

Academic Stress among 10th And 12th Students

Dr. Jayesh N. Bhalala^{1*}

ABSTRACT

The ultimate object of the present study was to study the Academic stress among 10th and 12th students. The present study consisted sample of 120 students, selected through random sampling technique from Balasore District (Odisha). Data was collected with the help of Scale for accessing Academic stress developed by Sinha, Sharma and Mahendra (2001) was used. For data analysis and hypothesis testing Mean, SD, t test was applied. Results revealed that there is no significant difference in the mean score of Academic stress among boys and girls students. There is no significant difference in the mean score of Academic stress among the students in private and government school students. There is significant difference in the mean score of Academic stress among 10th and 12th students. 12th class students showing more academic stress than 10th class students.

Keywords: *Academic Stress, Boys and girls, 10th and 12th students*

According to Sankhya Yoga, when someone comes into contact with a person and cannot adjust himself or herself with that person, it leads to stress. Stress is physiological and psychological imbalance. Stress is the word which is very difficult to avoid. It is a part of life, in all category of people are suffering from stress. It is defined as a burden, pressure, anxieties and worries. Stress is developed due to inability to perform up to set expectations. Person who suffers from stress not be able to give one hundred percent in the performance of a task. Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, et al 2008), stressful for someone not stressors for other.

School education is a very important part in an individual's life and is also a turning point in their academic life. At this stage, the academic performance of a student plays a crucial role in deciding the next stage of their education, which in turn shapes their career. An excess of academic stress during this stage can result in adverse effects that are far-reaching and prolonged.

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and the inability to understand a subject. Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. Academic stressors show themselves

¹Smt. R.R Patel Mahila Arts, and Commerce College, Rajkot, India

*Corresponding Author

Received: June 25, 2021; Revision Received: August 06, 2021; Accepted: August 23, 2021

Academic Stress Among 10th And 12th Students

in many aspects in the students' environment: at school, home, in their peer relations and even in their neighbourhood.

Excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress related disorders, which in turn can affect their academic results. Anxiety as a disorder is seen in about 8% of adolescents and children worldwide. Anxiety and stress have a substantial negative effect on their social, emotional and academic success.

Hans Selye who is known as the father of stress research, describe the “*nonspecific response of the body to any demand*”. He says that, the absence of stress not good for people. Stress has both positive and negative effect. Positive stress is very good, it helps people more productive. It gives means to express talents and energies and pursue happiness. Whereas negative stress is very harmful. He divided Stress into four major categories; there is a balance between under-stress and over-stress must be emphasised and good stress must be realised to reduce distress. The details are as follows:

- Overstress: When the individual adjustment ability is outstripped, then over-stress is produced.
- Under-stress: Inefficient needs cause individual under-stress and this lacks self-achieving desires.
- Good stress: Under the reaction to certain stress, individuals have a happy and satisfactory feeling.
- Distress: This occurs often and easily causes illnesses. Individuals develop an unhappy feeling.

When a stressor becomes too demanding or when we do not have adequate resources to meet the demands, we get ‘stressed up’. The stressed up experience is called a ‘Distress’. Distress is bad and unhealthy. Prolonged distress initiates a number of reactions at the level of the body and mind.

Stress among 10th and 12th students

The education system in India has become more achievement oriented with more focus on marks and grades, making children work for longer hours in schools and homes. Majority of the parents support this system and pressurize their children to perform better and achieve best or better marks or grades. The children are compelled to spend more hours in schools on all six days a week. Some private schools conduct special classes on Sundays and public holidays. The long hours of schooling, with less scope for; play, sports, recreation, socialization, hobbies and travel, is causing more stress among school children. Stress is a state of mental or emotional strain or tension caused by the acts of others, situations and tasks which demand a performance beyond a person's capability or capacity.

Parent believed that if the child had good performance in 10th and 12th the future will be bright. They calculate the students ability with percentage. That's why stress develop among the student how to achieve a good percentage in exam. If they are not attending the goal such psychological problem raised.

