

Impact of Stress on Academic Achievement of Higher Secondary School Students

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Received
07 Dec, 2018

Reviewed
10 Dec. 2018

Accepted
15 Dec. 2018

Psychological disorders significantly exacerbate the pressure on students to score better. The factors collectively hamper their performance leading to low academic achievement. This study aimed to find out the relationship between stress and academic achievement. For this purpose 500 (250 boys and 250 girls) students of 12th standard studying in urban area of Durg district of Chhattisgarh state taken randomly. The ADSS (anxiety, depression and stress scale) was used to measure the stress among students. To analyse data t-test is used. Furthermore stress and academic achievement was found to be significant positive association with each other.

Introduction

Now a days students are going under a higher pressure from parents, family, peer group and society to attain a recognizable position with a good job and salary and for this they are directed to maintain an excellent Achievement record. Without an excellent Academic Achievement the students won't be able to get a good job, social acceptance and even admission in a reputed institution for higher studies. So parents are creating pressure on their children to secure Academic grades and failure to which causes stress, depression and anxiety among the students.

Academic Achievement can be defined as what a student does or achieve at school, college or university, in class in laboratory, library or project work. Academic Achievement is commonly measured by examination or continuous assessment but there is no general

agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts good academic performance is very important not only to students and their parents but also to institutions of education, educationists and for any progress. "Achievement is an art of achieving result gained by efforts, the quality and quantity of student's work." (Merriam Webster's Collegiate Dictionary 2001)

Stress and its manifestations, such as depression and anxiety have always been seen as a common problem among people in different professions and occupations. In the last few decades alarm has already been provoked by the proliferation of books, research reports, popular articles and the increasing number of organized workshops which aims to teach people how to cope with the phenomenon. According

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to Sahu, Pandey and Jha (2016) “Academic stress is anything that inflicted an additional demand on an individual’s capability to cope”. Impracticable belief and demands of guardians and teachers ,leads to poor academic performance and poor study (Liu and Lu , 2012).

Review of literature

Kamaruddin Rafidal, Azizah, Aris Norzaid Daud Mohd (2009), found that “ The impact of perceived stress & stress factor on academic performance on pre diploma students”. The result indicate that on an over all the students experience modrate level of stress and none of the stress factors significantly effect the academics performance of students. There is significant difference in the level of perceived stress between the beginning and middle of the semester but not significant between the middle and end of semester.

Mishra, Satwana, Gopal Chandra and Chicholikar, K.L were found that anxiety is negatively correlated to academic achievements. It was found that teaching aptitude and attitude is not related to gender but anxiety level is significantly different among male and female students .

Pomerantz, E.M., Altermatt, E.R. and Saxon, J.L. (2002) states on a study, Girls outperform boys in school particularly in stereotypically feminine subject. Gender differences in academic performance and internal distress were examined in elementary school children moving to adolescence. The studies for students who have the face the world in the coming year are undergoing through lot of stress and don’y know how to deal with it. previous studies were done on 11th and collegeate students. So on the basis of above findings present study has undertaken to find the relatinship between stress and academic achievement of students of 12th standard.

When the students find difficulty to cope with it they starts taking durgs, join bad peer groups, become alcoholic, run away from houses and even commits suicide. So, I had taken this topic to find solutions to this problem which may help parents and students to cope with this situation, which is running our coming generation.

Objectives

1. To study the impact of high and low stress on the academic achievement of higher secondary school students.

2. To study the impact of high and average stress on the academic achievement of higher secondary school students.

Hypotheses

1. There is no significant impact of high and low stress on the academic achievement of higher secondary school students

2. There is no significant impact of high and average stress on the academic achievement of higher secondary school students

Method

Sample: In this study all the students of higher secondary school of durg district framed the population of the study. In order to collect the data 30 higher secondary schools were selected through deliberate random sampling technique of which 250 boys and 250 girls were taken randomly as the subjects of the present investigation.

