

## Academic stress among adolescents in government and corporate colleges

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### ABSTRACT

Stress occurs when an individual is confronted by a situation that they perceive as threatening on and not in a position to cope up with. Many researchers carried out extensive research on stress and its outcomes and concluded that it needed more attention at different spheres of life. But recent times stress in academic institutions is increasing and has its positive and negative consequences on mental health. Due to academic stress, there is a decline mental health of students particularly in adolescent group. Thus, the present study focuses on academic stress among adolescent students in Government and Corporate Colleges. The sample of the present study includes 120 (Government = 60; Corporate = 60) adolescent students from Government and Corporate colleges. A standardized tool namely Academic Stress Questionnaire, which consists of 36 statements which covers five factors. The subjects were contacted individually, after explaining the purpose of the study, the subjects were asked to give responses to the questionnaire. The results will be discussed in the light of psychological interventions in the present-day scenario.

**Keywords:** *Academic stress, Adolescents, Government Corporate colleges*

Stress affects a large number of students. It is a burning issue affecting students of all grades and levels across the world. For administration and for parents' university students academic stress is a big cause of concern. Academic stress mostly caused by intensive academic workloads is associated with depression. The perception of not having enough time to widen knowledge base required, studying for examinations for grade rivalry and mastery of a huge amount of study syllabus information in little time period all these lead to academic stress. This depression can affect students' academic performance such as lack of focusing in class and lower grades. Suicidal tendency is also on the increase among university students. Suicides among students are mostly associated with fear of academic failure or under achievement (WHO, 2012). In academic life; stress is generally an emotional inequity and is emerging as a global phenomenon. Students often deal with pressure with a specific end goal to procure great positions and to get a top of the line degree.

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A recent study indicates a nationwide increase in college students' stress (Sax, 1997). Academic stressors include the student's perception of the extensive knowledge base required and the perception of inadequate time to develop it (Carveth, Geese, & Moss, 1996). Students report experiencing academic stress predictably, with the greatest sources of academic stress being found in taking and studying for exams and with respect to grade competition and the large amount of content to master in a small amount of time (Abouserie, 1994; Kohn & Frazer, 1986). For example, female students more often report letting out their feelings, whereas men more often report controlling their emotions, accepting the problem, not thinking about the situation, and engaging in problem-solving efforts (Hyde & Plant, 1995; Milkie & Thoits, 1993). Coping styles to stressors also differ by gender. When compared at similar levels of stress, women exhibit stress more overtly than males (Hyde & Plant, 1995; Thomas & Williams, 1991).

Gender differences also influence a student's perception and reaction to academic stressors (Misra et al., 2000). The level of achievement accomplished in the educational system is considered mostly by periodic examinations which is one of the most noteworthy stressors for numerous students. Stress induced by examinations keeps increasing during the preparation period, climaxes during the exam, and declines after students finish with the test (Sarid, Anson, Yaari, & Margalith, 2004). Recurrent examinations and deadlines are highly connected with elevated stress.

It is estimated that in the world's most child-populous countries (China, India, and Indonesia), at least 379 million children have no access to school psychology services (Jimerson et al., 2009). Veronneau, et al., (2010) made a study on middle school friendship and academic achievement in early adolescence. This study investigated the influence of friend's characteristics on change in academic achievement from Grade 6- 8 and the role of students own characteristics as moderators of this relationship. The sample included 11278 participants (698 girls). When considering the significance negative influence of friend's problem behavior, the role of friend's school engagement become no significant. Academic stress is a significant issue among students attending secondary schools, as it is associated with mental health problems such as depression, anxiety and suicidal ideation (Anderman, 2002; Ang and Huan, 2006; Bjorkman, 2007; Kouzma and Kennedy, 2000). The latest available data indicates that more students in Asian countries such as India, China, Singapore, Korea, Japan and Chinese Taiwan are the victim of academic stress compared to students from western countries (Ang et al., 2007; Crystal et al., 1994; Deb et al., 2014; Lee and Larson, 2000; Yin& Lei , 2007; Mitra and Deb, 2011). Stress is a natural and necessary reaction for survival of students in facing problems in their academic environment. Academic stress if not well handled can generate both optimistic and pessimistic consequences. Stress stimulus beneficially warns the body when facing a potential danger and prompts positive results, for example motivation and enhanced task performance (Combs, Canu, Broman-Fulks, Rocheleau, Nieman, 2015).

