

ACADEMIC STRESS AMONG ADOLESCENCE IN KANCHIPURAM DISTRICT

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ABSTRACT

The modern world, which is said to be a world of achievement, is also a world of stress. One finds stress everywhere; whether it is within the family, business organization or any other social or economic activity. Stress is physiological and psychological imbalance. It arises due to the demands on a person and that person's inability to meet those demands. Academic Stress in the students can be very taxing on the parents and the students themselves. When this happens, the result typically is labeled "stress" and it's manifested in psychological as well as physiological terms. Stress and its manifestations, such as anxiety, depression, and burnout, have always been as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon. The purpose of the study is to find out the significance of academic stress among adolescences students. The present study consists of 260 adolescences students studying in arts and Science College situated in Kanchipuram District of Tamil Nadu, India. The sample was selected by using simple random sampling technique. The present study reveals that the adolescence of students studying in arts and science colleges shows that there is no significant difference of sub samples of gender, locality of college, type of management, course studied, parental occupation and UG studied towards academic stress.

Introduction

The definition of academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with

pursuing a degree and one's education. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time.

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996).

Review of literature

Nandamuri and Gowthami(2011) studied the stress among students of professional studies and claimed that curriculum and instructions parameters were most responsible for stress with 86 percent, followed by 63 percent for placement related issues, assessment and team work issues accounted for 41 percent and 24 percent respectively. The study further identified various micro issues responsible for stress, and listed twelve sub issues related to curriculum and instruction. Once the sub issues of each parameter are identified, it provided improved vision to the academic administrators for initiating efforts to reduce the gravity of academic stress.

Bataineh (2013) in his study measured the academic stressors experienced by students at university. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast course content being covered, high family expectations and low motivation levels are some of the reasons for the stress. Fear of failure is also the prime reason for stress. There was no significant difference found amongst the students from different of specializations.

Subramani and Kadiravan (2017) revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the students way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform

constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress.

The Method

In the present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

Sample

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The present study consists of 260 arts and science colleges students studying in n Kanchipuram District of Tamil Nadu, India. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Objectives of the Study

1) To find out the significance difference between the academic stress of adolescence belonging to the following sub-samples are

- Gender : Male/ Female
- Locality of College : Rural / Urban
- Type of Management : Government / Private / Aided
- Course Studied : Arts / Science
- Year of study : First / Second / Third
- Parental Occupation : Employed / Unemployed
- UG Studied : BSc / BCom / BA

Hypotheses of the Study

1. There is no significance difference between the academic stress of adolescence belonging to the following sub-samples are

- Gender : Male/ Female
- Locality of College : Rural / Urban
- Type of Management : Government / Private / Aided
- Course Studied : Arts / Science
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Operational Definition of Key Term

Academic Stress

Academic stress is a relatively new area of empirical research while a large number of studies on student burnout have been initially directed towards educational institutions, government, aided and private. Academic stress is the area of stress which caused in the students that causes the stress through the studying the course.

Tool Used In the Present Study

The investigator of the present study selected and used the academic stress scale was constructed and standardized by R.Balaji Rao" for data collection.

Scoring Procedure of the Tool

One of the important objectives of the present investigation is to find out the level of academic stress among higher secondary school students for this purpose the investigator used the academic stress scale constructed and standardized by R.Balaji Rao. This scale consists of as many as 40 items and each item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress", "Highly Stress" and "Extremely High Stress".

Statistical Techniques Used

The data thus obtained on a sample of 260 adolescences were consolidated, codified suitably and subjected to statistical treatment in order to achieve the objectives of the present investigation and also to test the hypotheses formulated for

the present investigation. The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test)

Interpretation of data

Table.1

't' TEST AMONG GENDER WITH RESPECT TO ACADEMIC STRESS

GENDER	N	MEAN	S.D	t-value	L.S
Male	147	129.51	26.99	1.039	NS
Female	113	132.92	25.08		

From the table 1 we may infer that the calculated 't' value is 1.039 which is less than the table (1.97) at 0.05 level. Hence there exists no significant difference between male and female adolescence with regard to their academic stress.

Locality of college and academic stress.