Tool: In the present study ADSS tool by Pallavi Bhatnagar is used to calculate the depression among the students and for academic achievement their previous years scores were taken

Result and Discussion

The mean and standard deviation were calculated from the raw score to convert them into standard score using t-score norms

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Table -1
t- test high and low stress on academic achievement

S No.	Stress	N	Mean	SD	Sed	t-value	Df	Significance leve	
1	High	167	365.35	44.93	12.08	4.37	299	0.05 =1.92	H1 Rejected
2	Low	134	391.62	55.69	23.14			0.01=2.58	

The above table shows that the obtained t-value that is 4.37 is more than the table value with df 299 at 0.05 level that is 1.96 and 0.01 level that is 2.58. It means there is impact of high and low stress on the academic achievement of higher secondary school students' Hence the hypothesis "there is no

significant impact of high and low stress on the academic achievement of higher secondary school students" is rejected. Thus our result is significantly supported by the findings of Kamaruddin Rafudal, Azizah, Aris Norzaid Daud Mohd (2009).

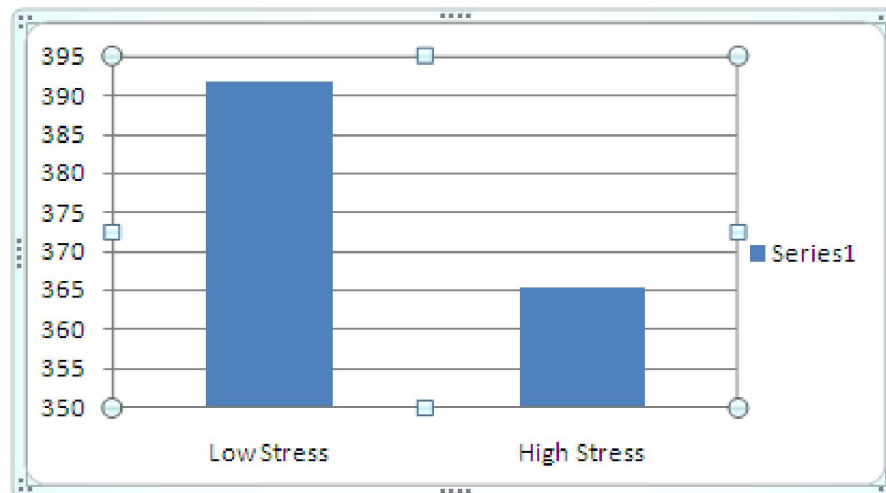
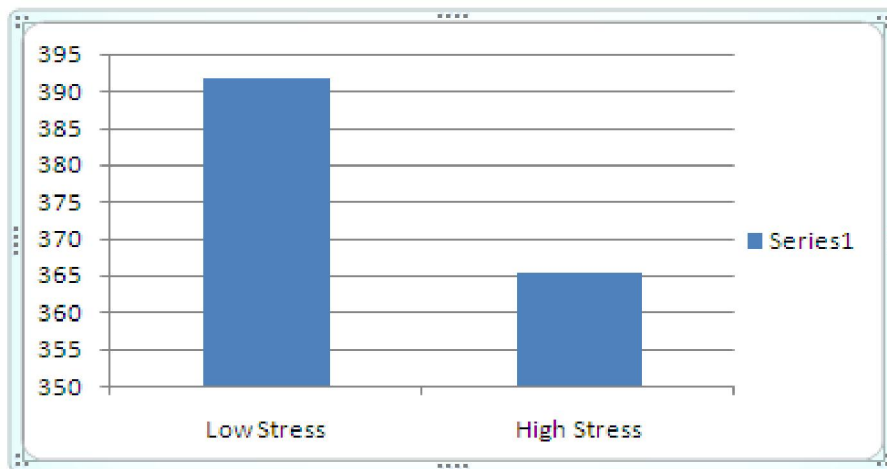


Table 2
t- test high and average stress on academic achievement

S No.	Stress	N	Mean	SD	Sed	t-value	Df	Significance leve	
1	High	167	365.35	44.93	12.08	4.64	364	0.05 =1.92	H2
2	Average	199	378.83	43.35	9.48			0.01=2.58	Rejecte

The above table shows that the obtained t-value that is 4.64 is more than the table value with degree of freedom 364 at 0.05 level that is 1.92 and 0.01 level that is 2.58. It means there is impact of high and average stress on the

academic achievement of higher secondary school students. Hence the hypothesis “there is no significant impact of high and average stress on the academic achievement of higher secondary school students” is rejected.



Conclusion

It has been found that there is significant mean difference in the academic achievement of higher secondary school students having high, average and low stress hence the students with less stress will able to score better. Positive

thinking relaxation and by setting realistic goals the student can cope with their stress. Teachers should also help students in building self esteem in them. Parents should not over schedule their children and should ensure their right amount of sleep and diet.

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