

<p>Research Paper in Education</p>	    
<p>Dr. A. Subramanian Assistant Professor, Department of Education, University of Madras, Chennai, Tamil Nadu</p>	<p style="text-align: center;">Academic Stress and Academic Achievement of Higher Secondary School Students</p> <p>Abstract Students are an important asset of a country because they will become tomorrow's young men and women and will provide the human potential required for the country's development. Stress plays an important role in the development of intelligence and personality of individuals especially the Intermediate students; its influence is steadily increasing with increase in stress promoters in the life and environment of the modern population. Stress is a force or pressure in one's efforts to maintain the balanced and beneficial mental state and in the process the individual suffers some degree of discomfort, not sparing Intermediate students too. Although the concept of stress has maintained an important place in psychology for a long time, its importance has magnified against the general competition, indiscipline and confusion of the present time. Stress is a strain or force for the student in his efforts to maintain his original state and, in the process suffer some degree of discomfort. Life would be simple, enjoyable and stress-free if one's physiological and psychological needs are automatically satisfied; but there are both environmental and other obstacles in the path towards fulfilment of desires, causing interference and stress. The population of the study is 12th class students in Krishnagiri district. A sample of 81 higher secondary school students from 6 schools selected randomly. The findings revealed that there is significant difference in academic stress of higher secondary school students with regard to gender, locality, and medium of instruction; private school students have high academic stress and better academic achievement than government and aided school students; co-education school students have high academic stress and better academic achievement as compared to the students studying in boys and girls school; there is no significant difference in academic achievement between male and female higher secondary school students; and there is significant difference in academic achievement of higher secondary school students with regard to locality and medium of instruction.</p> <p>Keywords: <i>Academic Stress, Academic Achievement, Higher Secondary School Students.</i></p>

Introduction

Today stress levels among students have been going up dangerously due to the pressure of their academic or cultural activities. Not all students can cope with such high levels of expectation and parents do not seem to realize or accept that their children are under severe pressure. Students is characterized by absence of sufficient emotional stability and is thus, known as the period of strain and emotional instability. Life's stress contributes negatively in maintaining mental health and consequently physical health. It affects every human being from

the time of birth till death. Students are not exception to it; some level of stress within the class room is inevitable. When there is stress that the students cannot cope with, the teacher must try to help overcome or lessen the same. Moreover, the student has to learn the art of dealing with many kinds of stresses, inevitable in his life now and in future. It is found that gradually students acquire the skill to deal with this stress. Competence in dealing with stress comes from a series of successful performances and from the psychological and emotional reinforcement of self confidence.

Innovation behavioural technique is one of such exercises, to help students to manage stress.

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The modern evaluation system not only values and judges the writing skills and memory power of the child, but it also totally ignores child's attitude, aptitude, interest and other related abilities. A skilled and brilliant child may be neglected and be underestimated in the present system of evaluation only because of its inability of verbal expression. All of this may lead to academic stress among students. When a person feels that he is unable to cope with the demands of his environment, when he faces a situation that threatens to harm him physically or psychologically, he begins to feel tense and uncomfortable, he is experiencing stress. The term 'Stress' is used to describe the situation in which a person feels in conflict or threatened beyond his capacities as well as his emotional and psychological reactions to such situation. Psychologists have found that coping with psychological stress places just as much of a burden on the hardy as coping with psychological stress.

Academic excellence can be thought of as the reason of high intelligence quotient and this can be achieved while we have advanced technology and knowledge. In other words, we can say that the twenty-first century is an era of transformation where

the adolescents transcend themselves into scientific minds with abundance of success stored for them. But the question that comes to mind is whether the intelligence quotient (IQ) is the only measure of success or some other factors play vital role in determining the success of students. One of the factors that have been focused is the "emotion" which drastically effect students' life. This factor has been highlighted with a view that the students being more at competitive edge, experience more stress which impedes their academic performance and other scholarly activities. It has also been experienced that students being engrossed in cultivating rational intelligence are stressed and a physiological arousal occurs which leads to panic and interferes with an individual's performance. Students are continually tasked-focused are more stressed which interfere with cognitive processing and consequently inhibit learning and memory. As earlier stated, that students being more at competitive edge are usually preoccupied with stress, which make them emotionally weak, and when unsuccessful in achieving their targets, this deteriorates their academic performance. That is, students' level of achievement is significantly related to their emotions as it is observed that more is the balance of emotions, greater success is experienced by the students. Or, we can say that social and emotional intelligence along with high IQ plays a vital role in determining the success of students, at personal and professional front.

Objectives of the Study

- To find out the significant differences in academic stress and academic achievement of higher secondary school students with respect to gender, locality, medium of instruction, type of management, and school type.

Hypotheses of the Study

1. There is no significant difference in academic stress and academic achievement of higher secondary school students with respect to gender.
2. There is no significant difference in academic stress and academic achievement of higher secondary school students with respect to locality.
3. There is no significant difference in academic stress and academic achievement of higher secondary school students with respect to medium of instruction.
4. There is no significant difference in academic

stress and academic achievement of higher secondary school students with respect to type of management.

- There is no significant difference in academic stress and academic achievement of higher secondary school students with respect to school type.

Methodology

The present study is based on survey method. The population of the present study is Twelfth class students in Krishnagiri district. The data was collected from 81 students of higher secondary schools selected randomly from 6 schools.

Tool

Academic Stress Scale is developed by the investigator. It is a 5-point Likert type scale with 43 items.

