



ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND MANAGEMENT

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Abstract

Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of students. It is estimated that 10–30% of students experience some degree of academic stress during their academic career. The present study was conducted on 600 students from Hyderabad and Medchal districts of Telangana State. The result reveals that there was a significant difference in academic stress in relation to their gender and management among students.

Key Words: *Academic Stress, Gender, Management.*



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Introduction

Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. According to most high school students, their greatest academic stressors include tests, grades, homework, academic and achievement expectations and parental pressure. Some of the common stressors reported in an academic setting include excessive assignments, poor time management and social skills, peer competition, etc.

Affect of academic stress on students

Research shows that academic stress leads to less well-being and an increased likelihood of developing anxiety or depression. Additionally, students who have academic stress tend to do poorly in school. This shows how this stress can keep kids from doing as well as they could.

Importance of academic stress

It is important to understand how academic stress in older students can affect other areas of life such as family life, parenting and work. Learning to effectively manage academic stress can significantly reduce anxiety and allow you to balance school, family and work.

Signs of stressed student

- ❖ Changes in appetite.
- ❖ Withdrawal from activities and friends.
- ❖ Irritability and impatience.
- ❖ Bedwetting.
- ❖ Sleep problems.
- ❖ Attempts to get out of school.
- ❖ Unusual and unexplained crying spells.
- ❖ Stomach aches and digestive problems.

The word `stress` is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". A condition or circumstance (not always adverse), which can disturb the normal physiological and psychological functioning of an individual. In medical parlance `stress` is defined as a perturbation of the body`s homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. A `stress` condition seems `relative` in nature. Extreme stress conditions, psychologists say, are detrimental to human health but in moderation stress is normal and, in many cases, proves useful. Stress, nonetheless, is synonymous with negative conditions. Today, with the rapid diversification of human activity, we come face to face with numerous causes of stress and the symptoms of anxiety and depression.

Objectives

1. To find the academic stress among secondary school students in relation to their gender.
2. To find the academic stress among secondary school students in relation to their management.

Hypothesis

Hypothesis – 1: There is no significant difference in the academic stress among Secondary School Students in relation to their gender.

Hypothesis – 2: There is no significant difference in the Academic Stress among Secondary School Students in relation to their management.

Sample of the Study

The sample consisted of 600 secondary school students from Hyderabad and Medchal districts of Telangana State, India

Selection of students: Random Sampling Technique was used to select schools for the study. 20 Secondary schools were selected. From each school, 30 students (15 Boys and 15 Girls) were selected through proportionate stratified sampling technique. Thus, 300 students were selected from government and 300 from private schools, the total student sample selected was 600 students.

Table 3.2 showing selection of students Management wise

Management Area	Boys	Girls	Total
Government	150	150	300
Private	150	150	300
Total	600		

Tool of the Study

Stress Scale was developed by Vijaya Lakshmi and Shruti Narain (2016).

This scale consists 40 items divided into four Dimensions:

- I. Pressure,
- II. Physical Stress,
- III. Anxiety,
- IV. Frustration.

Reliability and Validity

The reliability of the scale was established by the split half method and cronbach's alpha method. The reliability split half method calculated was found to be 0.62.

The intrinsic validity of the test is 0.82 which determines that the tool was highly valid.

Analysis and Interpretation

Hypothesis – 1: There is no significant difference in the academic stress among Secondary School Students in relation to their gender.

Table 1: Showing academic stress gender wise

	Gender	N	Mean	SD	t	Sig.	Df
Academic Stress	Boys	200	21.33	1.37	6.775	0.05*	398
	Girls	200	23.64	2.55			
	Total	400	22.48	1.96			

From the above table, the mean score obtained for boys was 21.33 and girls was 23.64. The obtained t value 6.775 with a df of 1 & 398 was found to be statistically significant at 0.05 level of significance. It was clear from the above table that t ratio for students with academic stress came out to be 6.775, which was statistically significant at 0.05 level.

Hence the hypothesis 2, which states that ‘There is no significant difference in the academic stress among secondary school students in relation to their gender’, is **rejected**.

Therefore, it may be inferred that, girls were better than boys in academic stress and it was statistically significant.

Hypothesis – 2: There is no significant difference in the Academic Stress among Secondary School Students in relation to their management.

Table 4.11: Showing academic stress management wise

	Management	N	Mean	SD	t	Sig.	Df
Academic Stress	Government	200	25.39	3.37	6.877	0.05*	398
	Private	200	28.56	3.55			
	Total	400	26.97	3.46			

From the above table, the mean score obtained for boys was 25.39 and girls was 28.56. The obtained t value 6.877 with a df of 1 & 398 was found to be statistically significant at 0.05 level of significance. It was clear from the above table that t ratio for students with academic stress came out to be 6.877, which was statistically significant at 0.05 level. Hence the hypothesis 5, which states that ‘There is no significant difference in the academic stress among secondary school students in relation to their management’, is **rejected**.

Therefore, it may be inferred that, private management students were better than government students in academic stress and it was statistically significant.

Findings:

1. Among secondary school students girls were better than boys in handling academic stress.
2. Private management students were better than government students in handling academic stress.

Conclusion:

This paper potentially predicts academic related stress on students. Education plays a major role in the success of students in each and every aspect of the discipline. Education provides the platform to each and every student to enhance their skills, prepare them physically, and develop their confidence levels. The students come from various back grounds like rural & urban. The students at this stage feel lots of problems like lack of communication skills, stage fear, not able to cope up with the faculties, lack of participative nature etc., incorporating social and emotional learning programs into colleges can be challenging, as programs must address a variety of topics in order to be successful. The present study focused on the academic stress of secondary students in relation to their gender and management. The result reveals that there was a significant difference in academic stress of secondary school students with respect to gender and management.

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