

A STUDY ON ACADEMIC STRESS AMONG B.T.C. STUDENTS OF GHAZIABAD DISTRICT OF UTTAR PRADESH

DIXIT A.K¹ & GARG NEETA²

¹Assistant Professor, Faculty of Education Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India

²Research Scholar, College of Education Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India

ABSTRACT

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. The present study consists of 200 B.T.C. Students studying in Government and private teacher-training colleges situated in Ghaziabad District of Uttar Pradesh, India. The sample was selected by using simple random sampling technique. The present study reveals that the male student's academic stress is higher than female students. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student.

KEYWORDS: Academic Stress, B.T.C. Students, Male/Female, Urban/Rural, Government /Private

INTRODUCTION

Academic Stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental stress related diseases. Stress makes a significant contribution to the prediction of subsequent school performance and act as a negative predictor of academic performance in school children (Ender et al. 1994) shows the components of Academic Stress Akbar Hussain. Ashutosh Kumar and Abid Hussain in their finding that magnitude of academic stress among high school students was found to be high particularly among the public school students. Academic stress and overall adjustment of students were inversely related to each other for both public schools as well as private school students. Private school students by and large stiffer from higher levels of academic stress than their government school counterparts. The following list contains some of the common warning signs and symptoms of stress. The more signs and symptoms one may notice in himself, the closer he may be to stress overload: Inability to concentrate, moodiness, irritability or short tempered, poor judgment, agitation, inability to relax, seeing only the negative, feeling overwhelmed, anxious or racing thoughts, sense of loneliness and isolation, constant worrying, depression or general unhappiness is the general symptoms. The Physical Symptoms are: Aches and pains, eating more or less, diarrhea or constipation, sleeping too much or too little, nausea, dizziness, isolating himself from others, chest pain, rapid heartbeat, neglecting responsibilities, frequent colds, using alcohol, cigarettes, or drugs to relax, nervous habits (e.g. Nail biting, rearing, preening and other stereotypes). The signs and symptoms of stress can also be caused by other psychological and medical problem.

The Important sources of stress are the Frustration, Conflict, Pressure and Anxiety. Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects the perception of individual's

academic frustration, academic conflict, academic pressure and academic anxiety. She has given the definition of four components of academic stress as follows: Academic Frustration: - Academic frustration is a state caused by harm of some academic goals. Academic Conflict: - Academic Conflict is the result of two or more mutually incompatible response tendencies to academic goals. Academic Pressure: - When the student is under heavy demands of time and energy to meet academic goals. And Academic Anxiety: - Apprehension of harm to some academic goals.

CAUSES OF ACADEMIC STRESS ON STUDENTS

Causes of stress on students include both positive and negative stress, but we will focus here on the negative causes of stress on students.

Academics

Alphabetically first among the causes of stress on students is academic pressure. Simply tackling more difficult assignments can demand stress management techniques. It might be wise for teachers to introduce students to this stress with an assignment such as a "Causes of Stress on Students Essay". Requiring students to interview older students and educators, as well as research the Internet on the subject, could help them prepare for the stresses of academic challenges.

Dating

Student life throughout high school and college is filled with thinking about dating, dating, trying to date, failing to date, and being dumped". The mating game is filled with eustress, but it also involves distress, and is among the greatest causes of stress on students.

Environment

The school environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to classes. Those matriculating to tertiary education are challenged with leaving home and establishing a new life in a new setting. Both can cause stress on students.

Extra Co-Curricular

Colleges pressure high school students to engage in extracurricular activities such as choirs, clubs, sports, band, or volunteer work. The presence of these on a student application can go far toward acceptance. Hence, in college, extracurricular activities still cause stress on students, once their presence on a job application is also an asset.

Peers

Like dating, peer relationships can provide eustress or distress. As peers apply pressure in regard to dress, behavior, choice of friends or sex, and many other areas of life, that pressure can become a huge presence of stress on students.

Parental Pressure

Finally, students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life's other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students. It is wise for parents and others who work with students to take time to recognize the stress students face,

If they then provide stress management techniques, they will do much to relieve and encourage their students.

REVIEW OF RELATED STUDIES

Sibnath Deb, Esben Strodl and Jiandong Sun (2014) studied on stress among private school students in India. The purpose of this study was to examine the prevalence of academic stress and exam anxiety among private school students in India as well as the associations with socioeconomic and study-related factors. Participants were 400 adolescent students (52 percent male) from five private schools in Kolkata. **Marwan Zaid Bataineh (2013)** studied on Academic stress among undergraduate students: the case of the education faculty at King Saud University. **Rajasekar (2013)** studied on Impact of academic stress among the management students of AMET University. The study examined the impact of academic stress among the management students. Scholars (**Ornelas & Kleiner, 2003; Verment & Steesma, 2005; Ongori, 2007; Topper, 2007; Ongorfi & Agolla, 2008; Agolla, 2004**) for instance, have notified the symptoms and the causes of stress in work environments as sitting for a long period of time, poor work performance, poor interpersonal relationships and many others. Researchers (**Ongori & Agolla, 2008;; Agolla, 2004**) have long identified stress symptoms as lack of energy, taking over the counter medication, high blood pressure, feeling depressed, increase in appetite, trouble in concentrating, restlessness, tensions and anxiety among others.

