significant difference in academic stress of senior secondary school students with respect to the type of school.
3. To find out the significant difference in academic stress of senior secondary school students with respect to the stream of subjects.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in academic stress of the senior secondary school students with respect to gender.
2. There is no significant difference in academic stress of the senior secondary school students with respect to type of school.
3. There is no significant difference in academic stress of the senior secondary school students with respect to the stream of subjects.

METHODOLOGY

Survey method has been used in the present study.

POPULATION AND SAMPLE

The senior secondary school students studying at various government, private and missionary schools add up to the population of the study. 120 senior secondary school students were selected randomly from various schools of Patna district.

TOOLS USED IN THE STUDY

Standardized tool of Academic Stress, developed and standardized by Dr. Uday Kumar Sinha (2020) was used.

STATISTICAL TREATMENT

Mean, standard deviation, ANOVA and t-test were applied to analyse the data.

RESULTS AND DISCUSSIONS

NULL HYPOTHESIS NO 1 : There is no significant difference in academic stress of the senior secondary school students with respect to gender.

TABLE NO.1 GENDER WISE DISTRIBUTION OF THE SAMPLE

Gender	No. of Students	Mean	SD	t-Ratio	P	Level of significance
MALE	62	98.19	11.30	2.748	.001	S*
FEMALE	68	103.66	11.35			

(S* significant at 0.01 level of significance)

It is inferred from above table that the calculated t-value is 2.748 which is greater than the table value of 2.58 at 0.01 level of significance. Thus, the null hypothesis is rejected revealing that there is significant differences in the academic stress with respect to gender.

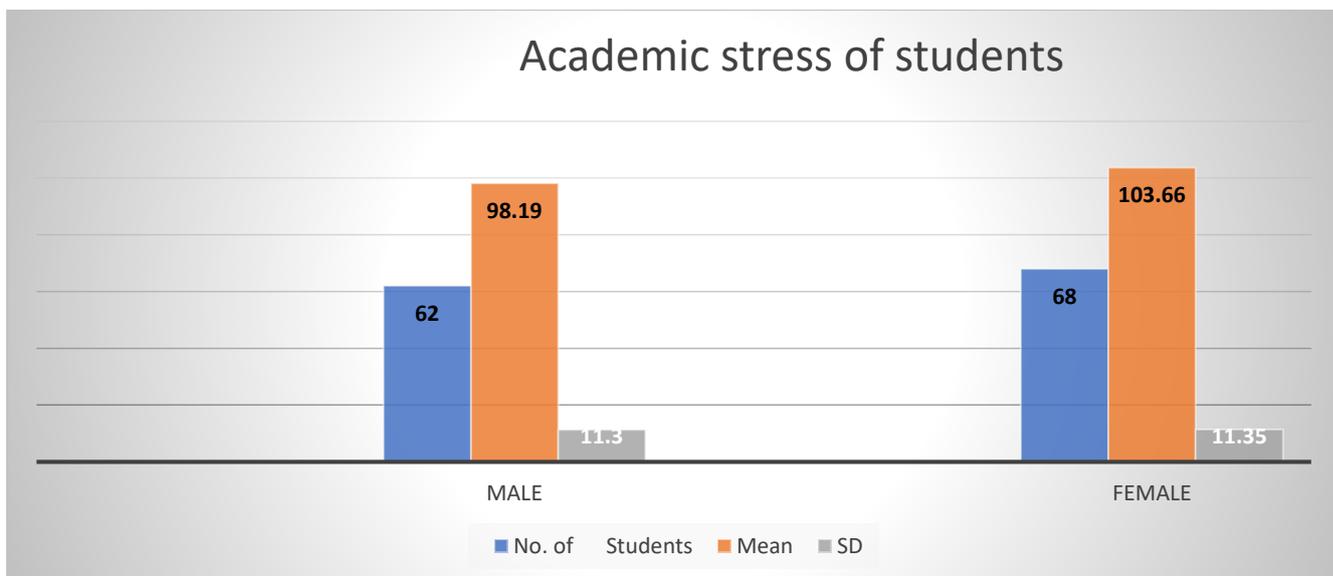


Figure 1: This figure shows the Mean & SD of Academic Stress among Senior Secondary School students on the basis of gender.

NULL HYPOTHESIS NO 2 : There is no significant difference in academic stress of the senior secondary school students with respect to the type of school.

TABLE NO.2 TYPE OF SCHOOL WISE DISTRIBUTION OF THE SAMPLE

Source of variance	Sum of square	df	Mean square	F- ratio	Significance
Between groups	947.045	2	473.522	3.655	.029 S*
Within groups	16455.579	127	129.571		
Total	17402.623	129			

(S* significant at 0.01 level of significance)

It is inferred from above table that the calculated F-value is 3.655 which is greater than the table value of F for 2,127 df at 0.05 level of significance (3.067). Hence the F-value is significant at 0.05 level of significance. Thus, the null hypothesis is rejected revealing that there is significant differences in the academic stress with respect to type of school.

Investigator used Post Hoc on the basis of the type of school which was found significant in the academic stress of the senior secondary school students.

