

**ACADEMIC STRESS OF ACTIVE AND INACTIVE ADOLESCENTS IN
INTERSCHOLASTIC SPORTS**

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ABSTRACT

Adolescence is a transitional period, beginning with the onset of puberty and concludes with the acceptance of adult roles and responsibilities. Although exposure to some stressful negative events is considered a normal part of maturity, stressors remain vital as a potential risk to the well-being and healthy development of children and adolescents. Academic learning is among the most important sources of stress faced by adolescents worldwide. Academic learning is the most important sources of stress among young students in Asian countries. Academic stress is a significant contributor to a variety of mental and behavioral disorders, such as depression, anxiety, and suicidal behavior. The purpose of the present investigation was to compare the academic stress levels in school attending male and female adolescents who have participated at interscholastic sports with that of students who have never participated. To achieve the purpose of the study necessary data was collected from 514 subjects of which 328 were boys and 186 were girls. The subjects selected were studying in 8th and 9th standard during 2015-16 and their age ranged between 14 to 16 years. The academic stress of adolescents was assessed through Educational Stress Scale for Adolescent (ESSA) developed by Sun, Dunne, Hou and Xu (2010) comprising 16 questions. Apart from descriptive statistics, 't' test was employed to compare means scores on academic stress between sportspersons and non sportsperson in boys and girls section. The study findings revealed that the academic stress in boys section between sportspersons and non sportspersons did not differ significantly. At the same time, the academic stress in girls section between sportspersons and non sportspersons differed significantly.

Key words: Male and female Adolescence, Academic Stress, High School.

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INTRODUCTION

Adolescence may be a shift amount, starting with the onset of time of life and concludes with the acceptance of adult roles and responsibilities of all life-stages. Except childhood, adolescence is that the one most marked by fast and probably disorderly transition (Williams, Holmbeck, & Greenly, 2002). This can be seen within the domain of biological development wherever the changes are physically outwardly manifest further as within the progression of each psychological feature and psychosocial maturity from that of childhood to that of the totally functioning adult (Byrne, Davenport, & Mazanov, 2007). whereas the transition through adolescence is inevitable the speed and magnitude of those changes tax the capability of the many youth to cope and therefore the ensuing development of adolescent stress is currently well recognized (Byrne, et al., 2007).

Stress has historically been conceptualized in 3 ways; as a stimulant (an event or accumulation of events); as a response (a psychophysiological reaction); or as a transactional method, within which an individual and also the setting act to supply associate degree appraisal of threat or loss (Caltabiano, Sarafino, & Byrne, 2008). a typical characteristic of all definitions of stress are that they specialise in environmental circumstances or conditions that threaten, challenge, exceed, or damage the psychological or biological capacities of the individual (Grant et al., 2004).

Mostly exposure to some stressful negative events is considered a normal part of maturity, stressors remain vital as a potential risk to the well-being and healthy development of children and adolescents (Grant et al., 2003). Exposure to stressful events

(stressors) symbolizes significant sources of risk to the healthy development of adolescents, and stressors are experienced in different intensities and durations of arousal in adolescence (Compas & Reeslund, 2009). However, when faced with the same stressor(s), the stress process and the impact from stress vary individually and lead to different health outcomes; this depends on individual and environmental vulnerabilities and resources, as well as the ability to cope effectively with the stressors (Compas & Reeslund, 2009).

Academic learning is among the foremost vital sources of stress faced by adolescents worldwide. Educational stress is mental distress with relevance some anticipated frustration related to educational failure or maybe unconsciousness to the likelihood of such failure. Students need to face several educational demands, as an example, college examination, respondent queries within the category, showing progress in class subjects. Understanding what the teacher is teaching, competency with different class mates, fulfilling lecturers and parents educational expectations. These demands could tax or exceed on the market resources of the scholars. As a consequence, they will be beneath stress, since the demand is said to action of an educational goal (Lal, 2014). to boot, students report stress over troubled to satisfy educational standards, time management worries, and considerations over grades (Olpin, 1997).

Academic learning is that the most significant reason behind stress among adolescents in Asian countries. Asian students particularly typically have high educational burden, low satisfaction relating to their educational performance and robust external pressure to review, and should suffer a

lot of educational stress than their counterparts in English speaking countries (Dunne, et. al., 2010). educational stress may be a vital contributor to a range of mental and activity disorders, like depression, anxiety, and unsafe behavior (Ang & Huan, 2006).

Throughout Asia, there's growing recognition of educational burden and also the impact on health and well-being of scholars. Generally the problem becomes extremely outstanding within the media in response to tragic events like adolescent suicide around test times. there's additionally attention being paid at the national and regional government levels that cause a large-scale analysis of those issues (Dunne, et. al., 2010).