NEED AND SIGNIFICANCE OF THE STUDY

In present scenario of highly competitive colleges, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. In Teacher-Training colleges there is a range of academic pressure feel, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load. The nervous breakdowns, panic attacks, burnouts, and depression are also apparent in many BTC students. The same situation is not always stressful for all people, and all people do not undergo the same feelings or off-putting thoughts when stressed. Students of Teacher-Training colleges were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in a better way. To know this, the investigator decided to analysis the academic stress among BTC students of Teacher-Training colleges.

Statement of the Problem

The problem undertaken by the investigator is stated as “**A Study on Academic Stress among B.T.C. Students of Ghaziabad District of Utter Pradesh**”.

Objectives of the Study

The investigator of the present study framed the following objectives:

- To find out the level of academic stress among B.T.C. Students of Ghaziabad District of Utter Pradesh India.
- To find out whether there is a significant difference between the following sub samples with respect to academic stress.
- Gender [Male / Female]
- Locality [Rural / Urban]
- Management [Government / Private]

Hypotheses of the Study

- The investigator of the present study framed the following hypotheses:
- There is a significant mean difference between male BTC students and female BTC students with respect to academic stress.
- There is a significant mean difference between rural and urban area BTC students with respect to academic stress.
- There is a significant mean difference between Government and private school BTC students with respect to academic stress.

Variables

Independent variables:

- Gender [Male / Female]
- Locality [Rural / Urban]
- Management [Government / Private]

Dependent variable: Academic stress on BTC students.

The Method

In the present study, the investigator applied normative survey as a method.

Sample

The present study consists of 200 BTC students studying in Teacher-Training colleges of Ghaziabad District of Utter Pradesh India. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tool Used

To measure Academic stress of BTC students the investigator selected and used the Abha Rani Bist Battery of stress Scales. This battery is published by the National Psychological Corporation, Agra. This scale consists 13 subtests which measure four components of stress-frustration, conflict, pressure and anxiety of adolescent students.

Statistical Techniques Used

For the analysis of the data, the following statistical techniques have been used.

- Descriptive analysis (Mean & S.D) and
- Differential analysis (“t” test)

TESTING OF HYPOTHESES

Table 1: Showing the Mean and Standard Deviation of Academic Stress Scores of BTC Students

Variable	Sample	N	Mean	S.D	t-value	Significant at 0.05 level
Gender	Male	100	37.98	10.33	0.10	Not Significant
	Female	100	39.31	9.71		
Locality	Rural	100	38.69	7.10	0.82	Not Significant
	Urban	100	39.97	9.20		
Management	Government	100	37.72	9.23	0.33	Not Significant
	Private	100	36.15	9.12		

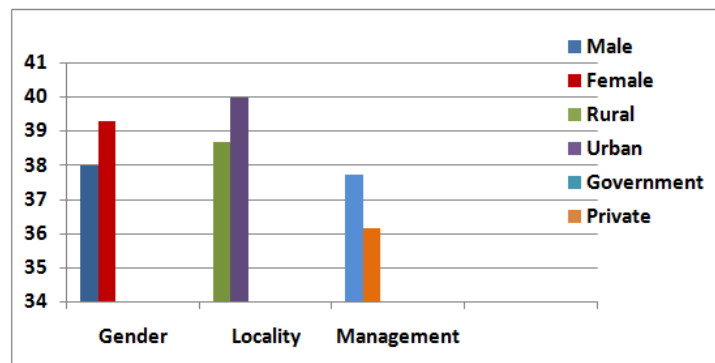


Figure 1: Mean and Standard Deviation of Academic Stress Scores of BTC Students

Findings

The following are the main findings of the present investigation.

- The BTC students are having a moderate level of academic stress and irrespective of sub samples of the BTC students are having a moderate level of academic stress.
- Male and female BTC students do not differ significantly in their academic stress scores.
- Rural and urban area BTC students do not differ significantly in their academic stress scores.
- Government and private College BTC students do not differ significantly in their academic stress scores.

CONCLUSIONS

The present study reveals that the BTC students are having a moderate level of academic stress and irrespective of sub samples of the BTC students are having a moderate level of academic stress. The male students' academic stress is higher than female student. The urban students' academic stress is higher than rural student. The Government College BTC student's academic stress is less than private College BTC student.

EDUCATIONAL IMPLICATIONS

The result of the study shows that the level of BTC students of Teacher-Training colleges about academic stress,

being in touch with daily lessons is a good idea. 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. 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.

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