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Role of Academic Stress and Its Impact on Adolescents

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Abstract

The present study is an attempt to understand the impact of academic stress on adolescents studying Intermediate in different streams. Adolescents are particularly vulnerable to the concept of academic stress as the transitions occur at an individual and social level. It, therefore, becomes imperative to understand the sources and impact of academic stress to derive adequate and efficient intervention strategies. This review aims to understand academic stress at a bio psychosocial level highlighting the impact and sources of academic stress. Academic learning is the main source of stress among adolescents and is associated with mental health problems; finding its determinants helps to know the risk factors that influence stress. Adolescence is the period in human growth and development that occurs after childhood and before adulthood and considered to be the period between the ages of 10 and 19 years. It accounts for approximately 17% of the world's population. India is home to the largest adolescent population in the world. During this period, adolescents undergo many psychosocial and physiological changes making them more prone to various stresses. School environment, curriculum design, examinations and social support definitely would influence the level of stress experienced by the adolescents. The objective of the study is to find the level of stress experienced by the college adolescents and to find if there is significant difference in demographic variables and academic stress. The data was collected from two Intermediate colleges of both government and private in East Godavari District of Andhra Pradesh. We are Using Random Sampling Technique.

Keywords: Stress, college students, adolescents, academic stress

Introduction

Stress has become an inevitable word in this fast-spinning technical world. Stress is been experienced by almost everyone around irrespective of the age they are in. The word stress which was threatening in earlier ages has now been accepted as normal part of life. This acceptance about stress has come on experiencing some of the positive effects of stress which is widely called as Eustress, a kind of stress which serves as a motivating factor for achievements. But when the stress level increases unmanageably it turns into Distress which depletes the energy core of the person and pushes him towards a variety of psychological disturbances. Adolescence is a period when individuals become independent from their parents. The period of adolescence itself was well recognized as a period of 'stress and storm' as an adolescent has to undergo a lot of physical and mental changes during this stage.

Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. It therefore, becomes imperative to understand the sources and impact of academic

stress in order to derive adequate and efficient intervention strategies. The study employed a quantitative research design where participants were screened using Academic Stress Scale (Rajendran & Kaliappan, 1991) from four streams namely, commerce, management, humanities, and basic sciences.

The five dimensions of sources such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities were further analysed and gender differences were also obtained. Understanding the sources of stress would facilitate the development of effective counselling modules and intervention strategies by school psychologists and counsellors in order to help students alleviate stress. Stress, from a biological perspective, is defined as a reaction to change or a process of responding to any kind of perceived threat.

Usually, stress stimulates the release of hormones such as adrenaline, cortisol and noradrenaline, which in turn, induces several changes in the body that prepare it for fight or flight situations. We experience stress from different factors, including our environment, our body, and even our thoughts.

Review of Literature

Tung and Chahal (2019): examined relationship between stress and adjustment and found no significant causal relationship between stress and the adjustment. However, direction of the results implied that level of adjustment influences the number of stress full events and amount of stress experienced by them.

Torbjorn Torsheim (2019): in his study has identified a positive relationship between classmate support and academic stress among high school students at Norway. Dawood in his study found that students stress affects their academic performance. He further showed that the most frequently mentioned stressor by students was school and fear related stressors.

Kai-wen (2018): students at this level may sometimes experience incompatibility of their mental development with their physical changes or social environment and thus suffer from problems arising from inadequate adaptation. These problems may further cause psychological troubles and may even induce deviant behaviour. Kai-wen in his study has also said about factors that influences stress among school going adolescents such as physiological or mental changes, school factors, relationship with opposite sex and family environment.

Kartiki Porwal and Dr. Ravindra Kumar (2019): The performed with the objective to examine the presence of academic stress among the senior secondary students and assess if gender plays a role in the level of test. A sample of 30 students (15 male and 15 female) are selected for the study from a school in Noida. The Data was collected through standardized Academic Stress Questionnaire (ASQ) by Akram, Mohd Ilyas Khan and Sahiba Baby.

Jayasankara Reddy, Ms. Karishma Raja Menon and Ajanathattil (2018): The study attempts to chart the reasons for the stress in the student phase of adolescent life. The objective is to find out the presence of academic stress and its variations among genders and streams of academics, The study is based on the fact that India has the highest rate of suicide among adolescents. While it is true that certain level of stress is considered beneficial for the academic progress of the students but excessive stress may lead to a host of disorders and depression

Purna Prabhakar Nandamuri and Gowthami Ch (2018): The objective of the study is to understand and explore the components of academic stress among postgraduate students of management. While the study does not concern with

adolescent academic stress, it is considered for review for model and methods. The sample for the study comprises of 500 postgraduate students from various Management Colleges of Warangal region of Andhra Pradesh (present Telengana). While the study agrees the need of a certain level of stress, excessive stress may lead to anxiety, social dysfunction and suicidal ideation.

