EFFECT OF ACADEMIC STRESS ON PERSONALITY AMONG ADOLESCENT GIRLS

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Abstract

The present study examined the effect of academic stress on personality traits among adolescent girls. For the study, a sample of 360 adolescent girls was selected by using stratified random sampling techniques. For the collection of data Scale of Academic Stress and Sixteen Personality Factors Manual were used. Various statistical techniques like t-test and Pearson product correlation were used for the analysis of data. Academic stress is a pressure experienced by adolescents that may affect their academic achievement as well as their personality. In this endeavour the researcher found that there is no significant relationship between academic stress and personality traits among adolescent girls. The findings of the study reveal that the adolescent girls have moderate level of academic stress. The study may be beneficial for teachers, parents, students etc. in creating a beneficial atmosphere which may contribute to the better scholastic achievement of the adolescent girls.

Keywords: Stress, Adolescent Girls and Personality

Introduction

In this complex and changing world, one of the most challenging problems faced by the teacher educators is to understand the dynamics and potentialities of personality traits of the present day's adolescents. Specificallythe adolescents who are stress-prone. Stress can harm the adolescents physically, socially, intellectually and emotionally. The problem is more with adolescent girls. In general, girls report more school-related stress than do boys. They believe that to be successful, they have to be extraordinary in every area of their lives: academic, social, co-curricular and appearance.

Modern life is full of expectations and frustrations. It is so much high that the web of negativity entangles the adolescent girls into hidden stress. Stress is the process of adjusting to or dealing with circumstances that disrupt, or threaten to disrupt a person's physical or psychological functioning (Selye, 1976; Lazarus &Folkman, 1984).

Stress among adolescent girls prevails when they are overloaded and struggling to cope with demands. Adoescenceperiod covers all the aspects of changes in their physical, emotional and social aspects as well as adjustment in their school environment. In schools,

adolescent girls experience stress much more: they constantly monitor their relationships with peers and teachers. The majority or "way too much" pressure to get good grades. In other words, academic stress refers to the pressure experienced by students to perform well in final school examinations are the sources of academic stress. The process of career exploitation and decision-making can be particularly stressful time in an adolescent's life (Taveira, Silva, Rodriguez & Maia, 1998). In addition to this, heightened worries about appearance-body image, clothing choices, and make-up- further exacerbate the daily stress of teen girls, adding causes of stress among their personality traits.

The personality pattern is composed of traits which refer to any characteristics in which one individual differs from another in relatively permanent and consistent way. Early identification of stress-related problems can be best achieved by reflecting or highlighting negative changes in the individual. We can say that if the adolescent girls suffer from academic stress, their personality will be affected, and in this way the whole educational system will suffer. Bhansali and Trivedi (2008) investigated the study between boys and girls of 16-18 years know gender differences in incidence and intensity of academic anxiety among adolescents and reported higher level anxiety in girls as compared to boys which was statistically significant. Malik (2015) found that there was no significant relationship between stress and personality traits of adolescent girls. Nechitaet. al. (2015) studied the personality factors exert a proved influence on the way the students learn and evolve throughout their academic period. The results revealed that the only two of the personality factors found to have a significant influence.Sachdeva (2017) studied the effect of physical stress in relation to personality and reasoning ability among adolescent girls. The results showed that there is no significant relationship between physical stress, personality and reasoning ability among adolescent girls.

Thus, the present study is a devoted attempt to find out the level of academic stress on personality traits among adolescent girls.

Objectives of the Study

The objectives of the study are as follows:

1. To study the level of academic stress among adolescent girls at senior secondary level.

2. To explore relationship between academic stress and personality traits of adolescent girls.

Hypotheses

The hypotheses of the study are:

1. There exists no significant difference between the level of academic stress on personality traits of adolescent girls.

2. There is no significant relationship between academic stress and personality traits of adolescent girls.

Delimitations of the Study

The study is delimited under the following aspects:

1. The study is delimited to only Ludhiana district of Punjab.

2. In the study, the adolescent girls refer to the government senior secondary schools in the age group of 12-18.

Sample

The sample was comprised of 360 adoloscentgirls randomly selected using stratified random sampling technique.

Tool Used

The tools used in the study were:

1. The Academic Stress Scale developed by Abha Rani Bisht, 2005.

2. 16 Personality Factors Questionnaire (Cattell and Eber: Indian Adaptation by Kapoor and Tripati, 1991).

Data Collection

Sample of the present study consisted of 360 adolescent girls. It is essentially an important part of the research process. For the present study investigator took permission from Principals which were drawn randomly from different government senior secondary schools of Ludhiana district to allow data collection from the adolescent girls. The questionnaire of Bisht Battery of Academic Stress Scale and 16 PF Questionnaire were distributed among adolescent girl students. Instructions were given beforehand. The girl students were asked to clarify their doubts, if any, to minimize the errors. After data collection statistical techniques were applied to interpret the data collected as a result of investigation.

