

A Study of Academic Stress of School going Students of Himachal Pradesh

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Abstract

The present study was conducted on Academic stress among senior secondary school boys and girls. The main objectives of this study is to determine the level of academic stress among students of senior secondary school and also to study whether there is any difference in academic stress among boys and girls. The present study, the sample consist of 480 senior secondary school students from 60 schools of Himachal Pradesh. Academic Stress scale was constructed and standardized by Dr.Aabha Rani Bashit(BBSS)Bishi Battery of stress scale) scale of academic stress(SAS)for data collection. The data were collected through survey method; the data were analyzed by using statistical techniques such as mean, standard deviation and t-ratio. The results were indicating that there is moderate level of academic stress among senior secondary schools students. The results were also indicate that there is significant difference between senior secondary schools boys and girls in their level of academic stress boys are found low level acadmic stress then girls i.e. the boys and girls are experiencing the difference level of academic stress. The results show the academic sources of stress appeared to be the most stressful for girls students due to the pressure originated from the course overloads, and the academic, evaluation procedures extra work load of home.

Keywords: Stress, Academic stress, Undergraduate student

Introduction

According to WHO stress can be define as a state of worry for mental tension caused by a difficult situation. Stress is a natural human response stress is that promote us to address challenges and thread in our life . Everyone experience just to some degree the way we response to stress however makes a big difference to our overall well being. Stress is a General term applied to various mental and physiological pressures experienced or felt by people throw out their lives. Stress is necessary and unavoidable Concomitant of daily living is necessary because without some stress we would be listless and apathetic creatures and unavoidable because it related to any external event. we it please Rebels or anxiety producing. A person response towards stress depends on weathers on event is appraised as a challenges or a threat(Lazarus and Folkman) . challenging stimulus can lead to positive outcome such as motivation and improved task performance while threat .Ening once or distress can result in anxiety, depression social dysfunctions and even suicidal intention.

Academical stress among students have long been researched. on the researchers have identify stressors as too many assignments competitions with other students , failures and poor relationships with other students or lectures . The stresses affecting students can we categorized as academic, financial time or health related.

Academic stressors includes students perception of the extensive knowledge base required and perception of an inadequate time to develop it . College and secondary school students especially students teachers have many obstacles to overcome in order

to achieve optimal Academic performance. Most psychological assert that moderate stress Motivation individuals to achieve and Falls creativities although stress many hinder divisible from performance on difficult task(Auerbach&Grambling 1998).

Sources of stressBernstein et.al.(2008) Define the sources of as every circumstances or event that threatens to this disrupt People's Daily functioning and causes them to make adjustments . These sources of stress are called stressors . Stressors are demands made by internal or external environment that upset balance. Thus affecting physical and psychological wellbeing and requiring actions to restore balance .(Lazarus& Cohen 1977)

However they differs from the degree of severity and durations of stress what is stressful for an individual, many not be a stressor for another. Stressful for the first year undergraduate students, but may not be stressful for another student depending on his or her degree of expectations. Taking his final exam or sitting in rush hour traffic is not equivalent to being attacked by an angry Lion, where high arousal could facilitate fighting or feeling Catastrophic events, major life changes, and daily hassles are regarded as major categories of stressors, that create demands to which people must adjust.

ACADEMIC STRESS

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 stress of doing all of 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, Teachers expect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work. Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. In 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 (Keinan&Perlberg 1986).

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).

Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time(Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in

Leisure pursuits (Murphy & Archer, 1996). The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu&Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003)

Objectives of the study

The investigator of the present study framed the following objectives.

1. To find out the level of academic stress of senior secondary schools students of Himachal Pradesh.
- 2 To find out significant difference between boys and girls students.

Hypothesis of the study

The academic stress level among the senior secondary school students of Himachal Pradesh will be at normal level

Methodology

In this study the investigator applied the normative survey as a methods . Normative survey method study, describe and interprets what exist at present.

Sampling

The present studies conscious of 480 12th and 11th students, studying in Higher Secondary School situated in 12 district of Himachal Pradesh . The sample was selected by simple random sampling technique. The sample from a representative samples of the entire population .

