



EXPECTATIONS OF ADOLESCENT STUDENTS FROM THEIR PARENTS AND TEACHERS AND THEIR ACADEMIC ACHIEVEMENT IN RELATION TO STRESS

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Abstract

The present study is an attempt to study the expectations of adolescent students from their parents and teachers and academic achievement in relation to their stress among male and female adolescent students. For this a sample of 800 adolescent students was drawn from schools and colleges of Jalandhar city through multistage random sampling. For data collection scale for stress was adopted from Bisht Battery was used. Scales of expectations from parents and teachers were prepared by the investigator. The obtained data were analyzed with the help of Two Way Analysis Of Variance. The data revealed that there is no significant difference between the expectations of adolescent boys of 9th class and 1st year class with high stress and low stress from their parents and teachers. Similar in the case of adolescent girls of 9th class and 1st year class with high and low stress, they also expect same from their parents and teachers. The data also revealed that the low stressed group of adolescent boys' academic achievement is higher than high stressed group of adolescent boys. It also revealed that academic achievement of low stressed group of adolescent girls is higher than the academic achievement of high stressed group of adolescent girls.



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In earlier times, parents expect from their adolescent children that they behave according to the norms of the family and society but in present day circumstances the expectations level of adolescents covers up the expectations of their parents.

Dekovic; Noom; Meeus (1997) observed in the document "Expectations regarding development during adolescence: parental perceptions" that age related expectations affect the development of adolescents. They expect proper guidance and cooperation of parents to avoid conflict due to physical changes.

Paulson (2006) observed that adolescents feel stress due to family relationships they expect a friendly atmosphere. From these studies we can say that now-a-days they have expectations from their parents like Acceptance of their individuality, Proper guidance about somatic variations, Emotional support, Moral support, Religious support, Help to become independence and Friendly behavior.

In the field of globalization there is a great change in the relationships of teacher and students. In the previous times, the classroom environment was teacher dominated but now-a-days the classroom environment is democratic. Vollmer (1986) stated that many empirical studies have found positive linear relationships between expectancy and subsequent academic achievements. Students expect from the teacher that he should help for intellectual development, to make them aware about social development, vocational guidance, promotion of self awareness, training for the satisfaction of emotional needs, proper dealing as an individual and act as guide in each and every aspect of life. The adolescence is a like a crossroad which provides an opportunity for the adolescents to choose and proceed in wrong as well as in right direction equally. Emotionally, he needs to be loved, accepted and admired.

Adolescent development alludes to the organic and mental changes that happen in people among birth. The individual advances from reliance to expanding self-rule. Since these formative changes might be emphatically impacted by hereditary variables and occasions during pre-birth life, hereditary qualities and pre-birth advancement are typically included as a component of the investigation of child improvement. Related terms incorporate formative brain science, alluding to improvement all through the life expectancy, and pediatrics, the part of medication identifying with the consideration of adolescents. Formative change may happen because of hereditarily controlled procedures known as development.

Adolescence is a time of serious development and improvement degrading youngsters' physical, intellectual, social, enthusiastic and sexual parts of their character. Pre-adulthood is said to be a phase of incredible burdens and strains. It is the period of activity having fluctuated intrigued and tastes.

Kashyap (1989) stated that adolescents problems profound highly and positively related to anxiety. Verma (1990) found that female adolescent learner had significantly more anxiety than male adolescent learner. Ghodse (2004) said that in adolescence the development of independence from family and adjustment to various social and environment demands is vital, as the young people have to learn, to meet every day challenges of social attainments and employment.

Achievement is the accomplishment or proficiency of performance is given skill or body of knowledge. Academic achievement or performance means the amount of knowledge gained by the student in different subjects of the study. Academic achievement is the function of a

set of independent variable like achievement motivation, interest, aptitude, socio-economic background etc. some of these variables can be manipulated.

As originally formulated by Rosen (1956) the achievements syndrome consisted of two components, achievement motivation achievement and achievement values.

