



Academic Stress Levels Among School Going Children

Narasimha Murthy * & Dr. S. Viswanatha Reddy @ (Corresponding Author)

* M.Sc., Students, Department of Psychology, SVU College of Sciences, S.V.University, Tirupati -517502

@- Professor, Dept. of Psychology, SVU College of Sciences, S.V.University, Tirupati -517502

ABSTRACT

This study aimed to assess the level of academic stress among school going children and associated demographic factors viz., gender, type of management and medium of instructions with reference to academic stress among school going children. The sample consist of 200 8th class students (100 boys and 100 girls) among them 63 private and 47 government school students were considered. Scale for Assessing Academic Stress (SAAS) by Sinha, Sharma and Mahendra (2001) was used to find out the level of academic stress of the subjects. The suitable statistical tests were used to analyze the data. Findings suggested that gender, type of management and medium of instruction have shown significant influence on academic stress among secondary school students Girl students studying at private schools and who are opted Telugu as a medium of instructions were experienced more stress than their counterparts.

Keywords: *Gender, Medium of Instruction, Type of Management ,Academic Stress and 8th Class Students.*

* M.Sc., Students, Department of Psychology, SVU College of Sciences, S.V.University, Tirupati -517502
gnvasantha@gmail.com

@- Professor, Dept. of Psychology, SVU College of Sciences, S.V.University, Tirupati -517502
svreddypy50@gmail.com

INTRODUCTION

Stress is an integral part of our life. Stress could be positive as well as negative. When the students are getting academic success in their academic life properly and systematically then it is because of positive stress or eustress but when we lose our rhythm for same work, it is negative stress or distress. So, stress is good in one way and bad in other way. Now a days worry, tension, pressure, stress and strain have become a part and parcel in their life style. The 20th century has been acknowledged as the age of 'stress and anxiety'. Stressful situations are come across every day and at all stages of human being progress. Stress is caught up in every day's life. Even the ancient inhabitants lived with stress as they had survived with monsters in intense forests and in limited primitive society with same Socio- Cultural practices without any safe guard of security for life, shelter, medication management; their survival was not clear-cut, it was doubtful. At the present time innovations in science and technology, these intimidating stressful circumstances might have almost certainly changed now. But still at present level of development and progression, the present day human being is a victim of stress for unusual reasons. Therefore stress cannot be keep away from totally in any society. One has to become skilled at to live with it and deal with it cope and if possible to overcome it. Stress influences everyone irrespective of gender and age, even students at one time or the other. During adolescence period the physical, psychosomatic, academic, logical and communal factors not only the causes to stress.

Stress is a contributing factor in causing numerous emotional and behavioral difficulties including depression, anxiety, temper, tantrums, suicide attempts, child abuse, physical assault, destructive expression of anger, feelings of bitterness and resentment, irritability, impatience and stuttering. Academic stress is a mental agony with respect to some detained dissatisfaction allied with scholastic breakdown, uneasiness of such failure or even an alertness of the option of such malfunction. It is the product of a mixture of academic related demands that go beyond the adaptive resources obtainable to an individual. It is accredited that a students' academic achievement/ ability depend on both internal and external factors viz., such as gender, locale, ethnicity, anxiety, curriculum, school system, socio economic status of the family, size of the family, lack of time management, improper study habits, peer pressure parental pressure, type of institute, nature of course, type of management, stream, medium of instruction, financial difficulties, fear of failure, educational aspirations of self and parents, academic frustration and conflict, choosing the career path, poor social intelligence and interpersonal relationships etc., { Das Rasmita, 1994; Panda ,1998; Struthers et al, 2000; Womble , 2002; Flocco , 2006; Piercealia et al. 2007; Singh and Upadhyay, 2008; Leung and Wong, 2009; Kamarudin and Ibrahim, 2009; Elias et al 2011; Waghachavare , 2013; Azila-Gbettor et al, 2015; MahmoodAlam, 2016; Swati Kaushik , 2017; Hussain et al,2018}.

OBJECTIVE OF THE STUDY

- To know the influence of gender, type of management and medium of instruction on academic stress among 8th class students.

HYPOTHESES OF THE STUDY

Based on the above objective the following hypotheses are formulated.

- There would be no significant difference between boys and girls on academic stress among 8th class students.
- There would be no significant difference between Private and Government on academic stress among 8th class students.
- There would be no significant difference between medium of instruction as a Telugu and English on academic stress among 8th class students.

SAMPLE

This study was conducted on a sample of 200 8th class students (100 boys and 100 girls) among them 63 private and 47 government school students were considered and schools are located in and around Ananthapur of Andhra Pradesh.

