

A Descriptive Survey on Academic Stress Among Adolescents in Selected Higher Secondary School

Renu. S^{1*}, Dr. Helen Shaji J. C², Dr. Sreeja. I³

¹ Research Scholar, Department of Nursing, Sri Balaji Vidyapeeth Deemed University, India. Email: scholars_4@yahoo.com

² Professor, Research Supervisor, Dean, SRM College of Nursing, Faculty of Health and Medical Sciences, India

³ Vice Principal, College of Nursing, Ananthapuri Hospitals & Research Institute, India

*Corresponding Author: Renu. S

KEYWORDS

Adolescents,
Regression,
Sampling, Variables,
And Academic Stress

ABSTRACT

Academic stress is a mental suffering that is associated with some anticipated frustration associated with academic failure or even unawareness to the potential of such failure. This level of mental suffering can be caused by either of these two factors. Among the objectives of this research project are the estimation of the level of academic stress that is experienced by adolescents and the determination of the degree to which academic stress is connected with particular socio-demographic parameters. The research was conducted at St. Antony's Higher Secondary School with sixty adolescents ranging in age from sixteen to eighteen years old. The stress scale developed by Dr. Balaji Rao was utilized for the study. The selection of the teenagers was carried out using an appropriate sampling procedure. According to the conclusions of the study, the majority of students endure moderate levels of stress, while 48 percent of them endure high levels of stress, seven percent endure extreme levels of stress, and three percent endure small levels of stress. In addition, the research indicates that there is a substantial connection between academic stress and a variety of parameters, including age, physical activity, study habits, the length of time spent sleeping, peer interactions, the utilization of social media, time management, and the grade they received on the most recent examination.

1. Introduction

It is claimed that a person is in the adolescent stage of development when they are between the ages of puberty and maturity. This stage of development is a transitional stage of both the physical and psychological development of the individual. Students are experiencing an increase in the amount of stress they are experiencing due to the fact that they are required to fulfil every stage of their lives in this fast-paced society. There are a few academic issues that kids face, including a lack of interest in attending classes, comparing their academic aptitude to that of other students, an inability to comprehend the material, and the struggle to satisfy the expectations of their parents. It has become incredibly difficult for kids to maintain both their physical and psychological health as a result of the demanding school hours and the competition that exists amongst coaches. As children or adolescents, students are required to deal with the same challenges that adults do on a regular basis. Absolutely stunning in appearance Joseph Pullokkaran (2018) conducted a study with the purpose of determining the extent to which adolescents in India find themselves under a great deal of academic pressure. One of the most important objectives of the study is to identify the factors that contribute to stress. One hundred twenty students at random were selected from the entire student population of two districts in the state of Kerala. These districts are located in the state of Kerala. By means of the questionnaire research survey, primary data was collected for the study. After conducting research on the many different components of academic stress, the questionnaire was developed further. It is also essential to bear in mind that pupils can experience both positive and bad effects as a result of stress. In the opinion of psychologists, conditions that are characterized by high stress are harmful to human health. On the other hand, moderate stress is considered to be normal and, in many instances, has been shown to be beneficial. (14) The purpose of the study is to determine the level of stress experienced by adolescents in order to gain an understanding of the day-to-day challenges that they are subjected to on a regular basis. In order for the learner to be able to resolve and cope with the situation, the knowledge described above is required. The results of this study contribute to the evaluation of the level of knowledge regarding stress and the referral of individuals who are in need to counselling services.

2. Literature Survey

In the year 2022, Muhammad Hafeez, S. Saira, and Anisa Ijaz conducted a study with the purpose of determining whether or not there is a correlation between the academic stress that children experience and the worry that their parents face when they are teaching secondary school pupils. Individuals from the population were selected from among the students who were enrolled in the second grade at a number of public schools situated in Tehsil, Gujarat. These schools were located in Gujarat. In order to fulfill the requirements of the sampling procedure, a method known as stratified random sampling with two steps was applied. Twenty kids were selected at random from a total of 89 male and 94 female students who were enrolled in secondary school in Tehsil, Gujarat. The students were selected from the state of Gujarat. Several statistical methods, including regression, a neural network model, an independent sample t-test, and a plain percentage calculation, were applied in order to analyze the data that was acquired. When students were examined in relation to research questions, it was discovered that academic stress has an effect on a number of different factors. These factors include academic successes, the anxiety of parents, mental health, learning style, communication between teachers and students, and extracurricular activities of students (15).

Kartiki Porwal and Dr. Ravindra Kumar (2019) conducted a study to investigate the effects of academic pressure on senior secondary school students in Noida, Uttar Pradesh. The study was conducted in conjunction with the researchers. There were a total of thirty people that took part in the research, with fifteen males and fifteen females participating. There is not a single pupil who does not possess the Twelveth Standard. In order to collect the data, Akram, Mohd Ilyas, and Sahiba Baby utilized the Standardized Academic Stress Questionnaire (ASQ), which was the instrument that was applied. The t test, the mean, and the standard deviation were all performed in order to accomplish the goal of doing an analysis of the data. According to the findings of the study, there is a significant gap between the degrees of academic stress experienced by males and girls. Furthermore, it was discovered that boys in senior secondary school suffer higher levels of academic stress than ladies in the same age group.