Academic stress demands an extra ability to cope, often with something that is new and different in academics. Stress emerges because of different scholarly elements, for example, substantial study schedule, unclear assignments and projects. Competition in studies, deprived study tendencies and not sufficiently having time to manage school's different needs are taking a toll on the student. Further, unrealistic expectation and demands of teachers and parents lead to enormous stress. Financial difficulties and worry of future career are also stress inducers (Mazumdar, Gogoi, Buragohain, & Haloi, 2012). Other potential causes of academic stress include examinations, language barriers, different

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teaching methods, comparisons of performance among peer group members and relationship problems (Deb, Esben, & Sun, 2014; Deb, Esben, & Sun, 2015).

The self-worth of students in the Indian society is mostly determined by good academic performance, and not by vocational and/or other individual qualities [Verma, 1998]. Indian parents report removing their TV cable connections and vastly cutting down on their own social lives in order to monitor their children's homework [The Tribune, 1999]. Because of academic stress and failure in examination, every day 6.23 Indian students commit suicide [Crime India, 2008] – raising questions regarding the effects of the school system on the wellbeing of young people. There is paucity of studies on the issues of adolescent academic stress. The above scenario clearly indicates that very few studies were carried out on the selected topic. Thus, the present study was planned with the following objectives:

1. To study there are any significant differences between male and female adolescence in their academic stress and academic achievement.
2. To examine whether there are any significant differences between government and corporate collages in their academic stress and academic achievement.
3. To assess the correlation between academic stress and academic achievement and other socio- demographic Variables.

### *Hypotheses*

1. There would be significant differences between male and female adolescence in their academic stress, and academic achievement.
2. There would be significant differences between government and corporate collages in their academic stress, and academic achievement.
3. There would be significant association between academic stress, and academic achievement of adolescents.

### *Sample of the study*

**Sample:** Total sample of 120 students was considered for this study which includes 60 government college students (30 male and 30 female) and 60 corporate college students (30 male and 30 female) in kadapa district. The sample was drawn by simple random technique.

**Table I- shows Socio-demographic details of the sample**

S.No.	Sub – Group	N	%
1.	Gender		
	Male	60	50%
	Female	60	50%
2.	Type of college		
	Government college	60	50%
	Corporate college	60	50%

**Tools:** The standardized tools were used to collect the data. Personal data sheet was used to collect the socio-demographic details of the sample. Academic stress scale (ASQ): Academic stress scale developed by Akram, Khan and Baby (2013) to assess academic stress among students (15-18 years). The scale consists of 36 items. Responses were scored on a 4-point Likert scale ranging from No Stress (0), Slight Stress (1), lot of Stress (2), Extreme stress (3). Higher scores reflect increased academic stress level. The ASQ provides five factors, viz., (i) inadequate academic environment in college/university, (ii) lack of adjustment, (iii) apprehensive about future, (iv) Poor administration, and (v) worries. Academic achievement was assessed by using scholastic achievement of the subjects.

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Procedure of testing: The subjects were contacted personally after taking permission from the Principal of the concerned institutions. After explaining the purpose of the study, the selected tools were administered to them. The collected data was analyzed by using 't' test and correlation.