Crow and Crow (1956) stated achievement means the extent to which a learner is profiting from instructions in a given area of learning. Ladson (1999) stated academic achievement represent intellectual growth of the ability to participate in the production of column at its worst academic achievement represent inculcation and mindless indoctrination of the young into the canons of orthodoxy of the old. Osterman (2000) claimed that creation of supportive learning environment increases student engagement and attachment to school; these variables significantly influence student academic achievement.

Achievement is one of the important goals of education. in case of students, we judge their knowledge attainment and skills required in school subjects which are assessed by the authorities with help of examination which can be teacher made or standardized test. This reflects that there are numerous factors which affects the academic achievement of the students. Stress is one of the important factor. Stress is the "mileage", our bodies go however as we conform to evolving condition. Under pressure the pulse and breathing increments. At the point when the cerebrum gets a pressure signal, it discharges a hormone called 'norepinephrine' which makes the "battle or battle" reaction. At the point when this hormone is common, the individual can't figure out how to do something besides secure him/herself. Stress has turned into an unmistakable idea in the emotional well-being field. It influences each individual from the hour of birth till death.

Selye (1930) defined stress as mutual action of forces that takes place across any section of the body. Selye (1936) defined stress as the state manifested by specific syndrome which consists of all the non-specific included changes within the biological system. Lazarus (1966) stated the stress is an internal state of an individual who perceives threats to physical and/or psychic well-being. Warr and Wall (1975) defined stress is an internal state of an individual's experience of tension, anxiety, fear, discomfort and associated psychological disorders resulting from the aspects of the work situation which depart from the optimum (either too little or too much work). Atkinson (1999) sees stress as an excess of demands over the individual's ability to meet them. Having too much to do and not enough time in which to do, says she is common problem. Stansbury and Harris (2000), Fallin, Wallinga and Coleman

(2001), Marion (2003) defined stress is most often seen as an overt physical reaction: crying, sweating palms, running away, aggressive or defensive outbursts, rocking and self-comforting behavior headaches, stomachaches, nervous fine motor behavior(e.g., hair pulling chewing and sucking, biting of skin and fingernails) toileting accidents and sleep disturbances”

Allen and Marotz (2003) observed that stress is experienced in many forms and varies by the individual the child’s development level and the child’s development level and the child’s previous life experience. Adapting or managing stress appears to be highly dependent on a child’s development capabilities and copying/skill inventory.

Pandey (2008) found that stress in life acts as a motivating force of power and provides the energy, determination, strength and courage to fight back for survival and to ‘start new’. But the tragedy is that this change comes from within times of crisis or when one has no choice.

Needlman (2009) stated that adolescent stresses come from within-that is, they can have a biological cause-as well as from the various social spheres in which adolescents operate: the family, school, peer group and society at large.

Liu and Lu (2012) identify co-relation among academic stress and feeling of a lack of achievement.

Omomia (2014) stated that students perceive stress as having negative impact on academic achievement.

Reddy, Menon & Thattil (2018) Stress has become part of students’ academic life due to the various internal and external expectations placed upon their shoulders.

Stress is an internal process that occurs when a person is faced with a demand, also has important undesirable consequences. In other words, stress is experienced when there is an awareness of a substantial imbalance between demand and capability under condition where failure to meet the demand is perceived to have unwanted consequences. Academic achievement refers to the knowledge attained or skills develop in the school subject usually designated by test scores or by the marks assigned by teachers. Today, we are living in a society, totally dominated by test and examination. We live in test-giving and test-conscious culture. Tests are predictor of our performance. Stress is always associated with any testing situation and it is all the more dominated is taking any test that it will decide the achievement of the students. Achievement is a task- oriented behavior. It is a degree of success in a task. Academic achievement refers to the knowledge attained or skills developed in the school

subject usually designated by the test scores or by the marks assigned by the teachers when the tests are used at critical decision making points for students the associated stress may be sufficient to interfere with performance that might have been anticipated in non-stressful conditions. The condition for the arousal of stress in the context of testing is similar to that context in other context: anxiety, perceived threat and particularly threats to the self-esteem.

