

Periodic Research

Academic Stress in Senior Secondary School Boys in Relation to their Well-Being

Abstract

This study examines academic stress of senior secondary school students in relation to their well-being. The sample of study comprised of 140 students of 10+1 and +2 (70 urban and 70 rural) studying in government and private schools in Patiala district Of Punjab .Descriptive survey method was employed to collect the data. The major findings of the study revealed relation between academic stress and well-being of students.

Keywords: Stress, Academic Stress, Adolescence, Mental Health etc...

Introduction

Education has formed a basis for the development of human society through the development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and enables them to cause and contribute to societal development. Hence, a suitably oriented system of education can facilitate and promote social change.

To lead a happy life a person should be healthy in all the aspects i.e. mental, physical, social, emotional and physiological etc. But modern life has offered the many types of stresses to human like environmental, academic, psychological etc. Stress affects the well-being of a person. The research regarding the stress in India was done by [Pestonjee (1985, 1992), Prabhu (1990), Sharma (1988).] Numerous factors can be correlated but present study is based upon the relationship between academic stress and well-being of adolescent boys.

The adolescents have some aims in their life which must be fulfilled and unfulfilment results in stress and affect the well-being of adolescents. And in this age of anxiety, stress is an everyday accepted fact of life. After the attainment of progress in different spheres humans are the victims of known or unknown stress producing factors. These factors are rooted in biological, psychological and social life space. Stress regulates health and disease, happiness and disequilibrium of mind. Whenever there is a doubtful situation, stress holds its head like a cobra and warns the whole organism to get prepared for the expected causality and repercussion are physical, mental and behavioral. So stress touches upon every walk of life and sphere of action. And stress agents have become an integral part of the kind of society, we are living in and the kind of situations we are confronted with (Busari, 2012).

In Asia in general, the topic has come to be an emerging area of research from clinical and organizational perspectives, the studies fall into two main groups. In the first group, the aim is usually to replicate western findings in Asian context; for example, trying to find out whether social support buffers a person from the effects of stress in a particular Asian country. In the second group, the aim is to identify indigenous patterns of stress and coping as culture specific manifestations; for example, trying to find out the nature and functions of social support in a certain culture.

Stress is evident in relation to practically every aspect of social change-changing parent-child relationships, empowerment of the girl child/woman or intrinsic and extrinsic changes in educational and occupational goals. The parents manifest itself as the cold feet syndrome, as the parents' desire to adopt new ways of life arises from frustrations experienced during their own upbringing (for example, the lack of socio-emotional and financial independence from elders or the pressure to adhere to a rigid ritualistic life style) and/ or because of a desire to change with the times. This results in relatively more openness, indulgence, permissiveness and tolerance in their child rearing attitudes and practices.

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As the present study is based upon the stress and well-being of adolescent boys and adolescents may suffer from academic stress, psychological stress, physiological stress etc. Then, stress is the consequence of disruptive events on the body and soul of an individual. Stress constitutes a pervasive organizing force in daily lives. These disruptive events which affect the individual may be related to environment (heat, cold, nutrition, altitude etc.) Occupation, demography, emotions and academics etc. and hence called environmental stress. Occupational stress, demographic stress, emotional stress and academic stress etc.

Stress is defined in Webster's dictionary (1996) as; "Any stimulus, as fear or pain that disturbs or interferes with the normal physiological equilibrium of an organism."

As the present study, is about the relationship between stress and well-being of adolescent boys. And stress affects the well-being/mental health of an individual negatively. Mental health/Well-being of any individual depends on his heredity, physical health status, a happy home, an adequate school and the healthy community influences.

Positive mental health could be manifested as a general feeling of well-being, self-confidence, personal competence, satisfaction, happiness, self worth, belongingness, achievement, ego strength, super ego, cooperativeness, security, quality of life, creativity, originality, productiveness, adjustment (home, school, occupational, social pressures etc.). Many of these factors show considerable overlap. Mental health is not a mere sum total of all these desirable characteristics but also of how these factors are organized.