Tool used

The investigator of the present study selected and used the academic stress scale was constructed and standardized by Dr.Aabha Rani Bashit(BBSS)Bishi Battery of stress scale) scale of academic stress(SAS)for data collection.

Descriptions of academic stress scale,in this battery contained 80 questions related to academic stress on which the students had to express their agreement on five statements .One of the important objective of present investigation is to find out the level of academic stress among Senior Secondary Schools students.

Table No. 1**Boys discriptive statistics (AccedemicSterss)**

variable	N	Minimum	Maximum	Mean	Std.Deviation	skewness		kurtosis	
	statistic	statistic	statistic	Statistic	statistic	statistic	std.Error	statistic	std.Error
stress	240	53.00	413	271.4	55.5575	-731	0.157	0.869	0.313
valid N (Listwise)	240								

Boys descriptive statistics academic stress

Table shows that among the stress of G. S.S.S. boys lowest score of 53.00and maximum score of 413.00 mean and standard deviation of stress were found to be 271.4 +- 55.55

Table No. 2**Girls discriptive statistics (AccedemicSterss)**

variable	N	Minimum	Maximum	Mean	Std.Deviation	skewness		kurtosis	
	statistic	statistic	statistic	Statistic	statistic	statistic	std.Error	statistic	std.Error
stress	240	40.00	421.00	276.7	61.7997	-1.451	0.157	3.37	0.313
valid N (Listwise)	240								

Table shows that among the stress af. S.S.S. girls lowest score of 40.00and maximum score of 421.00 mean and standard deviation of stress were found to be 276.7 +- 61.7.

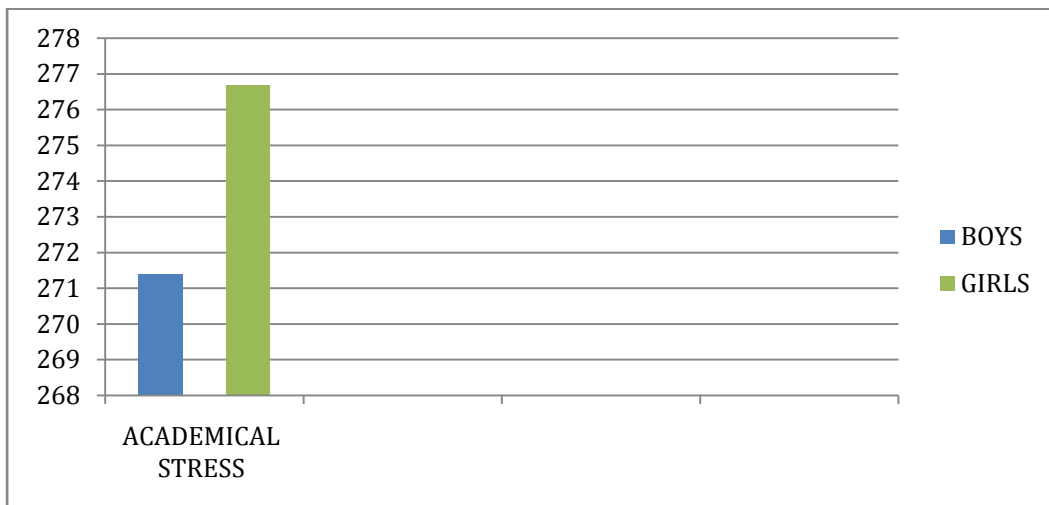
Table No. 3**Table showing the difference in Academic Stress between Boys & Girls**

Variable	Groups	N	Mean	Std. Deviation	std.Error	t value
	Boys	240	271.4	55.5	3.58622	2.64*
	Girls	240	276.7	61.7	3.98915	

Shows the comparison of means of academic stress of boys and girls. It can be seen from the table that the 't' value obtained for the academic stress of boys and girls is 2.64 at the level of freedom 478 and significance level 0.05 being greater than the table value 1.984. That is, there is a significant difference in the academic stress of boys and girls. The mean academic stress of girls, 276.7, was found to be greater than the mean of boys, 271.4.