Putwain (2007) and Rao (1954) External expectations such as parental attitude and high parental expectations causes stress among school students. Hazari (2013) Parents usually set unrealistically high goals, it sometimes leads to drastic outbursts by students in the form of stress, depression and even suicides.

Boulton &Connell(2017)Students who had higher perceptions of faculty support used fewer stimulants to assist them while studying, further demonstrating the proactive role of social factors.

Kumar & Jadaun (2018) High expectations of the parents lead to stress of students. Reddy, Menon, & Thattil (2018) Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Subramani & Venkatachalam (2019) Parental support is needed for every school student to achieve their academics. However, when parents have high expectations rather than support, it would reflect in academics of their children. When they could not achieve their parents' expectations, it prompts stress and impacts their academic achievement.

From above given discussion it can be observed that parental expectations lead to high stress level among adolescents. But the studies mentioned above emphasized more on parental expectations from adolescents. At the same time adolescents expect supportive attitude from their parents to cope with emotional and physical changes that take place during that stage. So, it is essential to study the expectations of adolescents from their parents in relation to their stress level. During adolescents stage an individual tries to shape up his future in academics as well. Choice of subjects or career can also lead to high stress levels. On the other hand, stress can be determining factor in one's academic achievement. So, academic achievement is too a variable to study in this regard.

STATEMENT OF THE PROBLEM

The problem has been stated as follows:

“EXPECTATIONS OF ADOLESCENT STUDENTS FROM THEIR PARENTS AND TEACHERS AND THEIR ACADEMIC ACHIEVEMENT IN RELATION TO STRESS”

OBJECTIVES

The study has been designed to attain the following objectives:-

- To study the stress levels among adolescents.
- To study the expectations of adolescents from parents in present day circumstances.
- To study the expectations of adolescents from teachers in present time of globalization.
- To study the academic achievement of adolescents in relation to stress.

HYPOTHESES

The study has been designed to test the following hypotheses:-

1. There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the expectations from their parents.
2. There exists no difference between the boys and girls of 9th class and 1st year class in the expectations from their parents.
3. The difference in the expectations of boys and girls of 9th class and 1st year class from their parents is not qualified by the levels of stress.
4. There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the expectations from their teachers.
5. There exists no difference between the boys and girls of 9th class and 1st year class in the expectations from their teachers.
6. The difference in the expectations of boys and girls of 9th class and 1st year class from their teachers is not qualified by the levels of stress.
7. There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the academic achievement.
8. There exists no difference between the boys and girls of 9th class and 1st year class in the academic achievement.
9. The difference in the academic achievement of boys and girls of 9th class and 1st year class is not qualified by the levels of stress.

SAMPLE

This study has been conducted on 400 students of 9th class (boys and girls) taken from senior secondary schools of Jalandhar city as well as 400 students (boys and girls) of B.A. 1st year from the colleges of the Jalandhar city.

DESIGN AND PROCEDURE

Intact groups of 200 boys and 200 girls of 9th class have been selected from 4 senior secondary schools of Jalandhar city and similarly 200 boys and 200 girls of B.A. 1st year have been selected from 4 colleges of Jalandhar city. Two groups have been formulated (high stress group and low stress group) of boys and girls belonging to class 9th and B.A. 1st year. Stress test has been administered on the case of stress to the selected sample of boys and girls. Student's expectations from parents and teachers have been studied differently. The academic achievement has been measured by collecting the results of last semester of 9th class boys and girls and for the 1st year boys and girls; the academic achievement has been measured from the marks of their first house examination.

TOOLS

The following tools have been used for data collection:-

1. Scale of stress adopted from BISHT BATTERY.
2. Scale of expectations for Parents (prepared by investigator).
3. Scale of expectations for Teachers (prepared by investigator).