Well-being is defined in Webster's Dictionary (1996) "Well-being is a good or satisfactory conditions of existence or a state characterized by health, happiness and prosperity."

Verma and Verma (1989) Well-being may be defined as" the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, absence of distress, dissatisfaction or worry etc."

Objectives

The study will be carried out with the following objectives:

1. To study and compare stress and well-being of adolescent boys (14-17 years).
2. To study relationship between stress and well-being.
3. To study the comparison between stress and well-being of rural and urban adolescent boys.

Hypotheses

1. There will be significant difference in rural and urban adolescent boys in respect of stress.
2. There will be significant difference in rural and urban adolescent boys in respect of well-being.
3. There will be a negative relationship between stress and well-being.

Design of the Study

The present study aims at studying the relationship between academic stress and well-being of adolescent boys. The study was conducted on 140 adolescent boys of age- range 14-17 years. The sample was collected from rural and urban areas of Patiala district and Patiala city.

Tools

In accordance with the objectives of study and to test hypotheses the following tools will be used:

PGI General Well-being Measure by Verma and Verma (1989)

This scale was used to measure the level of well-being. It has 20 items. The scoring was easy-just counting the number of ticks with score ranging from 0 to 20. The administration and scoring takes hardly 5-6 minutes per subject. The scale is reliable and valid tool. The reliability was found to be 0.98 (p<.01) while test-retest reliability was 0.91 (p<.01) for the Hindi version.

Osipow Samuel H and Spokane Arnold R. (1987)

This scale (only academic part) was used to measure the level of stress. It has 40 items. The scoring takes time i.e. counting the number which is crossed by the subject and question numbers 6, 8, 9 and 14, 19, 20 and 24 and 27 are to be counted in opposite manner i.e. 5 is to be counted 1 and 4 to be 2. The score ranges from 40-200.

Statistical Techniques Used

In order to prove the hypotheses set for the study the data collected was analysed by employing the Descriptive statistics namely mean, SEM, SD, SESDCV and SECV etc.

The t-ratios were obtained to find out the significance of difference between stress and well-being for rural and urban boys.

Results

Table 1
Mean Differentials in Academic Stress and Well-Being of Senior Secondary Students Studying in Urban and Rural Areas

Variable	Mean Urban Boys	Mean Rural Boys	S.D Urban Boys	S.D. Rural Boys	T-Value	Level of Significance
Academic Stress	90.20	84.61	20.16	10.52	-2.04*	Significant
Well-Being	13.17	13.90	3.57	1.96	1.49	Not Significant

* = significant at 0.05 level

Table 1 shows significant difference in respect of academic stress. The mean scores for stress for urban boys (90.20) are higher than rural boys (84.61) and the t-ratio is significant at .05 levels from this we can infer that urban students are more

stressed than rural students. Although rural boys show higher well-being than urban boys yet non-significant differences occur on well-being aspect. Hence, hypotheses 1 stands accepted.

Table 2
Relation between Academic Stress and Well-Being of Rural and Urban Adolescent Boys

Variables	r-Value for Rural Boys	r-Value for Urban Boys
Academic Stress and Well-Being	0.105	3.32**

r = coefficient of correlation

Table 2 shows “r” value between stress and well-being for urban boys shows that stress is negatively correlated with well-being. Although the value is non-significant for rural boys yet it is not positive. Hence, hypotheses 3 stands partially accepted.

Educational Implications

The present study provides a picture of development of academic stress in adolescent boys in relation to their well-being:

1. Parents have major role in motivating their children to do well in studies.
2. Parents and teachers should guide the students at every step.
3. Parents should allow their children to choose the field of their own interest to reduce their stress.
4. Teachers can also help teenagers and their parents through proper guidance.

Hence, The present study is an endeavor to understand how academic stress affect well-being of adolescents.

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