A Study On Academic Stress Among Government School Students In Visakhapatnam District

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Abstract

The present paper was an attempt to establish the Academic Stress of Government Schools in Visakhapatnam District. Various Indian and foreign studies were reviewed. The variables are Personal Inadequacy, Fear of Failure, Interpersonal Difficulties with Parents and Teachers, Teacher Pupil Relationship, Inadequate Study Facilities is primarily dependent variables in which the independent variables are Gender, Class, Type of School, Place of Stay, Parental Monthly Income.. Present study is an attempt of authors to study the level of academic stress in students. Descriptive Survey method has been used in this study. The sample consisted of 200 students from Visakhapatnam district using stratified random sampling method. Questionnaire was constructed for the students to find out the opinions on Academic Stress among Government School students in Visakhapatnam district. The data were analyzed using various statistical methods like mean, SD, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables. The results indicated that According to their gender, male students are more Academic Stress than that of female students, whereas according their class, 9th class students are more Academic Stress than that of 10th class students. According to their type of school, Municipal High school students are more Academic Stress than that of Zilla Parishad High School students and Hosteller are more are more Academic Stress than that of Day Scholar. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

Key Words: academic, conditions, curriculum, development, issues, school, stress, students.

Academic stress:

"Academic stress" is the specter that stalks the nights of many college students. Stress has become an unavoidable component of today's educational system due to society's fast changes, which is neither healthy nor encouraging. The curriculum intends to overwhelm pupils with information, resulting in a repulsion-inducing state of mind from an early age. The pitiful look of the students trudging wearily with a hunch induced by their overstuffed satchels reveals a lot about the curriculum.

The youngsters of today are a mystery. External factors and agencies have a significant impact on their growth and development. Because of this, youngsters become

disillusioned, confused, troubled and depressed. Their condition is dire. Progress is effortless and enjoyable when the outside factors are in sync with an individual's innate abilities and goals. It will be stunted if this does not happen. Because of this, the school's curriculum is irrelevant to the demands of the surrounding community. There are omissions in executing sure of its required elements, such as job experience and social service.

For many years, the issue of secondary school pupils feeling overwhelmed by their studies has piqued researchers' curiosity. Students in their tenth year of school endure significant levels of stress regularly because of the demands of their studies, the competitiveness among their peers, the expectations of their parents, and the inability to manage their time effectively. Health and academic performance may be harmed when stress is viewed negatively or becomes severe.

There are so many expectations and quick changes throughout the high school years that they might be one of the most stressful periods of a person's life. Today, many students are dealing with an ever-increasing quantity of coursework, an ever-changing curriculum that requires them to meet strict deadlines, and the stress of deciding on a professional path and a college education. They have to deal with their parents, friends, and siblings; they have to deal with mood swings, worries about looks, and fitting in with their peers; and they also have to deal with love relationships and sexuality. Concerns about money, drinking and drugs, and school violence are all on many people's minds.

Need and Importance of the study:
Pre-Adolescence is the most important period of human life. The country's success in various fields of life depends on the proper guidance of pre-adolescents. Every teacher and parent must know about the nature and changes emerging in transition period from childhood to pre-adolescence. They must also know the various problems fraught with developmental characteristics to deal effectively with problems of pre-adolescents. It is also necessary for them to be familiar with casual factor of the problems of pre-adolescents. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society. One of the most challenging challenges for psychologists, counsellors, educational administrators, and instructors today seems to be accurately predicting the psychological qualities of youngsters. Many psychologists have taken notice of this issue, and it is becoming more and more important since our society has changed dramatically, both industrially and technologically, as well as the structure of schooling. There is a lack of research on academic stress in India. However, there are some studies on anxiety in general.

More study is needed on the relationship between academic stress and academic accomplishment generally, but in India, this topic is understudied. Research on the childhood period has been done, but the lack of information on academic success and academic stress in Indian teenagers implies that more inquiry is needed.The

management of the problem of academic stress requires a study of all dimensions and implications in detail and the plan strategies for prevention of the problem initially at the school level and further manages at the individual level or in a group setting. We need to have school psychologists to handle usual psychological and academic problems in the school. As a preventive measure, the student must undergo stress management programmes especially during the vulnerable periods. They should be made dynamic, having better stress tolerance, problem solving abilities, proper self-evaluation and goal setting. High quality education is essential in developing human potential and maintaining mental health is also equally important. Hence, the researcher taken up the study on "**To Study the Academic stress among Government High school Students in Visakhapatnam district**".

