

**UGC Minor Research Project entitled “Prevalence, Causes and Intervention for Academic Stress among Rural and Urban Pre-university students”.**

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## **Executive Summary**

The objectives of the study were to know the prevalence and causes for academic stress among rural and urban pre-university students and to Study the effect of intervention among experimental group. A survey, random and experimental method were used to collect the data and conduct intervention programme. The colleges selected were from Bangalore rural and urban area. Aspiration scale by Sharma and Gupta (1987), Academic Stress Scale by Balaji Rao (2013) and self structured questionnaire were the tools used to collect the data. Totally 360 samples constituted for the present study. For the intervention, a group of 40 students for control and 40 for experimental were taken based on the prevalence of academic stress and student interest who want to attend the intervention programme regularly. Different sessions and activities were held twice in a week after the class hour on different topic which a student needs to know in order to overcome from academic stress.

The salient findings of the study are, class of the students studying and level of the aspiration was found to be statistically significant ( $\chi^2=18.11^*$ ). High level of aspirants was more in II PUC than the I PUC. The percentage of friends influence was higher in rural area students and parent force to choose the subject for their children was more in urban area students. Chi-square was found to be statistically significant. Parents have more expectation and extend their support to their girl children studies than the parents of boys. Statistically it was found to be significant. Parents of II PUC children have more expectation

and support than the I PUC students. II PUC students were having better study habits than the I PUC students. Statistically it was found to be significant. Gender of the students and study time table is found to be associated and statistically it was significant ( $t=10.83^*$ ) at 5% level. With regard to the students class of studying and their study time table was also found to be associated and found statistically significant. Urban students were having more academic problems than the rural students. Statistically it was found to be significant ( $t=2.32^*$ ) at 5 % level. Female students and II PUC students were having more academic related problems than the male students and I PUC students.

With regard to prevalence of academic stress, urban respondents were having more academic stress than the rural respondents. Female students were having more academic stress than the male students. II PUC respondents were having more academic stress than the I PUC students. Academic stress was more in science students' than the commerce and arts respondents. Statistically it was found to be significant.

Parental expectation and study habits of the respondents were found to be negatively significant. Academic problems and Academic stress was also found to be significant with Parents expectation. And change in medium of instruction and parental expectation was found to be negatively significant. While parents support was negatively and significantly related with academic problems and academic stress of their children. Academic problems and academic stress with study habits of the respondents was found to be negatively significant. And the study time table of the respondents was found to be negatively significant with academic stress.

High parental expectation, more Academic problems, poor study habits, Change in medium of instruction leads to more academic pressure for the students and were found to be statistically significant with academic stress. And these all become the causes for academic stress among the students.

Intervention has an effect in reducing academic stress level of the respondents. It was found to be statistically significant. Sessions and activities were conducted on different topics found to be very effective in the intervention programme and helped in reducing academic stress level of the respondents.