STATISTICAL TECHNIQUES

The following statistical techniques have been used to analyze the obtained data:-

1. 2 x2 Factorial design has been used.
2. Mean and standard deviation
3. Graphical presentations have been used

RESULTS AND DISCUSSION

The data has been analyzed under the following headings:

- 1. EXPECTATIONS OF ADOLESCENT STUDENTS OF 9TH CLASS AND 1ST YEAR CLASS FROM THEIR PARENTS.**

TABLE1 MEANS AND S.D's OF SUB-GROUPS OF ANOVA FOR 2x2 DESIGN ON THE EXPECTATIONS OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASSFROM THEIR PARENTS

GROUPS	9 TH CLASS HS GROUP	9 TH CLASS LS GROUP	1 ST YEAR HS GROUP	1 ST YEAR LS GROUP
Boys	Mean ₁ = 101.46 σ ₁ = 0.65 N ₁ = 60	Mean ₂ = 115.66 σ ₂ = 0.82 N ₂ = 60	Mean ₁ = 114.65 σ ₁ = 1.97 N ₁ = 60	Mean ₂ = 113.4 σ ₂ = 1.67 N ₂ = 60
Girls	Mean ₃ = 112.86 σ ₃ = 1.78 N ₃ = 60	Mean ₄ = 107.63 σ ₄ = 1.27 N ₄ = 60	Mean ₃ = 113.38 σ ₃ = 1.97 N ₃ = 60	Mean ₄ = 114.55 σ ₄ = 1.54 N ₄ = 60

The scores of Expectations of adolescents of 9th class from their parents have been subjected to ANOVA and presented in Table 2

TABLE 2 2 x 2 ANOVA FOREXPECTATIONS OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASS FROM THEIR PARENTS

Sources of variation	9 th Class				1 st Year Class			
	Df	SS	MSS	F-ratio	df	SS	MSS	F-ratio
SS A	1	170.01	170.01	2.15	1	0.21	0.21	0.005
SS B	1	120.01	120.01	1.52	1	0.11	0.11	0.002
SS AxB	1	285.89	285.89	3.62	1	87.91	87.91	2.17
SS Within	236	18627.16	78.93		236	9573.08	40.56	

* Significant at 0.05 level of confidence** Significant at 0.01 level of confidence

STRESS

It may be observed from the Table 2 that F-ratio for the difference of obtained scores of expectations of high stressed group of 9th class and 1st year class adolescents from their parents has been found to be non significant at 0.05 level and 0.01 level of confidence. Thus, the data provide sufficient evidences not to reject the hypothesis (1) namely, “There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the expectations from their parents.” This indicates that there is no difference in the expectations of high stressed and low stressed group of adolescents of 9th class and 1st year class from their parents.

GENDER

It may be observed from the Table 2 that F-ratio for the difference of obtained scores of expectations of boys and girls of 9th class and 1st year class from their parents has been found to be non- significant at 0.05 level and 0.01 level of confidence. Thus, data provided sufficient evidences not to reject the hypotheses (2) namely, “There exists no difference between the boys and girls of 9th class and 1st year class in the expectations from their parents.” This indicates that there is no difference in the expectations of boys and girls of 9th class and 1st year class from their parents.

STRESS X GENDER

It may be observed from the Table 2 that F-ratio for the difference of obtained scores of expectations of high stressed and low stressed group of boys and girls of 9th class and 1st year class adolescents from their parents has been found to be non- significant at 0.05 level and 0.01 level of confidence. Thus, the data provided sufficient evidences not to reject the hypothesis (3) namely, “The difference in the expectations of boys and girls of 9th class and 1st year class from their parents is not qualified by the levels of stress.” This indicates that there is no difference in the expectations of high stressed and low stressed group of boys and girls of 9th class and 1st year class from their parents.

