



A STUDY TO ASSESS THE ACADEMIC STRESS AND COPING STRATEGIES AMONG ADOLESCENT STUDENTS: A DESCRIPTIVE STUDY.

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ABSTRACT This study was undertaken to assess the level of academic stress and coping strategies among adolescent students in secondary school, Dehradun. Sample comprised of 150 adolescent students. Non-probability purposive sampling technique was used for sample selection. The data collection tool consisted of three parts: demographic data, academic stress scale to assess level of stress and academic coping strategy scale to assess coping strategies among adolescent students. In present study, mostly participants were female (58.7%). The result showed that 50.7% students were having mild stress, 30.7% were having slight stress and 18.6% were having moderate stress and no one have extreme stress at a same time no one student is free from stress, all the adolescent students were having stress but its level was differ. On the next hand 86% students were having moderate coping strategies and 12.6% were having poor coping and only 1.3% students were having good coping strategies. There is low relationship between academic stress and coping strategies. The findings of the study revealed that majority of students were having mild academic stress and no one have extreme stress at a same time no one student is free from stress. Most of students having moderate level of coping strategy. Stress management is crucial for the students. It can affect the academic performance and mental development of adolescent. The institutions have to develop and conduct stress management program to cope the students from stress and enhance their performance.

KEYWORDS : Stress, Coping strategies, Adolescent, Students, Stress management

INTRODUCTION:

Academic stress means education related stress. Academic stress is the main sources of stress faced by students. Some students often feel high academic burden fewer contentment related their scholastic achievement. And had high outer saddle to study, and may suffer more educational stress. Coping means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict. The psychological coping mechanisms are commonly termed coping strategies or coping skills¹⁻³.

The functional and dysfunctional adolescent coping strategies may facilitate the education of youth, so that adolescents may develop a greater appreciation for adaptive coping strategies and reduce their risk of psychopathological symptoms resulting from stress. Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13-17 years. The country's success in various fields of life depends on the proper guidance of adolescents⁴. The Organisation for Economic Co-operation and Development (OECD) recently conducted a survey involving 72 countries and consisting of 540,000 student respondents aged 15-16 years. On average across OECD countries, 66% of students reported feeling stressed about poor grades and 59% reported that they often worry that taking a test will be difficult. The OECD further found that 55% of students feel very anxious about school testing, even when they are well prepared. As many 37% of students reported feeling very tense when studying, with girls consistently reporting greater anxiety relating to schoolwork compared to boys (OECD, 2017). This data demonstrates that education and academic performance are a significant source of stress to students⁵⁻⁶. The impact of this ongoing academic-related stress to student outcomes and well-being has not been comprehensively explored. Hence, it has been felt that a study of academic stress and coping strategies among a sample of adolescent students would be worthwhile in our efforts to ensure an education of high quality to our young generation⁷⁻⁹.

Research methodology:

In the present study quantitative approach with non-experimental descriptive research design was adopted. The study was conducted in secondary school Sant Kabir Academy, Miyawala, Dehradun, Uttarakhand. Academic stress and coping strategies are the research variable of this study. 150 students of higher secondary school of Sant Kabir Academy, Miyawala, Dehradun, who fulfill the inclusion criteria, included in the study by using Non-Probability convenient sampling technique. Data collection was done with help of Socio Demographic Profile, Academic Stress Scale and Academic Coping Strategies Scale. The test retest reliability of the academic stress scale was found 0.799. The reliability coefficients for using coping strategies was Approach Coping Strategy (0.96), Avoidance Coping Strategy (0.95), and Social Support Coping Strategy (0.91). The main study was conducted from 20 may 2019 to 30 may 2019.

RESULTS:

Table-1: Frequency and percentage distribution of samples according to their socio demographic variables status.