The purpose of the present investigation was to compare the academic stress levels in school attending male and female adolescents who have participated at interscholastic sports with that of students who have never participated.

METHODOLOGY

Selection of Subject:

To achieve the purpose of the study necessary data was collected from 514 subjects of which 328 were boys and 186 were girls. In boys section, subjects participated at interscholastic sports were 164 and those not participating any interscholastic sports were 164. In girls

section, subjects participated at interscholastic sports were 93 and those not participating any interscholastic sports were 93. The subjects selected were studying in 8th and 9th standard during 2015-16. Their age ranged between 14 to 16 years.

Instrumentation:

In order to assess the academic stress of adolescents, Educational Stress Scale for Adolescent prepared and developed by Sun, Dunne, Hou and Xu (2010) is comprised of 16 questions using 5-point scale. 1 for strongly disagree to 5 for strongly agree. Higher score indicates the greater stress. The investigator himself distributed the questionnaire to subjects during their leisure time without disturbing the daily classes at schools.

Statistical Technique:

Apart from descriptive statistics, 't' test was employed to compare means scores on academic stress between sportspersons and non sportsperson in boys and girls section.

RESULTS AND DISCUSSION

To find out the significant difference between active and inactive male and female adolescents in interscholastic sports on academic stress, mean, SD and t-ratio were computed and data pertaining to this has been presented in Table 1 to 3 and depicted in figure 1 and 2.

TABLE 1
DESCRIPTIVE STATISTICS ON ACADEMIC STRESS OF ACTIVE AND INACTIVE MALE AND FEMALE SDOLSCENTS IN INTERSCHOLASTIC SPORTS

S.NO.	Category	Male		Female	
		M	SD	M	SD
1.	Active Adolescents	47.36	8.01	47.87	7.76
2.	Inactive Adolescents	46.54	8.94	43.10	8.30

Mean scores on academic stress of active and inactive adolescents male and female adolescents in interscholastic sports have been depicted in figure 1 and 2.

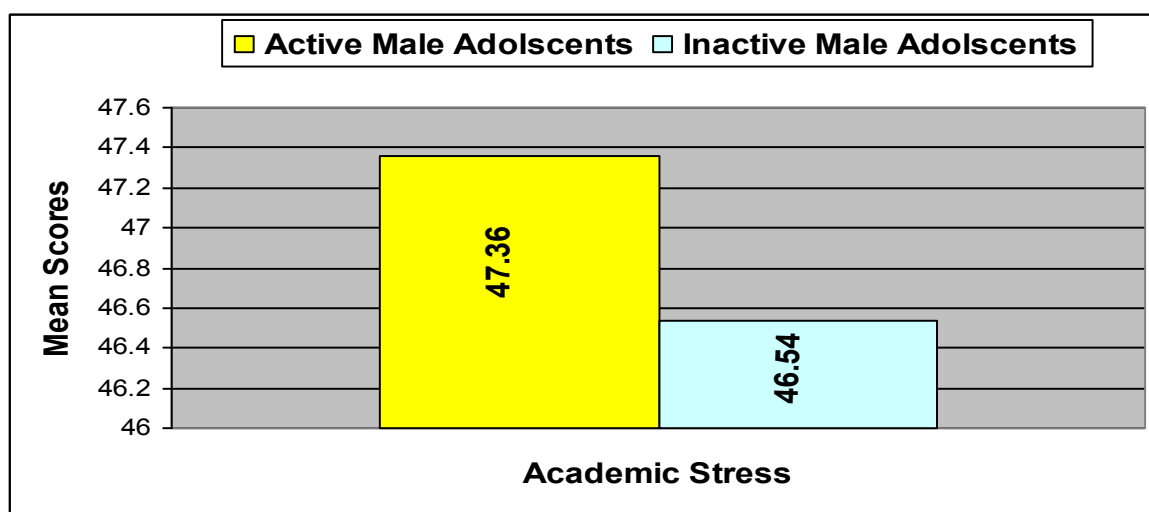


Figure. 1: Mean Scores of Academic Stress of Active and Inactive Male Adolescents in interscholastic sports