Objectives of the study:
1. To study the level of Academic Stress among Government School Students in Visakhapatnam district.
2. To study the significant differences among the perceptions of students towards Academic Stress among Government School Students in Visakhapatnam district. according their socio-economic backgrounds viz., Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Hypotheses of the study:
1. There is a high level of Academic Stress among Government School Students in Visakhapatnam district.
2. There will be no significant differences among the perceptions of students towards Academic Stress among Government School Students in Visakhapatnam district. according their socio-economic backgrounds viz., Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Review of Related Literature:

Chandan.K.P. (2020) studied on "Academic Stress Among Higher Secondary School Students: An Overview". The current study has made an attempt to review the existing literature on academic stress experienced by the higher secondary school students and tried to find the causes and stressors of academic stress as well as the coping strategies for academic stress. The Literature reviews showcased that the causes for academic stress during schooling are lack of competence, inability to cope with studies, disturbed family dynamics, peer pressure. A lack of support from parents or teachers, even if it is only perceived, can add a lot of stress to students. They may feel that a lot is expected of them, but that they do not have a strong enough support system (whether emotional or practical) to achieve their goals. This is another cause of stress can affect high-achieving students. It is true that high aspirations and negative attitudes lead to mental disorder, depression, stress and even suicide among students. **Neeta, K M. (2020)** studied on "Academic Stress Among Higher Secondary School Students: A Critical Study". Academic

stress is a main source of stress for many students. The study examines the level of academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for study. A total sample of 110 students participated in this study were obtained from 10 higher secondary schools at Gorakhpur district. The data were collected though Academic Stress Scale. Data were analyzed Frequency, percentage, mean and SD. The study revealed that there exist high significant differences between the academic stress of male and female participants of higher secondary school students. It was also found that there was no significant difference between academic stress of government aided & self finance school students and rural & urban area school students.

Yashwant Kumar Nagle and Usha Sharma (2019) found that academic stress has risen significantly due to higher parental expectations and more student competition. This has had a wide variety of detrimental effects on the person, parents, society, and the country. Counsellors and other health experts must raise awareness among parents and teachers about the need to provide a healthy environment.

Himanshu Shekhawat (2018) studied on "Academic Stress In School Students And Coping Strategies". Academic stress among school students has become a serious issue and has gained prominence among researchers and policy makers. Parents pressurise their kids for unending improvement in academic performance and this pressure is the most important cause of academic stress among students. The competitive environment at the school demanding the student to always prove something also poses tremendous pressure among students. Examination related anxiety is also directly related to academic stress among students. The study examines the sources of academic stress in school students and strives to provide some realistic and practical solution to the problem.

Bijender Sing (2017) studied on "A Study of Academic Stress among Higher Secondary School Students". Academic stress is a main source of stress for many students. The study examines the level of academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for study. A total sample of 180 students participated in this study were obtained from 10 higher secondary schools at Bareilly district. The data were collected though self constructed Academic Stress Scale. Data were analyzed with the help of t-test and analysis of variance (ANOVA). The study revealed that there exists high significant difference between the academic stress of male and female participants of higher secondary school students, but no significant difference was found among academic stress of arts, science and commerce stream students. It was also found that there was no significant difference between academic stress of government aided & self finance school students and rural & urban area school students.

Variables: Gender, Class, Type of School, Place of Stay, Parental Monthly Income.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

The present study is collected from the perceptions of students towards Academic Stress of Government School Students in Visakhapatnam district.

Sample:

According to the research, the survey will be conducted 200 students in Government Schools of Visakhapatnam district.

Statistical Techniques Used

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator.