Definition of Stress

According to **Manktelow (2003)** Stress, a universal phenomenon is considered to be a condition in which people respond physiologically, psychologically, behaviourally and

Academic Stress Among 10th And 12th Students

socially to life changes. These changes may be occurring through family of related experiences, pathways, education, and outcomes caused by a range of different events or circumstances.

Auerbach and Grambling (1998) argue that stress can leads to serious problems if it is not managed effectively. Moreover, when a person is exposed to chronic stress, she or he is likely to experience both physical illness (including heart disease), and mental illness (e.g., anxiety disorders). The field of Health Psychology focuses in part, on how stress affects bodily functioning and on how people can use stress management techniques to prevent or minimize disease (Grambling and Auerbach 1998).

REVIEW OF LITERATURE

Krishan Lal (2004, May-7) was to identify the intelligence and demographic factor are the key factor of academic stress. The study made compare among the boys and girls, government and private, urban and rural school students to know the relation between academic stress and intelligence and demographic factor. For this sample was taken 200 students of boys and girls, government and private, rural and urban school. To know the academic stress tools used Student Academic Stress Scale by Dr Abha rani Bist and to know the IQ tools used Intelligence test scale by Dr.K.K.Ojha. Result indicates that the Intelligence and Demographic factor such as (male and female, government and private and urban and rural) are not key factor on Academic stress among High school students.

Bihari et al. (2014, December) was to study the academic anxiety of secondary school students of North East Delhi. Total of 114 secondary school students (4 government schools students and 2 private schools students) were taken by simple random techniques. To know the academic anxiety among students used Academic Anxiety Scale for Children (ASSC) developed by Dr A.K.Singh and Dr. A. Sen Gupta. The study shown that no significant difference is found between the overall mean scores of secondary school boys and girls and rural and urban students on their academic anxiety while significant difference was found between the mean scores of governments and private secondary school students on their academic anxiety.

Dr. P. Suresh Prabu (2015, October) was to find out the level of academic stress among higher secondary students. The study was consisting of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The value of data was assessed using Academic stress scale constructed by R. Balaji Rao. The study was reveals that the higher secondary students have moderate level of academic stress. The male student's academic stress is higher than female student. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student.

Objectives

1. To find out Academic stress among boys and girls students.
2. To find out Academic stress among private and rural students.
3. To find out Academic stress among 10th and 12th students.

Hypothesis

H₀₁ There will be no significant difference in the Academic stress among student with reference to Gender (boy and girl).

Academic Stress Among 10th And 12th Students

H₀₂ There will be no significant difference in the Learning disability among student with reference to Type of school (private and government).

H₀₃ There will be no significant difference in the Learning disability among student with reference to Type of class (10th and 12th).

Variable

Independent variable:

- Gender
- Type of school
- Type of class

Dependent variable:

- Academic stress

Sample

The sample of the present research study consisted of 60 boys Student and 60 girls students were selected from Balasore District Odisha. In which 30 private and 30 government are selected. In which 15 10th class students and 15 12th class students were selected. Sample was randomly selected from Balasore District (Odisha).

Scale for assessing academic stress scale

Scale for assessing academic stress developed by Sinha, Sharma and Mahendra (2001) was used. This scale consists 30 items of self-report measure. Subject has to answer each item for the presence or absence of academic stress symptoms. The subject has to choose yes answer for the presence of academic stress or no answer for the absence of academic stress, scored as (1- the presence of symptoms) and (0-the absence of symptoms) for each item as applies to him/her.

The split-half reliability is 0.75 indicating adequate reliability of the scale. High score indicating Academic stress. In the present research high academic stress means 1 standard deviation above the mean ($11.3+3.68=15$).

Procedure

As per the experimental design and statistical data sheet required for the study, the target was for 120 questionnaires to be filled up by the 10th and 12th class students in and around the Balasore city. For the present study, the data were collected only state board school of Balasore. A random method for data collection was adopted.