Statistical Techniques

The investigator used descriptive and inferential statistical techniques to analyse data.

Analysis and Interpretation Data

The data in the present study was collected with the help of level of stress questionnaire. The analysis and interpretation of the data obtained with the help of the tool is given as under.

Table 1: Level of Stress among the School Going Adolescent Girls

Sr. No.	Level of Academic Stress	Number of Adolescent	Percentage
1	Low	108	30.0
2	Moderate	146	40.56
3	High	106	29.44
Total		360	100.0

The above Table shows that the level of academic stress on high and low of adolescent girls were formed for comparison on personality traits. Low stress group signifies P_{30}, moderate P_{31} and P_{69} and high stress signifies P_{70} according to the manual.

Table 2: Comparison of Academic Stress on Personality Factors

Sr. No.	Personality Factors	Stress	Mean	S.D	t value
1	A	Low Stress	6.1204	2.18199	0.905
		High Stress	5.8396	2.35488	
2	B	Low Stress	5.7130	2.25086	0.199
		High Stress	5.6509	2.31781	
3	C	Low Stress	4.7130	2.16623	1.577
		High Stress	4.2925	1.70136	
4	E	Low Stress	5.7593	2.00406	1.072
		High Stress	5.4717	1.91837	
5	F	Low Stress	5.8241	2.09953	0.612
		High Stress	5.6509	2.03794	
6	G	Low Stress	5.2685	2.21974	1.261
		High Stress	4.9245	1.73863	
7	H	Low Stress	5.8981	2.22114	1.738
		High Stress	5.4245	1.72901	
8	I	Low Stress	5.3426	2.42326	0.009
		High Stress	5.3396	2.31306	
9	L	Low Stress	6.2500	2.07848	0.464
		High Stress	6.3774	1.92948	
10	M	Low Stress	5.3148	2.31472	0.468
		High Stress	5.4528	1.98150	
11	N	Low Stress	4.7130	1.89466	0.633
		High Stress	4.8868	2.11714	
12	O	Low Stress	6.2037	2.24965	0.539

			High Stress	6.3585	1.93803	
13	Q_1	Low Stress	5.9167	2.36456	0.714	
		High Stress	5.6887	2.30264		
14	Q_2	Low Stress	5.1574	2.01472	0.502	
		High Stress	5.0189	2.01887		
15	Q_3	Low Stress	5.0278	1.92115	0.391	
		High Stress	4.9245	1.94054		
16	Q_4	Low Stress	6.4444	1.93025	0.148	
		High Stress	6.4057	1.89122		

From the above Table No. 2, it is evident that on all the sixteen personality factors, namely, A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4, all the t-values are less than the table values, which indicates that there is no significant difference between academic stress and personality traits of adolescent girls. These results were suggestive of the fact that none of the 16 personality factors viz- A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4 differentiated high and low academic stress groups of adolescent girls. Hence, the Ist hypothesis that is "there exists no significant difference between the level of academic stress on personality traits of adolescent girls" is accepted.

Table 3: Relationship of academic stress and personality traits of school going adolescent girls

Stress	A	B	C	E	F	G	H	I	L	M	N	O	Q_1	Q_2	Q_3	Q_4
Academic stress	-.055	-.019	-.110	-.051	-.024	-.069	-.128	-.026	-.017	0.016	-.015	-.012	-.019	-.056	-.045	0.003

The above Table shows the coefficients of correlation between academic stress and sixteen personality factors, viz. A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4 among adolescent girls are -0.055, -0.019, -0.110, -0.051, -0.024, -0.069, -0.128, -0.026, -0.017, 0.016, -0.015, -0.012, -0.019, -0.056, -0.045 and 0.003 respectively. Thus, it reveals that there does not exist any significant relationship between academic stress and sixteen personality factors of adolescent girls.Hence, the 2nd Hypothesis that is "there is no significant relationship between academic stress and personality traits of adolescent girls".

Major Findings and Conclusion

Findings of an investigation are the most essential and vital aspect of entire investigation process. The investigator has found some major findings which are given below:

1. The results were suggestive of the fact that none of the 16 personality factors viz. A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4 differentiated high and low academic stress groups of adolescent girls.
2. It can be concluded that academic stress did not have significant correlation with sixteen personality factors viz. A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4 of adolescent girls. It might be concluded that adolescent girls of Ludhiana District had low to moderate level of stress and had normal personality traits.

Educational Implications

- There is a need to reduce the workload of students to maintain proper pupil teacher rapport in the classrooms to reduce the stress faced.
- Teachers should create such an environment in which students do not feel threatened and allow them to relax.
- Stress is a general phenomenon; if a teacher has a less level of stress she can deal with his/ her students more effectively.
- Parents must give congenial environment to their children so that they may achieve maximum with least level of stress.
- Girls must be properly counselled and guided so that they concentrate on their work not on their stress.

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