Table.2

't' TEST AMONG LOCALITY OF COLLEGE WITH RESPECT TO ACADEMIC STRESS

LOCALITY OF COLLEGE	N	MEAN	S.D	t-value	L.S
Rural	119	132.53	26.18	0.872	NS
Urban	141	129.69	26.21		

From the table 2 we may infer that the calculated 'value is 0.872 which is less than the table (1.97) at 0.05 level. Hence there exists no significant difference between rural and urban locality of college of adolescence with regard to their academic stress.

Type of management and academic stress.

Table 3
'F' TEST AMONG THE SUB SAMPLE OF TYPE MANAGEMENT WITH RESPECT TO ACADEMIC STRESS

TYPE OF MANAGEMENT	SUM OF SQUARES	MEAN SQUARE	DF	F VALUE	LS
Between the groups	262.228	131.114	2	0.190	NS
Within groups	177372.768	690.166	257		
Total	177634.996		259		

It is evident from the table 3 the calculated 'F' value is 0.190 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of type of management with respect to academic stress of adolescence. .

Course studied and academic stress.

Table.4
't' TEST AMONG COURSE STUDIED WITH RESPECT TO ACADEMIC STRESS.

COURSE STUDIED	N	MEAN	S.D	t-value	L.S
Arts	102	128.17	24.99	1.397	NS
Science	158	132.81	26.85		

From the table 4 we may infer that the calculated 'value' is 1.397 which is less than the table (1.97) at 0.05 level. Hence there is no significant difference between arts and science of course studied of adolescence with regard to their academic stress.

Year of study and academic stress

Table 5
'F' TEST AMONG THE SUB SAMPLE OF YEAR OF STUDY WITH RESPECT TO ACADEMIC STRESS

YEAR OF STUDY	SUM OF SQUARES	MEAN SQUARE	DF	F VALUE	LS
Between the groups	64.371	32.185	2	0.047	NS
Within groups	177570.626	690.936	257		
Total	177634.996		259		

It is evident from the table 5 the calculated 'F' value is 0.047 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of year of study with respect to academic stress of adolescence. .

UG Studied and academic stress

Table 6
'F' TEST AMONG THE SUB SAMPLE OF UG STUDIED WITH RESPECT TO ACADEMIC STRESS

UG STUDIED	SUM OF SQUARES	MEAN SQUARE	DF	F VALUE	LS
Between the groups	2016.561	1008.281	2	1.476	NS
Within groups	175618.435	683.340	257		
Total	177634.996		259		

It is evident from the table 6 the calculated 'F' value is 1.476 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of UG studied with respect to academic stress of adolescence.

Major Findings of the Study

- There exists no significant difference between male and female adolescence with regard to their academic stress.
- There exists no significant difference between rural and urban locality of college of adolescence with regard to their academic stress.
- There is no significant difference among the sub-sample of type of management with respect to academic stress of adolescence. .
- There is no significant difference between arts and science of course studied of adolescence with regard to their academic stress.
- There is no significant difference among the sub-sample of year of study with respect to academic stress of adolescence. .
- There is no significant difference among the sub-sample of UG studied with respect to academic stress of adolescence.

Educational Implications

The result of the study shows that there is no significant difference towards students studying in arts and science college about academic stress, being in touch with daily lessons is a good idea. Try to be regular in attending and concentrating in lectures. Last minute studying should be avoided and remember that a regular seven hours of sleep is mandatory for the body to function well. One should identify the best time and place for studying and this varies with each individual. The students are aware of the exact topics that are going to come for the exams and previous year's question papers should give you an idea about the exam pattern. Taking regular short breaks while working helps one relax and concentrate for longer. One should always set 'realistic' goals in life and never let negative thoughts get into one's mind. On the day of the exams one should remain calm and stop being nervous.

Conclusion

Stress is part of every one's life. Academic Stress among students can create havoc in their life. Under Academic stress the performance gets hindered and students can take wrong decisions under the influence of stress. Social support is considered as one of the most important way of coping with academic stress. In order to overcome deviant behaviors the parents play a constructive role in channelizing energies of the students. Proper care should to be taken in helping to take the right decisions which may affect their future. Further research on academic stress needs to examine the within-group variability of international students and provide more detailed information on differences by countries and level of acculturation. It is also imperative to explore the relationships among academic stress and students' time management behaviors, coping mechanisms, and support structures and how these factors might vary in different cultures.

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