Statistical Analysis

The entire data were coded for analyses the t-test for mean difference and correlation to know the relation between Learning disability and Academic stress were applied. All the calculations were calculated manually.

RESULTS AND DISCUSSION

H₀₁ There will be no significant difference in mean scores of the Academic stress among student with reference to Gender (male/female).

Academic Stress Among 10th And 12th Students

Table 1

Academic stress	N	Mean	SD	t value	Level of Significant
Boys	60	14.12	4.69	0.94	Not significant
Girls	60	14.88	4.22		

H₀₂ There will be no significant difference in the Learning disability among student with reference to type of school (private and government).

Table 2

Academic stress	N	Mean	SD	t value	Level of Significant
Private	60	14.28	4.22	0.53	Not significant
Government	60	14.72	4.71		

H₀₃ There will be no significant difference in the Learning disability among student with reference to type of class (10th and 12th).

Table 3

Academic stress	N	Mean	SD	t value	Level of Significant
10 th	60	13.48	4.22	2.56	Significant
12 th	60	15.52	4.49		

Table no 1 showed no significant difference of Academic stress between boys and girls students. Mean of boys was 14.12 and mean of girls was 14.88. SD of boys 4.69, SD of girls 4.22 't' ratio 0.94. Table no 2 showed significant difference of Academic stress between private and government school students. Mean of private school was 14.28 and mean of government school was 14.72 and SD was 4.22 and 4.71 respectively, 't' ratio 0.53 which is not significant. That means hypothesis no 2 was accepted. Table 3 showed significant difference of Academic stress between 10th and 12th students. Mean of 10th student was 13.48 and mean of 12th student was 15.52 SD was 4.22 and 4.49. t value was 2.56 which was significant at 0.05 level. That means hypothesis was rejected.

CONCLUSION

1. There is no significant difference in the mean score of Academic stress among boys and girls students.
2. There is no significant difference in the mean score of Academic stress among the students in private and government school students.
3. There is significant difference in the mean score of Academic stress among 10th and 12th students. 12th class students showing more academic stress than 10th class students.

REFERENCES

- Dr H.K. Kapil: Element of statistics in social science, 2010/2012, ISBN:978-81-89994-19-8, Agrawal publication.
- Krishna Lal (2014, 7 may): Academic stress among adolescent in relation to intelligence and demographic factors: American International Journal of Research in Humanities, Arts and Social Sciences, (2014, may-7), ISSN (P): 2328-3734, ISSN (e): 2328-3696, ISSN (CD-ROM): 2328-3688, <http://www.iasir.net>.

Academic Stress Among 10th And 12th Students

- Krishna Lal (2014,7 may): Academic stress among adolescent in relation to intelligence and demographic factors: American International Journal of Research in Humanities, Arts and Social Sciences, (2014, may-7), ISSN (P): 2328-3734, ISSN (e): 2328-3696, ISSN (CD-ROM): 2328-3688, <http://www.iasir.net>.
- Porval K et al (2014) A Study of Academic Stress among Senior Secondary Students, International Journal of Indian Psychology, vol 1, Issue 3, Page 133-137.
- Saket Bihari (2014, December): Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School; International Journal of Education and Psychological Research (IJEPR), Volume 3, Issue 4.
- Sibnath Deb et al 2015: Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students; International Journal of Psychology and Behavioral Sciences, 5(1): 26-34 DOI: 10.5923/j.ijpbs.20150501.04
- Sinha et al. (2001): Development of a scale for assessing academic stress: a preliminary report; Journal of the Institute of Medicine, vol.23, no.1&2.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Bhalala J. N. (2021). Academic Stress Among 10th And 12th Students. *International Journal of Indian Psychology*, 9(3), 1173-1178. DIP:18.01.108.20210903, DOI:10.25215/0903.108