Research Article

Stress Experienced by Intermediate Students - A Case Study of Guntur District

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ABSTRACT

The present study is concerned with the levels of stress, factors causing stress, and a comparative study of stress experienced by intermediate students belonging to different groups, i.e., M.P.C, Bi. P. C, M. E. C., and C. E. C. A sample of 500 intermediate students were drawn from Guntur district of Andhra Pradesh. It was observed from the present study that there was a significant difference between the student's perception of academic stress among science and arts groups. Science group students were more stressed when compared to students belonging to arts group. Similarly, it was found that the level of stress experienced by different groups of intermediate students was moderate and they were mostly stressed because of not being confident in themselves and for not completing their assignments in time.

INTRODUCTION

In today's highly competitive world, students face various academic problems including stress, disinterest in attending classes, and inability to understand the subject. Stress is the feeling of anxiety or apprehension over one's performance in their studies. It can lead to students being unable to perform to the best of their abilities in education. The reaction of parents and friends to the results weigh on the students to create stress.[1]

Lack of interest in the subject and inability to follow the lectures cause disinterest among the students in attending the classes as described by Bradfield and Fones (1985). Stress within the students may not only affect the physical and emotional well-being of a student and their families but it also affects the educational institution where they are studying because it may impair the academic relationship between students and the institutions.

According to Ross et al.,[2] there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, due to the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements, support systems, and ineffective coping skills.[3]

REVIEW OF LITERATURE

With the exception of a few research studies, Verma and Gupta, 1990, and Verma and Larson, 2002, said that academic stress and adolescent distress have not been explored in great detail in India. It is important to note that this issue is one that affects a small proportion of Indian youth, i.e., those who are fortunate enough to attend and graduate from high school (about 12–15 million students per year).[4]

Chawla and Sundar stated that all though the topic of academic stress and adolescent distress is less well documented in India, because few large-scale surveys or other ethnographic explorations have been conducted. Nevertheless, the existence of the issue is well known, and it is frequently discussed in the popular press.[5]

According to Shah (2001) in Indian society colleges, poor infrastructure and faculty adds into the stress in the students. On account of push factors, those who are more academically inclined often opt to pursue higher education outside India and this has resulted in brain drain.

Shukla (2005) found that mental health professionals in India, however, have identified academic pressure as an acute stress factor that leads to mental distress, and in extreme cases, to suicide.

Mazo stress is a factor that affects the performance and behavior of students in the university. Rationally, schools as the "loco parentis" must try to determine the causes of stress and its effects among its students. Knowing the coping mechanisms that they employ in trying to overcome the stressors is equally important. These data are necessary if the schools are to understand the pressures experienced by their students to be able to offer responsive, proactive, and viable activities to better equip students to handle the rigors of university life.[6]

OBJECTIVES OF THE STUDY

The objectives are as follows:
- To study the level of stress experienced by students of intermediate education in Guntur district of Andhra Pradesh.
- To explore the factors causing stress among students of intermediate education in Guntur district.
- To make a comparative study on stress experienced by intermediate students belonging to different groups, i.e., M. P. C, Bi. P. C, M. E. C, and C. E. C.

METHODOLOGY

The population for the present study consists of all the students of intermediate education belonging to Guntur district of Andhra Pradesh. The total population was first stratified on the basis of different groups that are M. P. C, Bi. P. C, M. E. C, and C. E. C. A sample of 500 intermediate students (M.P.C - 170, Bi.P.C - 125, M.E.C - 112, and C.E.C - 93) belonging to Guntur district were chosen on a random basis. The sample was selected from 9 colleges from Guntur district. A well-structured questionnaire was used for data collection. Analysis was done with the help of scoring given in the scale. ANOVA was calculated to check if there was any significant difference between stresses experienced by students of various groups. Simple percentages were calculated to study the factors affecting stress.

