

ADJUSTMENT PATTERNS OF SENIOR SCHOOL STUDENTS IN RELATION TO ACADEMIC STRESS

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ABSTRACT

In the present study an attempt has been made to understand the adjustment patterns of senior secondary school students in relation to academic stress. A total number of 200 senior secondary school students (100 boys and 100 girls) studying in private as well as government schools of a district Kapurthala (Pb.) were selected randomly. Adjustment and Academic stress Inventory for school students were administered to assess the stress and adjustment of adolescents respectively. The results revealed that 1) senior secondary school student's girls have better adjustment as compared to adolescent boys 2) senior secondary school students boys have more academic stress as compared to adolescent girls.

Key Words: Adjustment, Academic Stress and senior secondary school students

INTRODUCTION

Adolescence is described as the transitional period between childhood and adulthood and denoted with "teenage years" and "onset of puberty." Puberty starts with the hormonal changes that arise in early youth; and expand ahead of the teenage years. Almost all adolescents go through a pattern of experiences during their transition from childhood to adulthood. Their physical, psychological and cultural expressions can vary in duration they may begin and end at different ages.

Adolescents in the early stage begin to explore decision-making opportunities, while in the middle stage; they begin to develop a sense of identity, established more fully in late adolescence. Adolescents experience a number of physiological and psychological changes in this transitional period. An adolescent usually is a person of strong impulses. At this stage, adolescents have to start their vocational planning and for them achieving a good score is really necessary. Due to which an unwanted stress arise in their minds. Out of number of stresses faced by adolescents and young adults, academic stress emerges as significant mental health problem in recent years. Often students at secondary level undergo considerable level of academic stress that affects their academic performance, psychosocial adjustment along with their overall well-being. Students aged between 12-18 years account for more than one fifth of the world's population i.e., almost 230 millions. In India this age group forms 23 per cent of the total population. Moreover, it is necessary to invest in adolescents as the future leaders and guardians of the Nation's development. In various studies, the term "academic stress" has been used interchangeably with "academic pressure", "educational stress" and "educational pressure" and is viewed as a negative psychological mood related to academic activities such as tests, exams, schoolwork, homework, grades and future education.

Academic stress is a disturbance induced by a student's appraisal of academic stressors, is common in children and often leads to psychological and somatic distress. Academic stress occurs when there is substantive imbalance between environmental demand and response capability of organism. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Academic problems have been reported to be the most common source of stress for students. Stress associated with academic activities has been linked to various negative outcomes, such as poor health, depression, and poor academic performance. Academic stress is mental pressure installed onto the student's brain due to overload of excess and unnecessary load of school work and high parental expectations. Good defines "Adjustment as the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment". Adjustment means the modification to compensate for or meet special conditions. Adjustment is continual process in which a person varies his behaviour to produce a more harmonic relationship between himself and his environment. Stress is a very uneasy feeling that most of the adolescents face in their life. Adolescents imbibe both

positive and negative things from their parents, environment and academic studies. Among these stressors, academic stress is found to be the major cause of stress among adolescents. Academic stressors may include too much homework, assignments, projects and competitions with other students. Examination related stresses were found to be causing high academic stress followed by classroom assignment overload. The problem arises when the adolescents are unable to cope with these stressful situations and end-up themselves in the distressed state of mind. In this kind of situation they are not even able to adjust themselves. Therefore investigator felt the need to conduct this study.

REVIEW OF LITERATURE

Raminder Singh (2016) “examined the stress among school-going adolescents in relation to psychological hardiness and also to study the gender and locale-wise differences in various dimensions and components of stress. The study was conducted over a sample of 200 (100 rural and 100 urban) adolescents studying in 10+1 and 10+2 classes in four schools (2 rural and 2 urban) of the Muktsar Sahib District of Punjab. The result reported that exist significant gender differences among school-going adolescents in terms of their existential stress, achievement stress, academic stress, self-concept stress, self-actualization stress, physical stress, social stress, institutional stress, financial stress and superstition stress, significant locale-wise differences among school-going adolescents was found only in terms of existential stress, role stress, institutional stress and financial stress. Apart from the above, stress among school going adolescents was found to be significantly negatively correlated with the psychological hardiness of the adolescents.”