From the above explanation, it can be concluded that, there is a significant difference in the academic stress of male and female students in senior secondary schools of Himachal Pradesh. Academic stress was more in female students than in male students.

The mean values of academic stress for boys and girls are shown in Graph



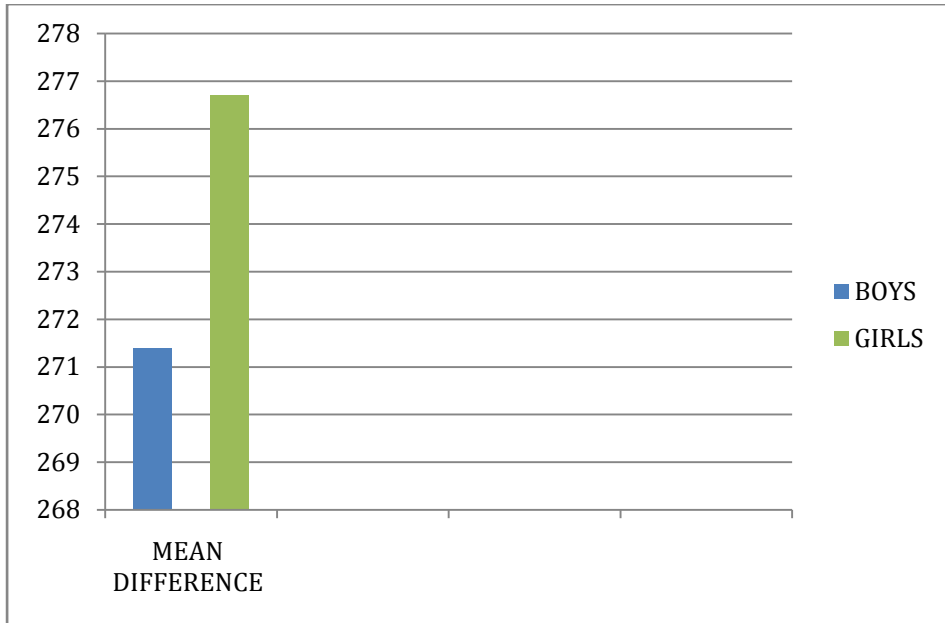


Table 4 showing existing norms (standardized) Boys

Variable	Calculated Mean Value	Existing Norms	Category
Academicals Stress	271.4	199.6 to 250.7 low stress	30%
		251 to 305.2 average Stress	40%
		305.3 to 332 High stress	30%

Showing comparison of data obtained regarding academic stress and attitude towards physical education of boys with the current standards

In the above table number 4.18, the calculated mean of academic stress in the psychological components of boys is 271.4 which falls in the category of average academic stress of 251-305.2 of the current standards. In its current standards (199.6-250.7), 30 percent of the students were found in the lower level and in the prescribed range of 305.3-332, 30 percent of the students were found in the highest academic stress.

Table No. 5
Table showing existing norms (standardized) Girls

Variable	Calculated Mean Value	Existing Norms	Category
Accademical Stress	276.7	216.9 to 260.0 low stress	30.41%
		261 to 311.0 average Stress	39.18%
		312.0 to 342.0 High stress	30.41%

Table showing comparison of data obtained regarding academic stress and attitude towards physical education of girls with the current standards

In the above table number 4.21, the calculated mean of academic stress in the psychological components of girls is 276.7 which falls in the average range of academic stress of 261.0-311.00 of the current standards. In the current standards of this, 30.41 percent of the girls were found in the lower level of the range of 216.0-260.0 and 30 percent of the girls were found in the current range of 312.0-342.0 which is the highest range of academic stress.

Findings from the study

The obtained 't' value of stress for boys and girls was 2.64 and was found significant at 0.05 level of significance.

The mean, 271.4, appeared lower than the mean, 276.7, for girls.

Conclusion

A significant difference was found in the academic stress of boys and girls.

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