3. Study Resources and Methodology

- Methodology of the Research: For this particular study, a quantitative research methodology was chosen.
- Research Design: A descriptive, non-experimental design that was adopted through the use of the survey method

Variables:

- Dependent Variables: The pressures that adolescents between the ages of 16 and 18 experience in their academic lives are the dependent variable in this study.
- Attribute Variables: These are socio-demographic variables that include things like age, gender, place of residence, educational status of father and mother, occupation of father and mother, birth order, number of siblings, family monthly income, type of family, physical activities, recreational activities, sleep duration, use of social media, time management in academics, and grade of the most recent examination that was participated in setting: The Higher Secondary School of St. Antony's, located in Thiruvananthapuram
- The population consists of adolescents between the ages of 16 and 18 years old.
- Samples: The samples for the study were taken from students attending St. Antony's Higher Secondary School in Thiruvananthapuram who were between the ages of 16 and 18 years old.
- Number of Participants: The study recruited sixty adolescents between the ages of sixteen and eighteen for its sample size.

- Comprises of a non-probability handy sampling procedure.

Selection Criteria:

This research project includes people who are able to comprehend English, as well as parents of participants who are willing to grant their consent, age groups ranging from 16 to 18 years old, and volunteers who are willing to participate. The study did not include those who were unable to participate due to physical limitations.

Study Tool:

- The socio-demographic variables are discussed in Section A.
- Professor Balaji Rao's academic stress scale is presented in Section B. Specifically, it is a standardized scale that consists of forty items, each of which has five responses. This encompasses the following levels of stress: no stress, mild stress, moderate stress, severe stress, and extreme stress, with scores of zero, one, two, three, and four respectively associated with each level of stress. The presence of high scores is indicative of high levels of academic stress, whereas the presence of low scores is indicative of low levels of academic stress. There were a total of forty things. As a result, the highest potential score (four times forty) is 160, while the highest score on each factor would be 32 (four times eight). There is an equal number of elements for each factor. It is true that the level of academic stress increases in proportion to the value of the score, and vice versa. The correlation between the results of the tests taken by fifty students at intervals of twenty-five days was determined to be 0.8.

Analysis of Data:

Following the collection of participant informed sheets from both pupils and their parents, the researchers proceeded to provide an explanation of the advantages and disadvantages of the study. Participant questionnaires were delivered by the researcher to the participants. In addition to the self-administered assessment of academic stress, the questions are comprised of socio-demographic characteristics. The questionnaire is forty-five minutes in length. An explanation was given by the investigator on the manner of responding to the questionnaire, and Forty-five minutes following the beginning of the event, the data was collected from the participants.

4. Results

Among the sixty children, 58.3 percent are under the age of sixteen, 35 percent are between the ages of seventeen and eighteen, and 6.7% are between the ages of eighteen and eight sixteen. The percentage distribution of children attending higher secondary schools in respect to gender reveals that out of a total of sixty pupils, 56 percent are males and 43 percent are females. The percentage distribution of respondents according to their place of residence reveals that seventy percent of them live in urban areas, while thirty percent live in rural areas. This is the case since urban areas are smaller than rural ones. According to the percentage distribution of subjects based on the education level of the father, 6.7% of the subjects are professionals, 1.7% are graduates or higher, 3.3% have completed their high school education, 73.3% have completed their secondary school education, and 15% are illiterate. According to the percentage distribution of subjects based on the education level of the mother, 3.3% of the subjects are professionals, 1.7% are graduates or higher, 8.3% have completed their high school education, 58.3% have completed their secondary school education, and 28.3% are illiterate. 5% of the subjects are professionals, 3.3% are private workers, 3.3% are overemployed, 25% are manual laborers, 53.3% are self-employed, 5% of the population is unemployed, and the remaining 5% are farmers. According to the professions held by their dads, this is the percentage distribution of the disciplines they are studying. The findings indicate that 48 percent of people are experiencing moderate stress, 42 percent are experiencing high stress, seven percent are experiencing extreme stress, and three percent are experiencing little stress. a substantial correlation between academic stress and factors such as age, physical activity, study habits, the amount of time spent sleeping, peer relationships, using

social media, managing one's time effectively, and the grade obtained in the most recent examination might all be considered.

5. Conclusions

There are a number of detrimental psychological and physical impacts that have been reported by research that are associated with academic stress. As a consequence of this, the information that is now accessible concerning academic stress might be utilized to lead professionals, such as educators and psychologists, in the adoption of specific preventative actions that are targeted at minimizing the amount of academic stress that teenagers experience. On the basis of these findings, preventative initiatives that aim to improve the mental health of teenagers can be devised and implemented.

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