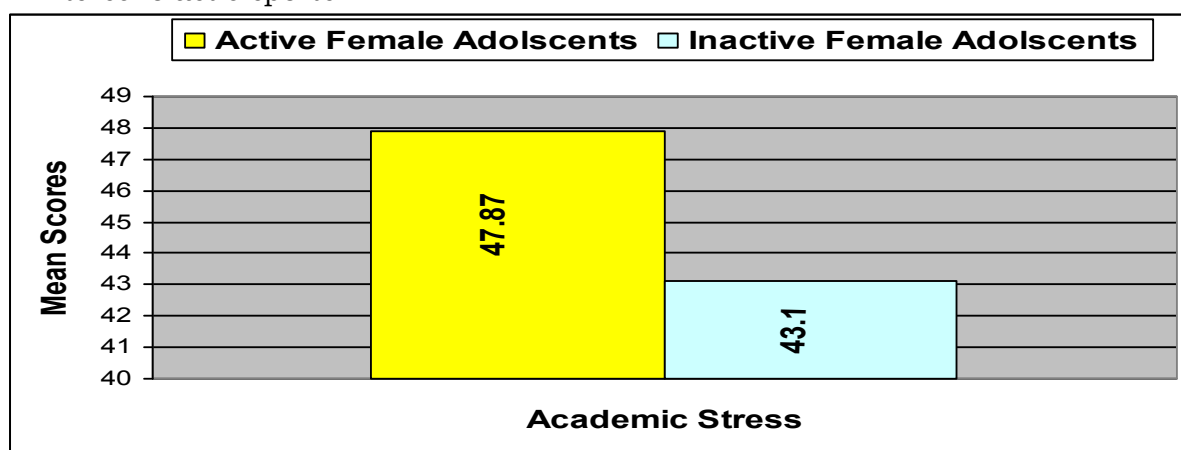


Figure. 2: Mean Scores of Academic Stress of Active and Inactive Female Adolescents in interscholastic sports

TABLE 2
SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ON ACADEMIC STRESS OF ACTIVE AND INACTIVE MALE ADOLESCENTS IN INTERSCHOLASTIC SPORTS

Category	Mean	Standard Deviation	t-ratio	Sig.
Active Adolescents (N=164)	47.36	8.01	.848	.398
Inactive Adolescents (N=164)	46.54	8.94		

Significant at .05 level

t.05 (184) =1.66.

Table 2 reveals that the significant difference was not found between active and inactive adolescents male adolescents in interscholastic sports, as the obtained t-ratio of 0.848 was lower than the required t.05 (326) =1.65. Hence, the null hypothesis was accepted.

TABLE 3
SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ON ACADEMIC
STRESS OF ACTIVE AND INACTIVE FEMALE ADOLESCENTS IN
INTERSCHOLASTIC SPORTS

	Mean	Standard Deviation	t-ratio	Sig.
Active Adolescents (N=93)	47.87	7.76	2.37	.02
Inactive Adolescents (N=93)	43.10	8.30		

Significant at .05 level

$t_{.05 (184)} = 1.66$.

It is clear evident from Table 3 that there was a significant difference between active and inactive female adolescents in interscholastic sports, as the obtained t-ratio of 2.37 was higher than the required $t_{.05 (184)} = 1.66$. Hence, the null hypothesis was rejected.

DISCUSSION

The study findings revealed that the academic stress in boys section between sportspersons and non sportspersons did not differ significantly. At the same time, the academic stress in girls section between sportspersons and non sportspersons differed significantly. The boys irrespective of their participation in interscholastic sports had similar stress. Adolescent girls had higher academic stress than boys in a study by Deb, Strodl and Sun (2014) on private secondary school students in India

Girls who participated in interscholastic sports had higher academic stress as compared to their non participative counterpart. The reason for such observation is discussed as below: The social stigma of early sexual orientation might have had a profound effect on adolescent girls under present investigation. The female sportspersons might fear more regarding their fate in academic endeavors. The participation of girls in sports has still not become popular especially in semi-urban and rural settings. There might be restrictions for

girls participating in sports and hence their stress level might be higher.

In the study of Sitkowski (2008), it was found that athletic participation had a positive effect on academic achievement and that impact may be considerable to the difference between male in season and out of season performance. Tower (2008) supported this notion through his study on high school students who participated in non-revenue sports, have a competitive disposition which motivates them to perform well in school.

Another reason might be attributed to physiological changes following participation in sporting endeavors. Coping to such physical stress may have direct relationship with academic stress. Time devoted for academic activities may be occupied by practice and competition related to interscholastic sports. Further, this may lead to missing of classes and result in additional burden on them.

CONCLUSION

The study findings revealed that the active and inactive male adolescence in interscholastic sports did not differ significantly in their academic stress. But the active and inactive female adolescence in interscholastic sports differed

significantly in their academic stress. The boys irrespective of their participation in interscholastic sports had similar stress. Female adolescents had higher academic stress than male adolescents. This was supported by Deb, Strodl and Sun (2014).

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