Nur Hamizah HAj Ramli, Masoumeh Alavi *et al.*, (2018): The present generation of students face heavy competition and expectations from parents and society to excel academically. This pent-up stress leads to development of habits like criminal tendencies and substance abuse. The student's ability to handle stress is also a predictor for development of mental disorders in later life.

Sarita, Sonia (2015): asserts the fact that academic stress among students hinders performance and decision-making skills. Its effects are both psychological and physiological. Some of the stressors mentioned in this study include: "inappropriate school timings, high student-teacher ratio, non-conducive physical environment of classrooms, the absence of healthy teacher-student interaction, irrational rules of discipline, physical punishment, excessive or unbalanced school-work, teaching methodology, indifferent attitudes of teachers, overemphasis on weaknesses rather than strengths.

Objectives of the Study

1. To find out levels of academic stress among adolescents in Government junior colleges.
2. To study the socio-demographic profile of the adolescents in Government colleges
3. To find the associations and differences between the socio-demographic variables and stress among the respondents

Hypotheses of the Study

H₀: There is no significant mean difference between male and female students with respect to academic stress.

H₀: There is no significant association between the socio-demographic variables and stress among the respondents.

Methodology

Two intermediate colleges one Government and one Private were selected from Kakinada, Andhra Pradesh. Random Sampling method was used to select 120 students. Academic Stress Scale developed by Uday K Sinha was used to assess the academic stress levels of students.

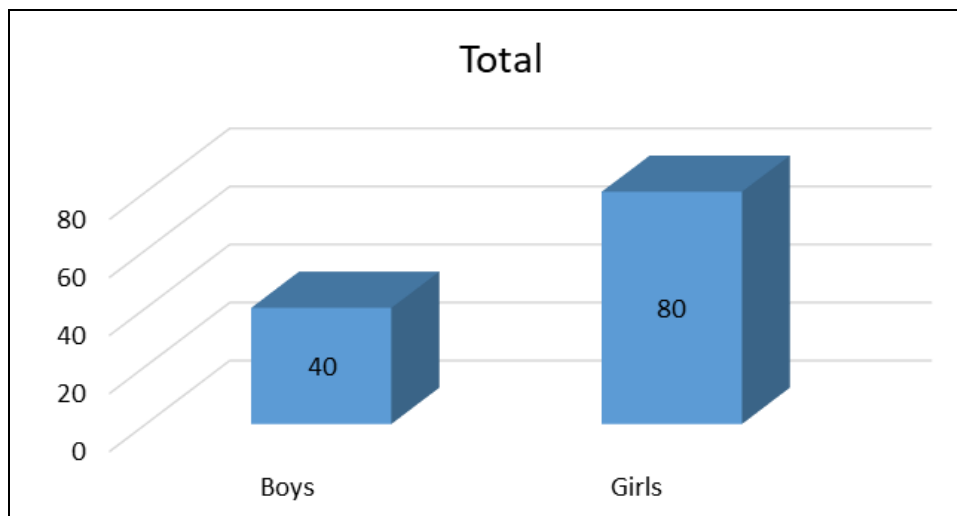
Table 1: General Profile of Adolescents

General Profile of Adolescents [N=120]			
S. No	Category of Students	Number of Respondents	Percentage of Respondents
1	Gender		
	Boys	40	33.33
	Girls	80	66.66
2	Age		
	15-16 years	30	25.00
	16-17 years	40	33.33
	17-18 years	50	41.66
3	Types of Streams		
	Science	90	75.00
	Arts	30	25.00
5	Locality		
	Urban	85	70.83

	Rural	35	29.16
6	Type of college		
	Government	90	75.00
	Private	30	25.00
7	No. of hours spent on study		
	1-4	65	54.16
	5-8	35	29.16
	9-12	20	16.67
8	Type of study		
	self-study	88	73.33
	Tutions	12	10.00
	Combined study	20	16.67
9	Educational Level		
	Junior Inter	80	66.66
	Sr. Inter	40	33.33
10	Sleeping Hours		
	4-6 hours	45	37.50
	6-8 hours	50	41.66
	8-10 hours	25	20.83

Table 2: Distribution of Adolescents as per their level on Academic Stress.