DELIMITATION OF THE STUDY

The proposed study included only in and around Ananthapur of Andhra Pradesh. The study delimited only for 200 students studying in 8th class.

TOOL

Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Mahendra (2001) was used in the present study. The scale consist a 30 item (self-report measure). The subject has to answer each item for the presence or absence of academic stress symptoms. The scale measures five independent factors of academic stress indicating expression of academic stress through different channels: Cognitive (items 1-7), Affective (items 8-13), Physical (14-18), Social and Interpersonal (19-23), Motivational (24-30)

The subject has to choose yes answer for the presence of academic stress or no answer for the absence of academic stress; scored as (1- the presence of symptoms) and (0- the absence of symptoms) for each item as applies to child/student. High score indicates high academic stress and low score indicates low academic stress. The test retest reliability of the test was 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale.

PROCEDURE

The subjects were met personally in their respective classrooms along with their teachers. The purpose of the test was explained and they were instructed how to mark put a tick (✓) in the appropriate bracket, which they felt was applicable to their life situations. It is easily scorable scale. They were choosing the following responses will mark as not apply, some degree, considerable, always or most of the time. The total low score indicates the subjects possess not admitting academic stress and high score indicate admitting the academic stress answers denotes the raw score of academic stress. To test the hypotheses, the collected data was interpreted using suitable statistical methods. Mean, SDs and 't' test was applied to analyse the data in order to find out the answers to the questions raised in this present study.

RESULTS AND DISCUSSION

Hypotheses –I

There would be no significant difference between Boys and Girls on Academic Stress among 8th Class Students.

TABLE –1 Means, SDs and t- values of Academic Stress with reference to Gender among 8th Class Students.

Variables	Category	Mean	SD	t-value	Level of Significance
Gender	Boys	102.44	21.01	6.04	0.01
	Girls	114.31	24.55		

Table-1 Represented that the Means, SDs and 't' values secured by the students on their academic stress with reference to gender. The scores obtained by the boys ($M=102.44$) and girls ($M=114.31$) reveals that there is significant difference between boys and girls with regard to their academic stress. The obtained statistical value ($t=6.04 < 0.01$) shows the significant difference on their academic stress. Girls are experienced high level of academic stress than boys.

Hypotheses –II

There would be no significant difference between Private and Government Schools on Academic Stress among 8th Class Students.

TABLE –2 Means, SDs and t- values of Academic Stress with reference to Type of Management among 8th Class Students.

Variables	Category	Mean	SD	t-value	Level of Significance
Type of Management	Private	99.45	19.13	4.29	0.01
	Govt.	82.11	16.48		

Table-2 indicates that the Means, SDs and ‘t’ values obtained by the students on their academic stress according to their type of management. It clearly indicates that the calculated ‘t’ value of 4.29 signify that type of management has shown noteworthy influence on their academic stress; the obtained mean values clearly indicated that there is significant difference between the students studying in private and government schools. Students hailing from private schools were experienced greater in their academic stress ($M=99.45$) than the students studying in government school ($M=82.11$). It indicates that students studying at private schools were experienced high level of academic stress than the students from government schools

Hypotheses –III

There would be no significant difference between Medium of Instruction as a Telugu and English on Academic Stress among 8th Class Students.

TABLE –3 Means, SDs and t- values of Academic Stress with reference to Medium of Instruction among 8th Class Students.

Variables	Category	Mean	SD	t-value	Level of Significance
Medium of Instruction	Telugu Medium	114.37	23.18	5.22	0.01
	English Medium	98.28	20.11		

Table-3 shows that the Means, SDs and ‘t’ values secured by the students on their academic stress with reference to medium of instruction. The subjects whose medium of instruction is Telugu (mother tongue) were secured higher mean scores ($M=114.37$) than the subjects whose medium of instruction as a English ($M=98.28$). The calculated ‘t’ value ($5.22 < 0.01$) specify that medium of instruction of the students is

significant influence on their academic stress. Students who choose Telugu (mother tongue) as a medium of instruction were experienced high level of academic stress than English medium students.