2. EXPECTATIONS OF ADOLESCENT STUDENTS OF 9TH CLASS AND 1ST YEAR CLASS FROM THEIR TEACHERS.

TABLE 3 MEANS AND S.D's OF SUB-GROUPS OF ANOVA FOR 2x2 DESIGN ON THE EXPECTATIONS OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASS FROM THEIR TEACHERS

GROUPS	9 TH CLASS HS GROUP	9 TH CLASS LS GROUP	1 ST YEAR HS GROUP	1 ST YEAR LS GROUP
Boys	Mean ₁ = 106.46 σ ₁ = 0.56 N ₁ = 60	Mean ₂ = 106.93 σ ₂ = 0.86 N ₂ = 60	Mean ₁ = 104.04 σ ₁ = 0.62 N ₁ = 60	Mean ₂ = 106.02 σ ₂ = 1.67 N ₂ = 60
Girls	Mean ₃ = 104.16 σ ₃ = 0.49 N ₃ = 60	Mean ₄ = 105.78 σ ₄ = 0.72 N ₄ = 60	Mean ₃ = 104.07 σ ₃ = 0.18 N ₃ = 60	Mean ₄ = 105.73 σ ₄ = 0.19 N ₄ = 60

The scores of Expectations of adolescents of 9th class from their teachers have been subjected to AVOVA and presented in Table 4

TABLE 4 2 x 2 ANOVA FOR EXPECTATIONS OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASS FROM THEIR TEACHERS

Sources of variation	9 th Class				1 st Year Class			
	df	SS	MSS	F-ratio	df	SS	MSS	F-ratio
SS A	1	150.42	150.42	2.81	1	1.21	1.21	0.006
SS B	1	84.01	84.01	1.57	1	210.95	210.95	1.09
SS AxB	1	11.28	11.28	0.21	1	1.2	1.2	0.066
SS Within	236	12617.23	53.46		236	45380.71	192.29	

* Significant at 0.05 level of confidence** Significant at 0.01 level of confidence

STRESS

It may be observed from the Table 4 that F-ratio for the difference of obtained scores of expectations of high stressed group of 9th class and 1st year class adolescents from their teachers has been found to be non significant at 0.05 level and 0.01 level of confidence. Thus, the data provide sufficient evidences not to reject the hypothesis (4) namely, “There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the expectations from their teachers.” This indicates that there is no difference in the expectations of high stressed and low stressed group of adolescents of 9th class from their teachers.

GENDER

It may be observed from the Table 4 that F-ratio for the difference of obtained scores of expectations of boys and girls of 9th class and 1st year class from their teachers has been found to be non- significant at 0.05 level and 0.01 level of confidence. Thus, data provided sufficient evidences not to reject the hypotheses (5) namely, “There exists no difference between the boys and girls of 9th class and 1st year class in the expectations from their teachers.” This indicates that there is no difference in the expectations of boys and girls of 9th class and 1st year class from their teachers.

STRESS X GENDER

It may be observed from the Table 4 that F-ratio for the difference of obtained scores of expectations high stressed and low stressed group of boys and girls of 9th class and 1st year class adolescents from their teachers has been found to be non- significant at 0.05 level and 0.01 level of confidence. Thus, the data provided sufficient evidences not to reject the hypothesis (6) namely, “The difference in the expectations of boys and girls of 9th class and 1st year class from their teachers is not qualified by the levels of stress.” This indicates that

there is no difference in the expectations of high stressed and low stressed group of boys and girls of 9th class and 1st year class from their teachers.

3. ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASS.

TABLE 5 MEANS AND S.D's OF SUB-GROUPS OF ANOVA FOR 2x2 DESIGN ON THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9TH CLASS

GROUPS	9 TH CLASS HS GROUP	9 TH CLASS LS GROUP	1 ST YEAR HS GROUP	1 ST YEAR LS GROUP
Boys	Mean ₁ = 318 $\sigma_1 = 14.45$ N ₁ = 60	Mean ₂ = 352 $\sigma_2 = 34.48$ N ₂ = 60	Mean ₁ = 546 $\sigma_1 = 12.2$ N ₁ = 60	Mean ₂ = 556 $\sigma_2 = 10.5$ N ₂ = 60
Girls	Mean ₃ = 309 $\sigma_3 = 19.36$ N ₃ = 60	Mean ₄ = 364 $\sigma_4 = 37.32$ N ₄ = 60	Mean ₃ = 558 $\sigma_3 = 7.92$ N ₃ = 60	Mean ₄ = 568 $\sigma_4 = 8.78$ N ₄ = 60