Table 4.2 : **Various Levels of Student Academic Stress Scale**

Level of SASS	Percent
Less Academic Stress	25.50
Below Moderate Academic Stress	47.83
Moderate Academic Stress	22.33
High Academic Stress	4.33
Total	100.00

Table 1 observed that, out of total 200 students, 25.50% of the students are having Less academic stress, whereas 47.83% are having below moderate academic stress, 22.33% are having Moderate academic stress and 4.33% are having high academic stress.

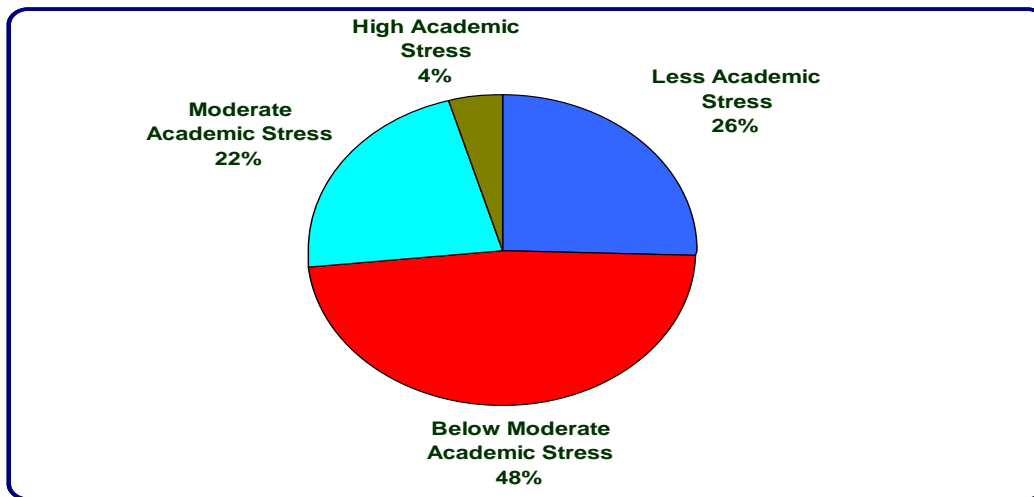**Graph-1. Various Levels of Student Academic Stress Scale**

Table 2. Mean, SD and 't'/'F'- values of students based on their socio-economic variables towards Academic Stress of High School Students in Visakhapatnam District.

Variable	Category	Mean	Std.Dev.	t'/'F' -Value	p-Value
Gender	Male	46.10	32.60	2.18*	0.03
	Female	40.19	28.79		
Class	9th Class	47.72	34.15	2.92**	0.00
	10th Class	40.54	28.17		
Type of School	Zilla Parishad High School	41.18	29.60	2.82**	0.00
	Municipal High School	48.55	33.70		
Place of Stay	Day Scholar	42.73	30.93	2.08*	0.04
	Hosteller	46.93	32.44		
Parental monthly Income	Below Rs. 25000/-	45.75	31.96	1.58 NS	0.16
	Rs. 25,001 to 50,000/-	44.39	31.83		
	Rs. 50,001 - 75000/-	45.85	31.86		
	Rs, 75,000 Above	41.85	31.28		
Percentage	Below 50	43.77	36.97	6.48**	0.00

of Marks	50 – 60	45.31	32.54		
	60 – 70	44.23	30.42		
	70 – 80	44.83	27.08		
	Above 80	48.35	32.38		

Table 2, revealed that, the total mean scores of Academic Stress between boy and girl students were 46.10 and 40.19 and SD values were 32.60 and 28.79 respectively. The obtained 't'-value of gender (male and female) is 2.18 and the p-value is 0.03 which is significant at 0.05 level. This shows that there is a significant difference in the total scores of Academic Stress of male and female students and shows that male students are more Academic Stress than that of female students.

With respect to class, mean scores of Academic Stress between 9th and 10th class students were 47.72 and 40.54 and SD values were 34.15 and 28.17 respectively. The obtained 't'-value was is 2.92 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Academic Stress of 9th and 10th class students and shows that 9th class students are more Academic Stress than that of 10th class students.

With respect to type of school, mean scores of Academic Stress between Zilla Parishad High school and Municipal High School students were 41.18 and 48.55 and SD values were 29.60 and 33.70 respectively. The obtained 't'-value was is 2.82 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Academic Stress of Zilla Parishad High school and Municipal High School students and shows that Municipal High School students are having more Academic Stress than that of Zilla Parishad High School students.