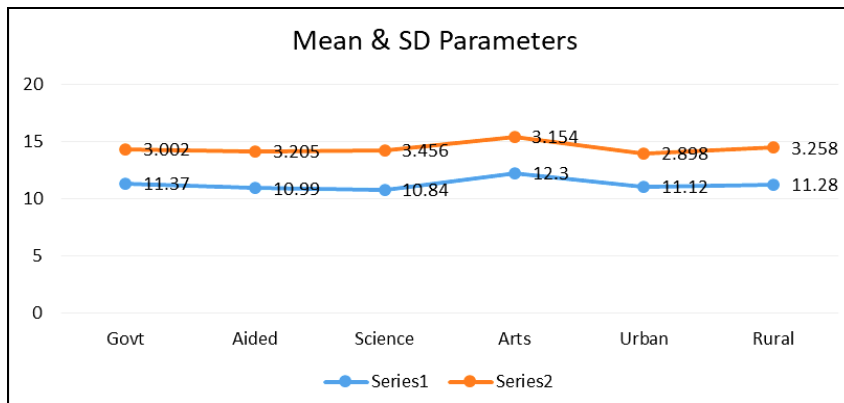
Total Sample	Scores on Academic Stress Scale					Chi Square
	Gender	Low	Medium	High	Total	
120	Boys	6	25	9	40	2.868
	Girls	12	48	20	80	
		18	73	29	120	



Graph 1: Distribution of Adolescents as per their level on Academic Stress.

Table 3: Demographic Variables of Adolescents as per their level on Academic Stress.

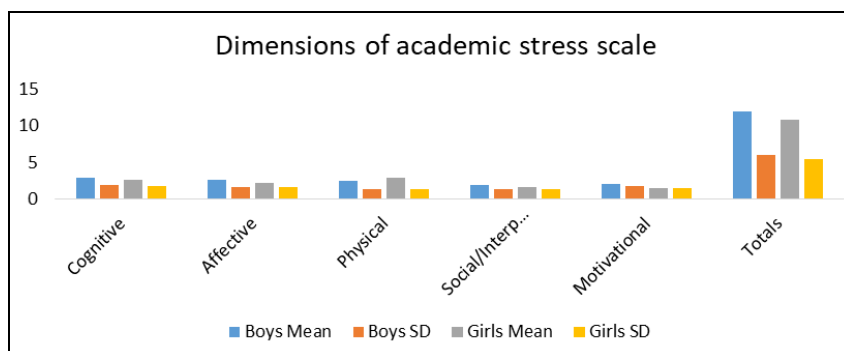
Demographic Variables		Number	Mean	SD	t Value	P-Value
Type of College	Govt	85	11.37	3.002	0.12	0.336
	Aided	15	10.99	3.205	1.205	0.131
Stream	Science	83	10.84	3.456	-2.02	-1.889
	Arts	67	12.3	3.154	2.025	0.55
Locality	Urban	69	11.12	2.898	1.206	0.336
	Rural	41	11.28	3.258	3.001	5.225



Graph 3: Shows the Demographic Variables of Adolescents as per their level on Academic Stress.

Table 4: Dimensions of academic stress scale

S. No	Dimensions	Boys		Girls		T value	P value
		Mean	SD	Mean	SD		
1	Cognitive	2.9	1.883	2.55	1.709	3.188	<0.001
2	Affective	2.57	1.643	2.16	1.567	4.03	<0.001
3	Physical	2.48	1.361	2.88	1.294	-4.744	<0.001
4	Social/Interpersonal	1.94	1.378	1.7	1.344	2.781	0.003
5	Motivational	2.09	1.808	1.47	1.453	6.195	<0.001
	Totals	11.98	6.064	10.76	5.375	3.452	<0.001



Graph 4: Dimensions of academic stress scale

Result and Discussion

From the above table and graph shows that Dimensions of academic stress scale used by the Researcher. The Various dimensions on Mean & SD of Boys and Girls shows respectively by use of various dimensions like Cognitive, Affective, Physical, Social/Interpersonal and Motivational. In this Analysis the Highest Mean Value of Boys 2.57 under Affective dimension and Lowest SD of Physical dimension. Then Highest Mean shows Under physical and Lowest SD Value Under Physical dimintions. Finally the Probability values is shown different segments based on 0.5 Level of Significance.

Conclusion

This study focusing on Stress of adolescent students of High School and Intermediate colleges. One kind of stress which serves as a motivating factor for achievements. But when the stress level increases unmanageably it turns into Distress which depletes the energy core of the person and pushes him towards a variety of psychological disturbances. Now a day’s students as well as parents face Physical and mental changes made. Stress has become part of students’ academic life due to the various internal and external expectations placed upon their shoulders. Stress affects both the mind and the body. A little bit of stress is good and can help us perform daily

activities. Too much stress can cause physical and mental health problems. Learning how to cope with stress can help us feel less overwhelmed and support our mental and physical well-being. this study emphasis that stressed feelings among adolescents should not be neglected, but has to be properly intervened, so as to avoid a larger destruction.

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