The scores of academic achievement of adolescents of 9th class have been subjected to ANOVA and presented in Table 6

TABLE 6 2 x 2 ANOVA FOR ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9TH CLASS AND 1ST YEAR CLASS

Sources of variation	9 th Class				1 st Year Class			
	Df	SS	MSS	F-ratio	df	SS	MSS	F-ratio
SS A	1	2822.51	2822.51	6.90**	1	3845.21	3845.21	7.15**
SS B	1	2960.34	2960.34	7.24**	1	4182.71	4182.71	7.78**
SS AxB	1	2738.84	2738.84	6.70**	1	5860.01	5860.01	10.09**
SS Within	236	96450.84	408.69		236	126783.73	537.22	

* Significant at 0.05 level of confidence** Significant at 0.01 level of confidence

STRESS

It may be observed from the Table 6 that F-ratio for the difference of obtained scores of academic achievement of high stressed group of 9th class and 1st year class adolescents has been found to be significant at 0.01 level of confidence. Thus, the data provide sufficient evidences to reject the hypothesis (7) namely, “There exists no difference between the high stressed and low stressed group of 9th class and 1st year class adolescents in the academic achievement.” This indicates that there is difference in the academic achievement of high stressed and low stressed group of adolescents of 9th class and 1st year class.

GENDER

It may be observed from the Table 6 that F-ratio for the difference of obtained scores of academic achievement of boys and girls of 9th class as well as of 1st year class has been found to be significant at the 0.01 level of confidence. Thus, data provides sufficient evidence to reject the hypotheses (8) namely, “There exists no difference between the boys and girls of 9th class and 1st year class in the academic achievement.” This indicates that in case of 9th class academic achievement of high stressed group of adolescent boys is higher than high stressed group of adolescent girls. It reflects that under high stress boys of 9th class perform better than girls under high stress whereas in low stressed groups girls perform better than low stressed group of boys. But in the case of 1st year academic achievement of high stressed group of girls is higher than the high stressed group of boys. Similarly in low stressed group of adolescent girls of 1st year perform better than low stressed group of adolescent boys.

STRESS X GENDER

It may be observed from the Table 6 that F-ratio for the difference of obtained scores of academic achievement of high stressed and low stressed group of boys and girls of 9th class and 1st year class adolescents has been found to be significant at the 0.01 level of confidence. Thus, the data provided sufficient evidences to reject the hypothesis (9) namely, “The difference in the academic achievement of boys and girls of 9th class and 1st year class is not qualified by the levels of stress.”

This indicates that in the case of 9th class the low stressed group of adolescent boys perform better than high stressed group of adolescent boys. High stressed boys performs better in academics than high stressed girls but in the case of low stressed group of adolescent girls they perform better than high and low stressed group of boys and also from high stressed group of adolescent girls.

In case of 1st year, low stressed group of adolescent boys perform better in academics than high stressed boys whereas low stressed group of adolescent of girls perform better than high and low stressed group of adolescent boys and they also perform better than high stressed group of girls.

To further analyze the significance of difference in various cells, t-Ratios have been computed to know the inter cell differences due to which F-ratio for the interaction is found to be significant, t-Ratios are presented in Table7:

Table 7 t- RATIOS BETWEEN THE DIFFERENCES IN MEANS OF VARIOUS CELLS FOR INTERACTION BETWEEN STRESS AND ACADEMIC ACHIEVEMENT (2x2) OF 9TH CLASS AND 1ST YEAR CLASS.

Mean Group(9 th class)	SE _d	D	t- ratio	Mean Group(1 st year)	SE _d	D	t- ratio
M1-M2	4.83	34	7.04**	M1-M2	1.36	10	7.35**
M1-M3	3.12	9	2.88**	M1-M3	1.02	12	11.76**
M1-M4	5.17	46	8.89**	M1-M4	1.13	12	10.62**
M2-M3	5.10	43	8.43**	M2-M3	1.02	12	11.76**
M2-M4	4.81	14	2.91**	M2-M4	1.13	12	10.62**
M3-M4	5.43	55	10.13**	M3-M4	1.52	10	6.59**

Significant at 0.05 level of confidence ** Significant at 0.01 level of confidence

The above Table 7 has been revealed that t-ratios are significant for the differences between the means of cells M1-M2, M1-M3, M1-M4, M2-M3, M2-M4, and M3-M4 which are responsible for the significance interaction. The interaction reveals that there is significant interaction effect of Gender and Stress on the achievement score of 9th class and 1st year class adolescents.