At present the contemporary world the rearing practices, professional preferences and occupational choices are adopted by the parents and society to boys and girls are different. But now a day in Indian context, both boys and girls are equally attached with parents and feel free more in all aspects. But the transition from childhood to adulthood, particularly among girls in the Indian society has tended to be sudden dramatic leading to traumas, tension and turmoil in their life. Fail to collect appropriate information, rearing practices, social norms, cultural issues, roles and responsibilities, excessive burden of work, insecurity feeling, feeling of nervous and poor inter personal and social relations are affected their personal as well as professional life and its promote the individuals psychological disturbance or stress. The present results are in collaboration with the earlier findings of{ Russell and Hattie,1991; Walker,1993; Das Rasmita, 1994; Panda ,1998; Struthers et al, 2000; Womble , 2002; Fiocco , 2006; Piercealia et al. 2007; Singh and Upadhyay, 2008;Leung and Wong, 2009; Kamarudin and Ibrahim, 2009; Elias et al 2011; Waghachavare , 2013; Azila-Gbettor et al, 2015; MahmoodAlam, 2016; Swati Kaushik , 2017; Hussain et al,2018}, who accomplished in their studies i.e., significant difference between boys and girls, Telugu and English as a medium of instructions and the students from government and private schools with regard to academic stress.

Findings

- ❖ Significant difference was found between boys and girl students in relation to their academic stress. Boys are experienced low level academic stress than girls.
- ❖ Significant difference was found between students hailing from government and private schools, students studying at government schools were experienced low level academic stress than the students from private schools.
- ❖ Significant difference was found between Telugu and English as a medium of instructions of the students, students who are opted Telugu as a medium of instruction were experienced high level academic stress than the students who are opted English as a medium of instruction.

References:

Azila-Gbettor, E.M., Atatsi, E. A., Danku, L. S. & Soglo, N. Y. (2015). Stress and Academic Achievement: Empirical Evidence of Business Students in a Ghanaian Polytechnic. *International Journal of Research in Business Studies and Management*, 2, 4, 78- 98.

Elias, Habibah., Wong Siew Pin. & Maria Chong Abdullah. (2011). Stress and Academic Achievement among Undergraduate Students in University Putra Malaysia. *Procedia - Social and Behavioral Sciences*, 29, 646 – 655.

Gera, J. (1999). Academic Stress among Higher Secondary School Students: A Review. *International Journal of Advanced Research in Education & Technology*, 4, 1, 38-41.

Hashim, I. & Zhilliang, Y. (2003). Cultural and gender differences in perceiving stressors: A cross-cultural investigation of African and Western students. *Stress and Health*, 19(4), 217- 225.

Katyal, S. (1996). Academic Stress of Adolescents in Relation to their Parental Aspiration and Attitudes. *Indian Psychological Review*, 40(1-2), 9- 13.

Leung, G.S.M., Yeung, K.C. & Wong, D.F.K. (2009). Academic Stressors and Anxiety in Children: The Role of Parental Supports. *Journal of Child and Family Studies*, 19, 90-100.

Mahmood Alam, MD. (2016). Study of Academic Stress and Test Anxiety as Predictors of Academic Achievement of Secondary School Students. *European Academic Research*. 4, 2, 1353-1369.

Moshe, Z. (1992). Sources of Academic Stress the Case of First Year Jewish and Arab College Students in Israel. *Journal of Higher Education* 24(1), 25-37.

Omomia, T.A., Austin, O., Chimezie, C. U. & benusola Akinwale, G. (2014). Perceived Impact of Stress on the Academic Achievement of Biology Students in Education District IV, Lagos State. Nigeria. *European Journal of Psychological Studies*, 3, 3, 85-92.

Panda, S.C. (1998). Influence of the Size of The Family on Academic Stress among High School Students. *Indian Journal of Psychometry and Education*, 26(2), 85-89.

Russell, J., & Hattie, J. (1991). Academic Stress among Adolescents: An examination by Ethnicity, Grade and Sex. *American Educational Research Association*, 4(8), 24-29.

Singh A. & Upadhyay A. (2008). Age and sex differences in academic stress among college students. *Social Science International*, 24(1), 78-88.

Struthers, C.W., Raymond, P. P. & Verena, H. M. (2000). Relationship Among Academic Stress, Coping, Motivation, and Performance in College. *Research in Higher Education* 41(5), 581-592.

Swati Kaushik. (2017). A Study of Academic Achievement of Adolescent in Relation to Academic Stress. *The Expression: An International Multidisciplinary e-Journal*, 3, 3, 328-333.

Waghachaware, B.V., Chavan, V.M. & Gore, A. (2013). A cross sectional study of stress among junior college students in rural area of Sangli distract of Maharashtra. *An Innovative Journal of Medical and Health Science*, 3, 6, 294-297.

Womble, L.P. (2002). Impact of Stress Factors on College Student's Academic Performance. *Journal of Psychological study*, 2, 11, 16-21.