(I) Type of school	(J) Type of school	Mean Difference (I-J)	Std. Error	Sig.
Government	Private	4.28	2.612	0.311
	Missionary	2.479	2.336	0.872
Private	Government	4.28	2.612	0.311
	Missionary	6.759	2.501	0.023
Missionary	Government	2.479	2.336	0.872
	Private	6.759	2.501	0.023

(Critical value of 't' at 0.05 level is 1.96)

It is inferred from the above table that there is a significant difference between private and missionary school students in their academic stress at 0.05 level of significance.

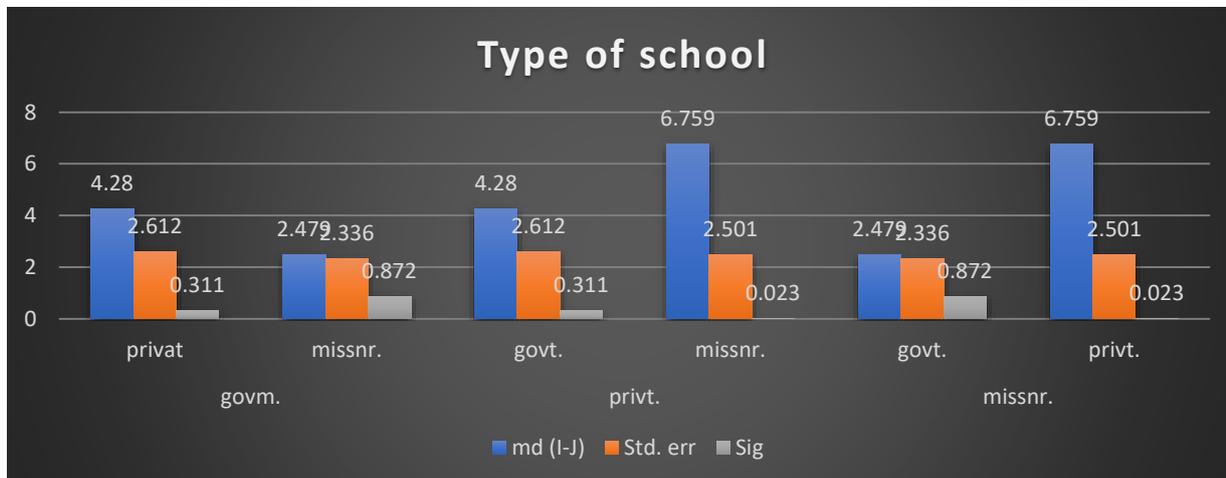


Figure 2 : Shows 't' comparison of Academic stress among senior secondary school students on the basis of type of schools.

NULL HYPOTHESIS 3: There is no significant difference in academic stress of the senior secondary school students with respect to the stream of subjects.

TABLE NO. 4

Source of variance	Sum of square	df	Mean square	F- ratio	Significance
Between groups	624.377	2	312.188	2.363	.098 NS
Within groups	16778.246	127	132.112		
Total	17402.623	129			

It is inferred from above table that the calculated F-value is 2.363, which is less than the table t-value of $F_{2,127}$ at 0.05 level of significance (3.067). Hence the F-value is not significant at 0.05 level of significance. Thus, the null hypothesis 3 is not rejected. Hence, there is no significant differences in the academic stress with respect to stream of subjects.

FINDINGS OF THE STUDY

1. There is a significant difference in the academic stress of the senior secondary school students with respect to gender.
2. There is a significant difference in academic stress of the senior secondary school students with respect to the type of school.
3. There is no significant difference in academic stress of the senior secondary school students with respect to the stream of subjects.

CONCLUSION

The findings of the present study revealed that male and female students of senior secondary schools differ significantly in their academic stress. Female students have more academic stress than male students. Significant difference was found in the academic stress of students with respect to the type of school. Senior secondary students from missionary schools have highest academic stress than government and private school students. And Private school students have minimum academic stress. No significant difference in academic stress among science, arts and commerce stream senior secondary students was found. Revealed by K. Manikandan, Dr. S. Nirmala Devi (2015) found that there is a significant difference of adolescence learners based on gender, medium of instruction, location of residence, and type of Schools. Khan, Altaf and Kausar (2013) revealed in their study that girls scored significantly higher on overall academic stress as compared to boys. Hou, Z. J., Shinde, J. S. and Willems (2013) indicated that the respondent female students in his sample had significant higher stress scores as compared to the males. Department of Applied Psychology, Pondicherry University, Puducherry, India (2015): concluded that nearly two-thirds (63.5%) of the students reported stress due to academic pressure – with no significant differences across gender, age, grade, and several other personal factors.

Senior secondary school students have to follow their parents’ desires to compete in the social system where the society is proceeding towards modernization so that they are not left behind. Academic stress can be reduced by applying different strategies by the schools and colleges. Also, it is the duty of family and schools to provide stress free and congenial environment to students for their academic growth and well-being. Students should not be overloaded with assignments, class work, home work as it may negatively affect their efficiency. School authorities, teachers and parents can come together to support students accordingly.

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