DISCUSSION OF FINDINGS

Following are the findings of the study:

- The expectations of high stressed and low stressed group of adolescents of 9th class and 1st year class from their parents are found to be same irrespective of their gender. Adolescent group of girls and boys of 9th class and 1st year both whether high stressed group or low stressed group expects same from their parents in each and every situation.

It is because generally adolescents expect same support and guidance for their social and emotional development. Adolescents' Expectations about Early Adulthood Future orientation is an over-arching term that refers to the extent to which adolescents consider the future, the content of their future goals, and when particular goals will be achieved (Seginer, 2009).

- There is no difference in the expectations of high stressed and low stressed group of adolescents of 9th class and 1st year class from their teachers because teachers are the source for social and emotional developments of adolescents besides their parents. Adolescents expect same from their teachers to provide them freedom and consider them as individual.

- In 9th class academic achievement of high stressed group of adolescent boys is higher than high stressed group of adolescent girls. It reflects that under high stress boys of 9th class perform better than girls under high stress whereas in low stressed groups girls perform better than low stressed group of boys. But in the case of 1st year academic achievement of high stressed group of girls is higher than the high stressed group of boys. Similarly in low stressed group of adolescent girls of 1st year perform better than low stressed group of adolescent boys.
- In 9th class the low stressed group of adolescent boys perform better than high stressed group of adolescent boys. High stressed boys performs better in academics than high stressed girls but in the case of low stressed group of adolescent girls they perform better than high and low stressed group of boys and also from high stressed group of adolescent girls. In case of 1st year, low stressed group of adolescent boys perform better in academics than high stressed boys whereas low stressed group of adolescent girls perform better than high and low stressed group of adolescent boys and they also perform better than high stressed group of girls.

The above findings are in tune with

Kumar (1977) found the correlation between overall achievement and stress was found to be 0.85.

Kaplan(1994) and Wehlage&Rutter (1986) found that while school-related stress has been found to be related to poor academic performance, numerous studies have found that the level of educational expectations for students (both self-expectations and parents' expectations) is positively related to good academic achievement at all grade levels (Okagaki&Frensch, 1998; Trusty&Pirtle, 1998) from first grade (Entwisle& Alexander, 1990) to upper elementary school (Marjori- banks, 1987) to high school (Ainley, Foreman, &Sheret, 1991) and beyond (Conklin &Dailey, 1981) and for students from a wide range of racial and ethnic backgrounds (Chung &Walkey, 1989; Mickelson, 1990).

Shrivastva, Naidu and Mishra (1986) found lowest level of performance under high stress conditions. Gupta (1987) stated that stress was found to have a significant negative correlation with academic achievement.

Sarason (1960), Pandit (1974), Jha (1970), Somasundram (1980), Singh (1982) found a negative correlation between stress and academic achievement.

Harris (1972) found a significant correlation between stressful life events and the academic performance of college students. The high level of stress was associated with relatively poor grades.

CONCLUSION

The results and findings of the study show that stress plays an important role in the psychology of adolescents. There is a direct relation of stress and academic achievement. The stress decreases their academic achievement. If we want to nourish our young generation it is necessary to help them in coping with stress. Some major steps should be taken by authorities e.g. innovative teaching methods, modified curriculum, practices of yoga in schools and colleges, friendly behavior with adolescents etc.

The findings and results also show that adolescents whether in their early period of adolescence or in later period of adolescence stage they almost expects similar kind of assistance from their parents and teachers. During their education it is mandatory to keep in view these expectations so that they can get proper freedom to develop their own personality.

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