Data Analysis

Table 1: Academic Stress and Academic Achievement of Higher Secondary School Students with respect to Gender

Variable	Male		Female		t-value	Level of Significance
	Mean	SD	Mean	SD		
Academic Stress	104.25	19.279	96.34	19.502	4.544	P<0.01
Academic Achievement	68.34	13.024	67.92	10.066	0.386	P>0.05

Table-1 shows that the t-value 4.544 which is significant at 0.01 level. This shows that there is significant difference in academic stress between male and female higher secondary school students.

Table-1 also shows that the t-value 0.386 which is not significant at 0.05 level. This shows that there is no significant difference in academic achievement between male and female higher secondary school students.

Table 2: Academic Stress and Academic Achievement of Higher Secondary School Students with respect to Locality

Variable	Rural		Urban		t-value	Level of Significance
	Mean	SD	Mean	SD		
Academic Stress	103.59	19.57	97.94	19.545	3.253	P<0.01
Academic Achievement	69.94	11.782	66.1	11.684	3.68	P<0.01

Table-2 depicts that the t-value 3.253 which is significant at 0.01 level. This shows that there is significant difference in academic stress between rural and urban higher secondary school students.

Table-2 also depicts that the t-value 3.68 which is significant at 0.01 level. This shows that there is significant difference in academic achievement between rural and urban higher secondary school students.

Table 3: Academic Stress and Academic Achievement of Higher Secondary School Students with respect to the Medium of Instruction

Variable	Tamil		English		t-value	Level of Significance
	Mean	SD	Mean	SD		
Academic Stress	94.74	14.916	106.61	21.797	7.101	P<0.01
Academic Achievement	64.82	10.107	71.19	12.553	6.267	P<0.01

Table-3 indicates that the t-value 7.101 which is significant at 0.01 level. This shows that there is significant difference in academic stress of higher secondary school students with respect to medium of instruction.

Table-3 also indicates that the t-value 6.267 which is significant at 0.01 level. This shows that there is significant difference in academic achievement of higher secondary school students with respect to medium of instruction.

Table 4: Academic Stress and Academic Achievement of Higher Secondary School Students with respect to Type of Management

Variable	Government (1)		Aided (2)		Private (3)		F	Level of Significance	Groups Differed Significantly
	Mean	SD	Mean	SD	Mean	SD			
Academic Stress	96.78	16.25	98.6	19.21	110.83	22.54	25.73	P<0.01	1&3, 2&3
Academic Achievement	64.38	9.46	69.53	10.46	73.81	14.31	32.37	P<0.01	1&2, 2&3, 1&3

From Table-4, it is inferred that the F-value 25.73 which is significant at 0.01 level. This shows that there is significant difference in academic stress of higher secondary school students with respect to type of management; and the academic stress mean score 110.83 which is high for private school students than government and aided school students.

And also from Table-4, it is inferred that the F-value 32.37 which is significant at 0.01 level. This shows that there is significant difference in academic achievement of higher secondary school students with respect to type of management; and the academic achievement mean score 73.81 which is high for private school students than government and aided school students.

Table 5: Academic Stress and Academic Achievement for Higher Secondary School Students with respect to School Type

Variables	Boys (1)		Co-Education (2)		Girls (3)		F	Level of Significance	Groups Differed Significantly
	Mean	SD	Mean	SD	Mean	SD			
Academic Stress	100.44	15.41	105.65	20.77	94.79	20.28	14.13	P<0.01	1&2, 1&3, 2&3
Academic Achievement	63.75	9.83	70.67	13.54	68.84	9.83	15.89	P<0.01	1&2, 1&3

From Table-5, it is evident that the F-value 14.13 which is significant at 0.01 level. This shows that there is significant difference in academic stress of higher secondary school students with respect to school type; and the academic stress mean score 105.65 which is high for co-education school students as compared to the students studying in boys and girls schools.

And also from Table-5, it is evident that the F-value 15.89 which is significant at 0.01 level. This shows that there is significant difference in academic achievement of higher secondary school students with respect to school type; and the academic achievement mean score 70.67 which is high for co-education school students as compared to the students studying in boys and girls schools.

Major Findings of the Study

a) Findings Related to Academic Stress

1. There is significant difference in academic stress between male and female higher secondary school students.
2. There is significant difference in academic stress between rural and urban higher secondary school students.
3. There is significant difference in academic stress of higher secondary school students with respect to medium of instruction.
4. Private school students have high academic stress than government and aided school students.
5. Co-Education school students have high academic stress than the students studying in boys and girls school.

b) Findings Related to Academic Achievement

1. There is no significant difference in academic achievement between male and female higher secondary school students.
2. There is significant difference in academic achievement between rural and urban higher

secondary school students.

3. There is significant difference in academic achievement of higher secondary school students with respect to medium of instruction.
4. Private school students have better academic achievement as compared to government and aided school students.
5. Co-Education school students have better academic achievement as compared to the students studying in boys and girls schools.

Conclusion

Students are an important asset of a country because they will become tomorrow's young men and women and will provide the human potential required for the country's development. From the findings it may be concluded that, there was significant difference in rural and urban male and female school students which shows that the academic stress is present in same amount in both sexes and localities. The result of the study provides a direction to parents and teachers to reduce the burden of studies and make the adolescents free to choose the career and subjects according to their needs, capacities, capabilities, aspirations and interests. Also, to reduce the academic stress schools should use different strategies. Thus, it is the responsibility of family and school to provide stress free and congenial environment to adolescents for their academic growth and well being.

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