N=150

| Socio Demographic Variables | Frequency | Percentage |
|--------------------------------|-----------------------------|--------------|
| Gender | Male | 62 41.3% |
| | Female | 88 58.7% |
| Type of family | Nuclear family | 109 72.7% |
| | Joint family | 41 27.3% |
| Mothers education | Primary education | 17 11.3% |
| | Secondary education | 50 33.3% |
| | Graduate | 62 41.4% |
| | Post graduate | 21 14% |
| Fathers education | Primary education | 0 0% |
| | Secondary education | 25 16.7% |
| | Graduate | 71 47.3% |
| | Post graduate | 54 36% |
| Mothers occupation | Home maker | 119 79.3% |
| | Private employed | 15 10% |
| | Government employed | 12 8% |
| | Business | 4 2.7% |
| Fathers occupation | Unemployed | 3 2% |
| | Private employed | 27 18% |
| | Government employed | 88 58.7% |
| | Business | 32 21.3% |
| Family income per month | Rs. 5,000/- to Rs.10,000/- | 13 8.7% |
| | Rs. 11,000/- to Rs.20,000/- | 30 20% |
| | Rs. 21,000/- to Rs.30,000/- | 59 39.3% |
| | More than Rs. 30,000/- | 48 32% |

Table 2: Findings related to academic stress level of adolescents students.

(N=150)

| S. No | Academic stress level of adolescents | Score | Pre-test | |
|--------------|--------------------------------------|---------|------------|-------------|
| | | | F | % |
| 1. | No stress | 0 | 0 | 0% |
| 2. | Slight stress | 1-40 | 46 | 30.7% |
| 3. | Mild stress | 41-80 | 76 | 50.7% |
| 4. | Moderate stress | 81-120 | 28 | 18.6% |
| 5. | Extreme stress | 120-160 | 0 | 0% |
| Total | | | 150 | 100% |

Table 3: Area wise finding related to coping strategies adopted by the adolescent students.

(N=150)

| Coping factors | No. of item | Max. score | Mean | Mean % | SD |
|-----------------------|-------------|------------|---------------|---------------|--------------|
| Approach factor | 23 | 115 | 73.30 | 63.74% | 15.24 |
| Avoidance factor | 19 | 95 | 47.91 | 50.43% | 9.99 |
| Social support factor | 14 | 70 | 37.51 | 53.59% | 7.70 |
| Total | 56 | 280 | 158.72 | 56.68% | 23.73 |

Table 4: Findings related to level of coping strategies adopted by the adolescent students

(N=150)

| S.N | COPING STRATEGY AMONG STUDENTS | SCORE | F | % |
|-----|--------------------------------|---------|------------|-------------|
| 1. | Poor coping | 56-130 | 19 | 12.6% |
| 2. | Moderate coping | 131-206 | 129 | 86% |
| 3. | Good coping | 207-280 | 2 | 1.3% |
| | Total | | 150 | 100% |

DISCUSSION:

Stress is a common phenomenon among students due to pressure of academic performance. Individuals adopt various coping strategies to deal with stress⁹. The present Study showed that most of 76 (50.7%) adolescents have mild stress, 46 (30.7%) were slight stress, 28 (18.6%) were moderate stress and no one have extreme stress at a same time no one student is free from stress so all the adolescents were having stress but the levels were differ. The mean of total knowledge score and standard deviation were 57.78 and 24.97 respectively. A similar study was conducted in Ferozpur district of Punjab, India, to assess the level of academic stress among the secondary school adolescent students. The results revealed that the higher secondary students are having mild to moderate level of academic stress¹¹. It was supporting the findings of current study. The present Study communicated that the majority the coping strategies adopted by the adolescents was approach factor (63.74) followed by avoidance factor (50.43) and social support factor (53.59). The overall coping strategies mean score was 158.72 with mean percentage 56.68% and SD 23.73. A similar study was conducted by Linatda Kuncharin et al (2014) among undergraduate students in Malaysia. The finding showed that 83.3% of the respondents agreed that Approach Coping Strategy helped them to cope with academic performance problems. Furthermore, 82.2% of students agreed for Social Support Coping Strategy helped them to cope with academic performance problems and 69.8% of students agreed with the Avoidance Coping Strategy helped them to cope with academic performance problems¹².

CONCLUSION

Stress is a response of human behaviour. It is depend upon the situation and exposure of stressor. Stress management is necessary for every individual to adjust with situation and stressor. The findings of the present stud concluded that the most of the students were having mild level of stress and the students were coping moderately with the academic stress. The findings of the study uncovers that there is no significant association in the level of academic stress and coping strategies with the among the adolescent students. Results proclaimed from the study that there was no significant association found between academic stress, coping strategy and their selected demographic variables among adolescent students. Educational institutions have to pay their attention to minimize the stress level of adolescents. There is a need to develop competencies among the students to deal with stress. The minimum stress can increase academic performance of the adolescents.

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