



A study of academic stress in male tribal secondary school students of Chhattisgarh

Dr. Rashmi Mishra

Assistant Professor, Netaji Subhas College, Abhanpur, Raipur, Chhattisgarh, India

Abstract

The aim of the present study is to compare academic stress between tribal and non-tribal urban secondary students. 40 tribal male students and 40 non-tribal urban male students were selected for this study. The selection of sample was done from secondary schools operational in tribal and urban areas of Chhattisgarh. Academic stress was assessed by inventory prepared by Rani and Singh (2008). Result indicates that academic stress in non-tribal male students was significantly higher as compared to tribal male students of secondary schools of Chhattisgarh. It was concluded that male tribal students were academically less stressed as compared to non-tribal students from secondary schools.

Keywords: academic stress, tribal, non-tribal, secondary students

Introduction

Modern education is a combination of exams, results, coaching classes and cut-throat competition. Present day academic is based more on theory as compared to practical learning. This is why educational classes sometimes become stressful because results and grades matter most. The pressure to perform well in academics may sometimes create stress. Lazarus and Folkman (1984) [4] defined stress as the effect of demands that go beyond one's perceived ability to cope (Lazarus & Folkman, 1984) [4]. Cognitive appraisal and coping are two processes that intervene person-environment relationship. Cognitive appraisal is defined as an evaluative process that determines why and to what extent a particular transaction or series of transactions between the person and the environment is stressful. In this series, academic stress may be considered as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved (Bisht, 1989). Academic stress includes student's academic frustration, pressure and anxiety. To address the issue of academic stress researcher focused on issues such as curriculum being highly concept laden, high student-teacher ratio, non-conducive physical environment of classrooms, the absence of healthy teacher-student interaction, expectations of parents, and expectations of teachers, role and responsibility of parents etc. (Misra & Castillo, 2004) [5], Wilks, 2008, Agolla and Ongori, 2009, Busari, 2011, Sarita Sona, 2015) [7, 1, 6].

In tribal areas awareness towards academics is relatively less as compared to urban areas of Chhattisgarh. Whether pressure cooker like atmosphere towards academic excellence create academic stress in students of secondary schools needs to be examined in the background of tribal environment. Hence the present study was planned to assess academic stress in tribal male secondary students with non-tribal urban male students acted as controls.

Objective

This study was carried out with a single objective to assess academic stress in tribal and non-tribal students of secondary schools of Chhattisgarh.

Hypothesis

It was hypothesized that tribal-non tribal belongingness will be able to significantly predict academic stress in male students of secondary schools.

Methodology

The following methodological steps were taken in order to conduct the present study.

Sample

To conduct the study, 40 tribal male students and 40 non-tribal urban male students were selected for this study. The selection of sample was done from secondary schools operational in tribal and urban areas of Chhattisgarh. Purposively sampling was preferred choice for the present study.

Tools

Academic Stress Inventory

Academic Stress Inventory prepared by Rani and Singh (2008) was used to assess academic stress in selected subjects. This inventory in all have 40 negative worded statements. The internal consistency reliability by odd-even method was found to be 0.79, thus inventory possesses a sufficient degree of reliability. The face validity of the questionnaire appeared to be fairly high. Higher the score greater the academic stress is the direction of scoring.

Procedure

Academic stress inventory was administered to each selected after giving suitable instructions regarding the inventory.

After scoring of the responses according to author's manual, obtained data was tabulated according to their respective groups.

To compare academic stress in tribal and non-tribal male students from secondary schools, independent sample 't' test was used.

Result and Discussion

Table 1: Comparison of Academic Stress between Tribal and Non-tribal Male Students from Secondary Schools

Groups	Academic Stress		Mean Diff.	't'
	Mean	S.D.		
Tribal Students (N=40)	99.10	20.38	14.67	3.47, p<.01
Non-tribal Students (N=40)	113.77	17.31		

Results presented in table 1 indicate that academic stress in urban non-tribal male students was significant high (M=113.77) as compared to tribal male students (M=99.10), both being studying in secondary schools. The calculated $t=3.47$ is statistically significant at .01 level also gives additional weightage to this finding.

Results indicate that urban non-tribal male students of secondary schools were more stressed academically because the environment in urban area. The emphasis of grades and marks are very high in urban cities as compared to tribal areas. This may be the reason that academic stress is higher in non-tribal male urban students as compared to tribal male students.

Conclusion

On the basis of results, it was concluded that urban non-tribal male secondary students were academically more stressed as compared to tribal male secondary students.

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