

Impact of Academic Stress on Adolescent Male and Female

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Abstract

This research set out to compare and contrast male and female high school students' levels of academic stress and academic performance. Given the scope of the investigation, a descriptive survey design was used. " By using the Random Sampling Method, we were able to pick a representative sample of 100 students (50 male and 50 female) from across the senior secondary institutions in the Rohtak area who are now enrolled in the 12th grade. Abha Bisht's (2005) Academic Stress Test was utilised to quantify the mental toll of keeping up with schoolwork, and academic success was calculated using each subject's cumulative 11th-grade grade point average. The data was analysed using the mean, standard deviation, t-test, and Pearson's product method of correlation. It was discovered that I female students had greater academic accomplishment than male students, (ii) male and female students have similar levels of academic stress, and (iii) there is a negative correlation between teenage students' academic achievement and academic stress. This suggests that adolescents' academic performance declines when their levels of academic stress increase and vice versa.

Keywords: Academic achievement, academic stress, male, female adolescents

Introduction

The time between childhood and adulthood, between infancy and maturity, is often referred to as "the teenage years."

Extreme caution and safety measures are required at this time. As they mature, children's bodies go through a number of changes. In recent years, we have learned that the brain undergoes profound effects of early adolescence on both psychological and physiological development. As they develop into young adults, adolescent girls and boys learn to rely on themselves more and more. Values and skills that have long-lasting effects on happiness are formed throughout this time. Evidence shows that when teenagers are supported and encouraged by caring adults, they have a better chance of breaking out of cycles of poverty, discrimination, and violence. Today's dynamic social environment, whereby kids are growing up is driven by local communities. In the course of a typical day, we are faced with a number of situations that call

on us to make decisions that have consequences for both our internal and external environments. The effort required to cope with and triumph over such challenges is an integral aspect of the adjustment procedure. This definition serves as a starting point for learning about adjustment. However, one can never be absolutely sure that things won't change. Whether they are true or erroneous, or have clear beginnings and endings, is of little consequence. Adjustment may be hard to grasp if you try to answer all of these questions at once. According to Aggrawal, adolescents' development depends largely on their needs being met (2004).

All of their physical, mental, and social requirements, in addition to their intellectual, moral, and professional goals, fall under this category. Therefore, it could be helpful to focus a little more on two important aspects of adjustment. It is a process that, first, involves continuous change and, second, necessitates recurrent patterns of reaction to that change. Therefore, a student will go from elementary school to middle school to high school to college or the workforce after completing their formal education. For both children and their parents, this is a momentous occasion. Adapting the new setting to the requirements of various age groups may help mitigate the disruption brought on by these changes. This summary provides an overview of some of the difficulties youngsters face while making the jump from elementary to middle school, as well as suggestions for activities and programs that might ease the process. Isakson, et al. (1999), who used a brief longitudinal design to study how teenagers adjusted to the switch from middle to high school, discovered that first-year high school students had significant shifts in their sense of school belonging. Adolescents' views of parental support had a role in how well they adjusted to the shift. Aggression, social anxiety, and a loss of interest in previously enjoyed hobbies are frequent signs among youngsters who are under significant stress. Dawood's (1995) study found that student anxiety had a detrimental effect on their grades. Additionally, he discovered that children often cited concerns about school and fears as their primary sources of stress. Many teenagers' anxiety about many aspects of adulthood causes them to teenagers who are both nonconformists and depressed. When children are troubled by stress-related worries and fears, their whole performance declines. Students with preexisting anxiety were shown by Hodge (1996) to be at a greater risk for having behavioural problems in the classroom as opposed to individuals who were not exposed to any. Tung and Chahal (2005) looked at the link of stress and adjustment and came to the conclusion that there was no substantial causal link. While the results suggested that individuals' levels of adjustment affected both the frequency and intensity of stressful situations they encountered, this was not made explicitly obvious.

Literature Review

According to Nagaraju, student stress may have a detrimental effect on performance in the classroom (2009). Gupta, Sharma, and Gupta (2011) found that academic stress, defined as having any one of the following three components, was more prevalent among female students than male students.

Kadapatti and Vijayalaxmi (2012) discovered that academic stress is associated with factors such as high aspiration, poor study habits, more study difficulties, a shift in the medium of instruction, and low socioeconomic conditions among selected respondents. Studies have shown a correlation between student stress and low performance in the classroom, as reported by Neelam (2013). Students who are under a lot of pressure \sto perform well in school are more likely to fail, and vice versa. It was also revealed that girls' academic achievement was higher than boys'. Although there were large disparities in academic stress between students attending public and private secondary schools, Bihari (2014) found no such differences between students from rural and urban locations.

According to the results of this research, the majority of students were dealing with moderate levels of stress, while no students were dealing with severe levels of stress. Results showed no correlation between students' self-reported stress and their performance in the classroom. Joshi (2015) observed that the academic performance of B.Ed students was negatively impacted by academic stress at the 0.05 level of significance. Among male students, the correlation between stress and performance in school is negative.

Alam et al. found a negative correlation between students' levels of academic stress and test anxiety and their grades in secondary school (2016). Using a quantitative method of evaluation, Singh (2016) discovered that there was no significant difference in test anxiety between the sexes. According to research by Ranganatha and D'souza (2018), college students who are also doing professional courses experience a higher level of stress. Exam anxiety was the only kind of academic pressure where male students reported being more worried than female students. In junior college, male students experience higher levels of stress than female students, as stated by Saha (2020). Science majors in junior college report higher levels of stress than their humanities and business school counterparts.

Objectives of the Study

1. Male and female teenage pupils' academic performance will be evaluated and compared..
2. To assess and compare the academic stress of male and female adolescent students.

Method

The researcher used a descriptive survey approach since it was appropriate for the subject at hand.

Sample

Based on the Random Sampling Method, 100 students were chosen at random from various senior secondary schools in the Rohtak district who are all in the 12th grade.

Statistical Analysis

Statistics were applied to the information gathered. The "t" test was used to compare the stress levels and GPAs of male and female students. Pearson The link between academic performance and academic pressure was analysed using the product method of correlation.

Results and Interpretation

The gender gap in adolescent students' academic stress and performance is significant, and there is a correlation between their academic success and the pressure they feel to do well in school.

Table 1

Mean, Standard Deviation and 't' values of academic achievement of male and female students

Gender	Number	Mean	S.D.	‘t’	Level of Significance
Male students	60	73	9.211	4.257	Significant at 0.01 level
Female students	40	76	10.806		

Conclusion

As a conclusion, this study suggests a resource that might aid parents, educators, legislators, and guidance counsellors in boosting teenagers' academic achievement.

There is an increased burden on schools, teachers, and parents to cultivate highly productive learners. Students with a variety of personalities, learning styles, and emotional capacities who are able to overcome academic and personal challenges. Beyond just preparing students for future success in their chosen fields, education's ultimate objective is to foster their personal.

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