With respect to place of stay, mean scores of Academic Stress between Day Scholar and Hosteller were 42.73 and 46.93 and SD values were 30.93 and 32.44 respectively. The obtained 't'-value was is 2.08 and the p-value is 0.04 which is significant at 0.05 level. This shows that there is a significant difference in the total scores of Academic Stress of Day Scholar and Hosteller and shows that Hosteller are having more Academic Stress than that of Day Scholar.

With respect to parental monthly income, mean scores of Academic Stress among students for below Rs. 25000/- monthly income of parents was 45.75, for Rs. 25001 to 50000 was 44.39, for Rs. 50001 to 75000 was 45.85 and Rs. 75000 and above was 41.85 and SD values were 31.96, 31.83, 31.86, and 31.28 respectively. The obtained 'F'-value was 1.58 and the p-value is 0.16 which is not significant at any level. This shows that there
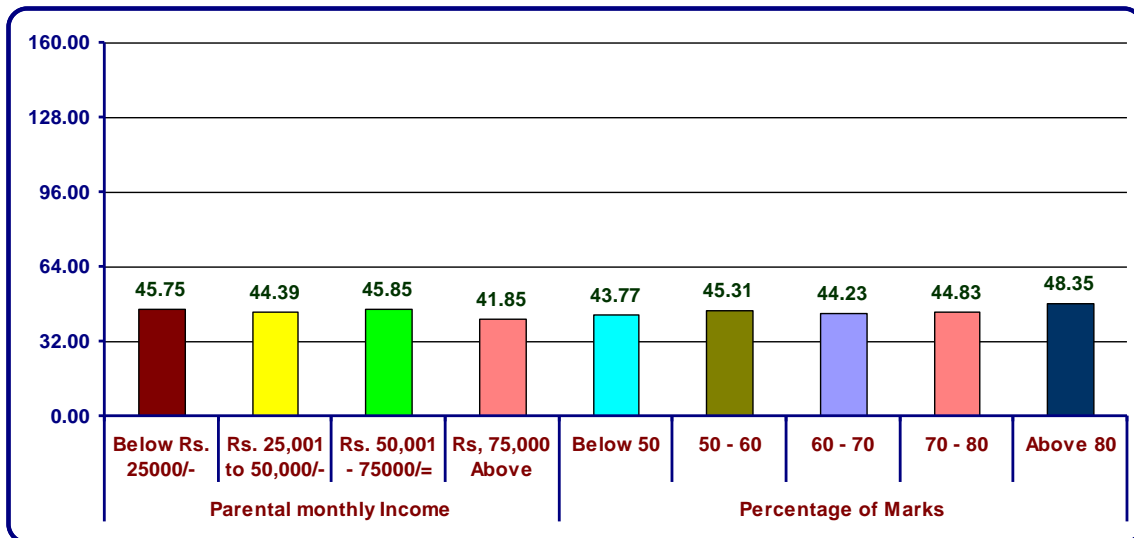
is no significant difference in the total scores of Academic Stress of students based on their parental monthly income and shows that they have similar attributes.

With respect to Percentage of Marks, mean scores of Academic Stress among students for below 50 percentage of marks was 43.77, whereas it was for 50 – 60 percentage of marks was 45.31. for 60-70 percentage of marks was 4.23, it was for 70-80 percentage of marks was 44.83 and it was for above 80 percentage of marks was 48.35 and SD values were 36.97, 32.54, 30.42, 27.08 and 32.38 respectively. The obtained 'F'-value was 6.48 and the p-value is 0.00 which is significant at 0.01 level. This shows that there is a significant difference in the total scores of Academic Stress of students based on their percentage of marks and shows that students who are having above 80 percentage of marks are more Academic Stress than that of the rest.