ANALYSIS AND RESULTS

- Table 1 shows the results regarding the level of stress experienced by respondents. 43% of respondents said that their stress level was moderate. 35.5% of respondents expressed their high level of stress toward their education, and only 21.5% of respondents view that they have very low level of stress.
- Table 2 reveals the result of course-wise preferences by respondents. 59% of respondents belonging to M.P.C expressed that their level of stress was moderate. Majority (72%) of Bi.P.C. respondents said that their level of stress was very high and 49% of C.E.C respondents said that their stress level was very low, respectively.
- Table 3 shows results regarding the frequency of stress among respondents. 41.5% of respondents felt that they were stressed sometimes. 35% of respondents expressed that they were stressed all the time, and only 18% of respondents said that they experienced stress once in a while.
- Table 4 shows results regarding reasons for stress among students. Here, majorities, i.e., 31.4% of the students were stressed because of not being confident in themselves and 21% of the students were stressed for not completing their assignments in time.
- Table 5 shows results regarding factors affecting stress among students. 55.8% of the students expressed that ventilation facilities were not good in their college, and 48.8% said that toilet facilities and drinking water facilities were bad in their colleges. 53.5% of the students opined that they were not satisfied with their college environment.
- Table 6 shows ANOVA variation among students of all the four groups. Here, the f-value was found to be statistically

Table 1: Level of stress experienced by intermediate students

S. No	Opinion	Total (%)
1	Very high	178 (35.3)
2	Moderate	215 (43)
3	Very low	107 (21.5)
Total		500 (100)

Table 2: Level of stress experienced by students group wise

S. No	Opinion	Total (%)	M.P.C (%)	Bi.P.C (%)	M.E.C (%)	C.E.C (%)
1	Very high	178 (35.5)	45 (26)	90 (72)	25 (22)	18 (19)
2	Moderate	215 (43)	100 (59)	35 (28)	50 (44)	30 (32)
3	Very low	107 (21.5)	25 (15)	0 (0)	38 (33)	45 (49)
Total		500 (100)	170 (100)	125 (100)	112 (100)	93 (100)

Table 3: How often students are stressed?

S. No	Opinion	Total (%)
1	All the time	175 (35)
2	Sometimes	208 (41.5)
3	Once in a while	90 (18)
4	Once in a month	5 (1)
5	Never	22 (4.5)
Total		500 (100)

Table 4: Reasons for stress among students

S. No	Opinion	Total (%)	M.P.C (%)	Bi.P.C (%)	M.E.C (%)	C.E.C (%)
1	Being at the bottom of class	68 (13.5)	25 (15)	15 (12)	18 (16)	10 (11)
2	Not being able to finish our assignments	105 (21)	45 (26)	15 (12)	25 (22)	20 (22)
3	Not being good at practical's	30 (5.9)	10 (5.9)	20 (16)	0 (0)	0 (0)
4	Not being able to do class projects	80 (16)	25 (15)	20 (16)	20 (18)	15 (16)
5	Not being confident of our self	170 (34.1)	55 (32)	40 (32)	40 (36)	35 (38)
6	Not being confident of our fellow students	47 (9.5)	10 (5.9)	15 (12)	10 (8.9)	13 (14)
Total		500 (100)	170 (100)	125 (100)	112 (100)	93 (100)

Table 5

Factors affecting stress among students	Good (%)	Bad (%)	Total
Ventilation facilities	221 (44.2)	279 (55.8)	500
Toilet facilities	256 (51.2)	244 (48.8)	500
Drinking water facility	256 (51.2)	244 (48.8)	500
College environment	233 (46.5)	268 (53.5)	500

Table 6: Analysis of variance in stress experienced by students of all the four groups

Source of variation	SS	DF	MS	F value
Between groups	6475	3	2185.33	0.37*
Within groups	22325	4	5831.25	
Total	29800	7		

*Significant at 0.05 level

significant which shows that stress experienced by students among various intermediate groups varied significantly.

CONCLUSION

From the above study, it was observed that students of intermediate education were stressed of their academics. The students belonging to science group, i.e., M.P.C and Bi.P.C. were found to have high stress when compared to arts group students, i.e., M.E.C. and C.E.C. This shows that there was a significant difference between the student's perception of academic stress among science and arts group students. In present times, it has been strongly felt that academic stress has become very stressful. The presence of stress among students is an indicator of future threat if stress continues to persist.

RECOMMENDATIONS

The researches recommend that college administration has to provide students with a psychological, social, and academic counseling to decrease the students' stress, so they can achieve better results and have a good mental health. They have to involve students with different activities to reduce communication gap between them; also they have to provide students with a suitable teaching and learning methods to decrease their academic stress.

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