K. B. Chothani (2014) “examined the level of academic stress and adjustment among guajarati medium and english medium school students. Sample consisted of 120 students of class IX and X were selected randomly from different schools out of which 60 were taken from gujarati medium school and the remaining 60 were taken from english medium school. Results indicated that the level of academic stress was significantly higher among the English medium school students whereas gujarati medium school students were significantly better in terms of their level of adjustment. The medium of mother tongue per both girls and boys adjustment level was high and academic stress level lower than other medium of instruction at school level.”

OBJECTIVES

- 1) To study the difference in adjustment patterns of senior secondary school students with respect to gender.
- 2) To study the difference in academic stress of senior secondary school students with respect to gender.

HYPOTHESES

- 1) There will be no significant difference in adjustment patterns of senior secondary school students with respect to gender.
2. There will be no significant difference in academic stress of senior secondary school students with respect to gender.

METHOD AND PROCEDURE SAMPLE

The stratified random sampling technique was used to select 200 students studying in IX and X class (both male and female) from private as well as government schools.

TYPE OF RESEARCH

The study falls under the domain of descriptive research as it intends to study the adjustment patterns of senior secondary school students in relation to student's academic stress.

TOOLS USED

Following tools were used:

- 1) Academic Expectation Stress Inventory for school students by Ang and Huan 2006.
- 2) Academic stress Inventory for school students by A.K.P Sinha and K.P.Singh.1971

ANALYSIS AND INTERPRETATION

Hypothesis No. 1 First hypothesis was framed to examine the significant difference between adjustment patterns of senior secondary school with respect to gender. To test the hypothesis, t- test was applied to determine the significant difference between adjustment patterns of senior secondary school with respect to gender. The result of this analysis has been reported in table 1.

Table-1 t-ratio of senior secondary school boys and girls on adjustment scores

GENDER	NUMBER	MEAN	S.D.	SED	t-value
BOYS	100	18.51	7.58	1.094	2.84**
GIRLS	100	15.41	7.87		

**Significant at 0.01 level ,df 198

The table 1 reveals that calculated t- value 2.84 was found to be more than tabulated at 0.01 level of significance. So, it suggests that there is significant difference between adjustment of senior secondary school boys and girls. An examination of the means of two groups suggests that senior secondary school girls have better adjustment as compared to senior secondary school boys because the scoring of the scale is opposite i.e. less score means more adjusted and vice versa. The null hypothesis stating that there exists no significant difference in adjustment patterns of senior secondary school with respect to gender was therefore rejected at the specified level The result is consistent with the study. The results of the study revealed that there exists significant difference on adjustment scores of senior secondary school in relation to their gender. The result shows that girls are better adjusted as compared to senior secondary school boys.

2. Second hypothesis was framed to examine the significant difference in academic stress of senior secondary school with respect to gender .To test the hypothesis, t- test was applied to determine the significant difference between academic stress of senior secondary school with respect to gender. The result of this analysis has been reported in table 2

Table-2 t-ratio of senior secondary school boys and girls on academic stress scores

GENDER	NUMBER	MEAN	S.D.	SED	t-value
BOYS	100	17.79	6.506	.879	5.33**
GIRLS	100	13.10	5.918		

**Significant at 0.01 level ,df 198

The table-2 reveals that calculated t- value 5.33 was found to be more than tabulated at 0.01 level of significance. So, it suggests that there is significant difference between academic stress of boys and girls. As shown in fig the mean of senior secondary school girls is 13.10 and that of boys is 17.79. An examination of the means of two groups suggests that senior secondary school boys have more academic stress as compared to senior secondary school girls. The null hypothesis stating that there exists no significant difference in academic stress of senior secondary school with respect to gender was therefore rejected at the specified level. The result revealed that boys have more academic stress than girls, is consistent with previous study.

FINDINGS OF THE STUDY

- 1) Senior secondary school girls have better adjustment as compared to senior secondary school boys.
- 2) Senior secondary school boys have more academic stress as compared to senior secondary school girls.

CONCLUSION

On the basis of results it can be said that academic stress adversely affects overall adjustment of students. By understanding the stressors and its impact efficient management strategies should be developed. Techniques like yoga, life-skills training, mindfulness meditation, and psychotherapy should be utilized to reduce academic stress among students. The boys perceived more academic stress as compared to their female counterparts; therefore teachers and parents should provide an open and friendly environment as well as proper guidance and counselling sessions for students so that they feel comfortable to share their academic related issues frankly. The parents should help their wards and also provide them guidance to adjust properly in this world. The parents should also give extra time to their wards so that there should be more communication and sharing of views and feelings between them.

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