### RESULTS AND DISCUSSION

To meet the objectives of the study, the obtained data was discussed as follows: -

**Table. II: Means, S.D's and 't' values related Academic stress in Different sub-groups**

Sl.No.	Sub-Group	N	M(-)	't'
1.	Gender			
	Male	60	53.28(12.43)	1.65*
	Female	60	50.03(8.82)	
2.	Type of College			
	Government college	60	70.90(5.16)	1.97*
	Corporate college	60	72.71(4.92)	

\* Significant at 0.05 level; \*\* Significant at 0.01 level, @ not significant

The results related to Academic stress in Different sub-groups (vide Table II) shows that the mean in different Sub-groups are as follows: The gender wise data shows that the mean for the male subjects is 53.28, mean for female subjects is 50.03, and the t-value is 1.65, which is statistically significant. Gender wise results shows that male subjects are higher Stress (M=53.28) compare to female subjects (M=50.03). The type of College wise data shows that the mean for the government colleges 70.90 and Corporate College wise mean score is 72.71, which is statistically significant. Type of college wise results shows that Corporate colleges are high stress (M=72.71), Compare to Government colleges (M=70.90).

**Table. III: Means, S.D's and 't' values related Academic achievement in Different sub-Groups.**

Sl. No.	Sub-Group	N	M(-)	't'
1.	Gender			
	Male	60	46.96(5.42)	5.23**
	Female	60	56.35(12.79)	
2.	Type of college			
	Government college	60	70.01(3.75)	4.08**
	Corporate college	60	73.60(5.66)	

\* Significant at 0.05 level; \*\* Significant at 0.01 level, @ not significant

The results related to Adolescent Academic achievement in Different sub-groups (vide Table III) shows that the mean in different sub-groups are as follows: The gender wise data shows that the mean for the male subjects is 46.96, mean for female subjects is 56.35, and the t-value is 5.23 which is statistically significant. Female subjects are high academic achievement compare to male subjects. The type of College wise mean shows that Government colleges 70.01, and Corporate Colleges wise mean score is 73.60, and the t-value is 4.08 which is statistically significant. It is clear the results shows that corporate colleges are high academic achievement compare to Government colleges.

**Table. IV: Correlation matrix related to Academic Stress, and Academic Achievement and other socio- demographic Variables.**

Sl.NO.	Socio demographic variables	Academic stress	Academic achievement
	Gender	0.150	0.179
	Type of college	0.434**	0.352**

\* Significant at 0.05 level; \*\* Significant at 0.01 level.

Further analysis was carried out to there is relationship between Academic stress and Academic achievement and other socio- demographic Variable wise shows that type of colleges ( $r = 0.434^{**}$ ) was significantly associated with Academic stress, and type of college wise significantly associated with academic achievement ( $r = 0.352^{**}$ ). Gender wise not significantly associated with academic stress and academic achievement.

## CONCLUSIONS

1. The data on Academic stress shows that the subjects who are studying in Government and Corporate colleges differ significantly.
2. The data with regard to Academic stress and Academic achievement shows that the sub groups namely gender and college wise differed significantly.
3. The association between Academic stress and Academic Achievement with other socio demographic variables indicates that the sub groups like type of colleges are significantly associated with Academic stress and academic achievement.

## Implications

1. The study implies that there is an urgent need to concentrate on academic stress issues of adolescents.
2. However, the results from this study, higher the level of academic stress in corporate colleges compare to government colleges these results need for psychologists every school and colleges.
3. There is an urgent need for every school and college to appoint student counselors proportionate to students to address various academic and personal issues of the students and children. The availability of school and college psychologists within schools in India, however, is likely to present some serious challenges.
4. In India, psychologists, including counseling psychologists, tend to work in clinics and provide support to schools and services for children rather than being located within school environments where they can deliver key services such as individual assessments, specific interventions for individuals and groups, training for other school staff, and promoting mental health and wellness overall. Advocacy is required for sensitizing the authorities for recruitment of school psychologists or student counselor in every school.

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### **Conflict of Interest**

The author declared no conflict of interest.

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