Graph 19: Comparison between mean score of Academic Stress among High school students based on their Gender, Class, type of school and Stay at Place.
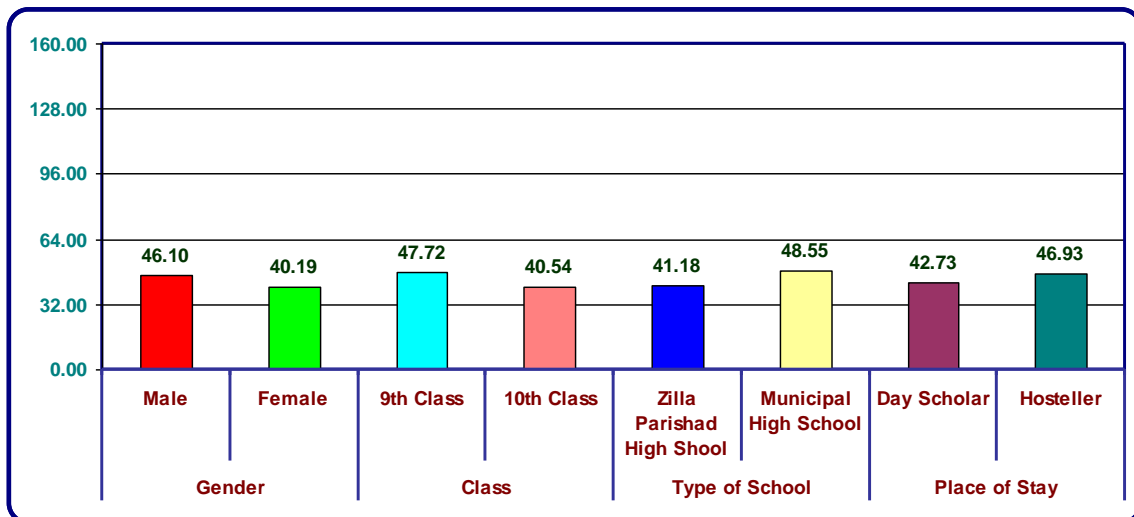
Graph 20: Comparison between mean score of Academic Stress among High school students based on their parental monthly income and Percentages of marks.

Parental monthly Income

Below Rs. 25000/-	Rs. 25,001 to 50,000/-	Rs. 50,001 - 75000/=	Rs, 75,000 Above
45.75	44.39	45.85	41.85

Percentage of Marks

Below 50	50 - 60	60 - 70	70 - 80	Above 80
43.77	45.31	44.23	44.83	48.35

Findings and conclusions of the study:

1. Out of total 200 students, 25.50% of the students are having Less academic stress, whereas 47.83% are having below moderate academic stress, 22.33% are having Moderate academic stress and 4.33% are having high academic stress.

2. Students attribute low with respect to Personal Inadequacy, Fear of Failure, Interpersonal Difficulties with Parents and Teachers, Teacher Pupil Relationship, Inadequate Study Facilities and Academic Stress of High School students in Visakhapatnam district.

3. With regard to student Academic Stress, a significant difference was found among the students based on their demographic variables i.e., gender, class, type of school, place of study and percentages of marks. According to their gender, male students are more Academic Stress than that of female students, whereas according their class, 9th class students are more Academic Stress than that of 10th class students. According to their type of school, Municipal High school students are more Academic Stress than that of Zilla Parishad High School students and Hosteller are more are more Academic Stress than that of Day Scholar. According to their percentages marks, students who are having above 80 percentage of marks are more Academic Stress than that of the rest.

4. It was noticed that, no significant difference was found among the students based on demographic variable i.e., parental monthly income and they attributes similar towards Academic Stress.

Recommendations:

➢ All schools have to provide proper awareness to the students regarding academic stress.

➢ The government has to prioritise trained psychologists to improve coping strategies and academic motivation.

➢ The government should recruit psychologists post in Schools and Colleges.

- Family members should try to understand their interests, specialties, and abilities so as to avoid having too high expectations of them and causing them additional stress. Reinforcement by teachers can influence student's self efficacy, because positive reinforcement conveys strong support on student abilities.
- Provide adequate guidance, counseling and other programs that can be designed to promote the psychological well- being of the students.
- Teacher should maintain discipline and should not give unnecessary leniency to students, so that students take required stress or expectation from themselves in relation to their academic matters.

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