

## **Academic Stress of 10th Grade Students in Relation to their Academic Achievement**

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### ***Abstract***

*Every person has a unique nature as regard to capabilities, attitudes, personality characteristics and interest. The adolescents have a major impact of stress due to the bloodshed competition in every field. They are always stressful for their future i.e. achievement in academics and for admission in higher education courses. The parents and teachers are also eager to know the various factors, which enhance the stress among the adolescents. Every student is a human resource to the nation. It is an admitted fact that education is the process of strengthening human resources. It is the quality that assumes special significance in the wider perspective of personal, social and natural development.*

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### **STRESS**

Stress is a word that everyone avoids but it cannot be. Everyone has some stress with varying degree. The word 'stress' is defined as the state of psychological upset or disequilibrium in the human beings caused by frustrations, conflicts and other internal as well as external strains and pressures.

### **ACADEMIC STRESS**

The term academic stress has come into wide use in behaviour study only within the past two decades. But in this relatively short time it has all but pretempted a field previously shared by a number of other concepts like anxiety, frustration, conflicts etc.

### **ACADEMIC ACHIEVMENT**

Academic achievement means the amount of knowledge gained by the students in different subjects of study. It encourages the students to work hard. It also helps the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly. Thus assessment of academic achievement helps both the students and teacher to know where they stand.

#### **FACTORS AFFECTING ACADEMIC ACHIEVEMENT**

##### ***Subjective/ Psychological Factors***

These are related to individual himself while influencing one's achievement e.g. intelligence, learning ability, motivations, creativity, self-efficiency, learning style, study habits etc.

##### ***Objective/ Environmental Factors***

The factors conforming to the environmental of the individual include socio-economic status, educational system, teacher's efficiency, school situation and environment etc.

#### **1.5 REVIEW OF RELATED LITERATURE**

**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.

**Jasuja (1983)** concluded that frustration was found to have a significant negative correlation with academic achievement.

**Aggarwal (1985)** conducted a study on a sample of 657 university post graduates students. Simple stress score was a powerful predictor of strain.

**Ranganathan (1988)** in a comparative study found a clear significant negative relationship between stress and academic achievement.

**Broota, A. (1992)** found girls were more test anxious worrisome and emotional than boys parental pressure and parents professional background also influenced the degree of test anxiety experienced by the students.

**Sharma (1995)** found that academic stress had a positive effect on the learning outcomes of secondary school students.

**Harvilchuck and Denielle (1997)** in a study revealed that stress, social competence and health status was positively correlated with the over all grade average of students.

**Gaira (1999)** in a study concluded that classroom environment and variables of academic stress i.e. frustration, anxiety, conflict and pressure significantly influenced the

## **EMERGENCE OF THE PROBLEM**

The present era of educational scene is fast changing. Curriculum and co-curriculum offerings have tremendously expanded gripping the students in the adjustment problems. Feeling of insecurity, conflict within themselves, bad company and low achievement create emotional tensions and stress in the students. Present study is a humble effort to answer the query i.e. why students feel stressed and is this stress related to their academic achievement and family environment? Whether there is any difference in the stress due to sex, area and science/ arts category of students?

## **STATEMENT OF THE PROBLEM**

*“Academic Stress of 10th Grade Students in Relation to their Academic Achievement.”*

## **OBJECTIVES OF THE STUDY**

The present study has been conducted keeping in mind the following objectives:

1. To study the relationship between academic stress and academic achievement.
2. To study academic stress among boys and girls.
3. To study academic stress of rural and urban students.

## **HYPOTHESES OF THE STUDY**

1. Academic stress is significantly related to academic achievement of 10th grade students.
2. There is significant difference in the academic stress of boys and girls.
3. There is significant difference in the academic stress of rural and urban students.

## **DELIMITATIONS OF THE STUDY**

Only one correlates of academic stress namely academic achievement has been taken. The study has been limited with regard to sample of 150 students drawn from Fazilka district. The sample has been restricted to 10th grade students only.

## **DESIGN OF THE STUDY**

In the present investigation academic achievement is the independent variable where as academic stress is the dependent variable. The main purpose of the study is to see that how far the independent variable influences the dependent variable.

## **SAMPLE**

The research investigation was carried out on class 10th grade students (Science and Arts) of Fazilka district. The selected students were similar in many ways and most of the

children were of similar socio-economic background. The total sample consisted of 150 boys and girls.

### TOOLS USED

Following tools were used for the present study:

- i) Scale of academic stress taken from Bisht Battery of stress scales developed by Abha Bisht (1987)
- ii) Academic achievement scores

### TECHNIQUES OF STATISTICAL ANALYSIS

1. K-S test (Kolmogrov-Smirnov) was applied to ascertain the normal distribution of scores of whole population.
2. Pearson's Product Moment correlation was calculated to find out the relationship between independent and dependent variables.
3. t-ratios were calculated to find out significant differences in academic stress between:-

### INTERPRETATION AND DISCUSSION OF RESULTS

#### TESTING OF HYPOTHESES

##### HYPOTHESIS - I

“ACADEMIC STRESS IS SIGNIFICANTLY RELATED TO ACADEMIC ACHIEVEMENT OF 10th GRADE STUDENTS”.

To verify the above hypothesis coefficient of correlation by Pearson's product moment method was found out between Academic stress and Academic achievement. Table 4.1 is showing results.

**TABLE**  
**COEFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS**  
**AND ACADEMIC ACHIEVEMENT**

Sr. No.	Variable	N	r	Significance Level
1	Academic Stress	150	-0.644	Significant at .01 level
2.	Academic Achievement	150		

So, it is concluded that academic stress affects students academic achievement negatively. Hence Hypothesis – I that, Academic stress is significantly related to academic achievement of +2 students, is accepted.

### HYPOTHESIS - II

“THERE IS SIGNIFICANT DIFFERENCE IN THE ACADEMIC STRESS OF BOYS AND GIRLS”.

**TABLE**  
**t-RATIO FOR ACADEMIC STRESS IN RESPECT OF BOYS AND GIRLS**

Sr. No.	Sub-Sample	N	Mean	SE <sub>D</sub>	t-value	Significance Level
1	Boys	77	267	9.11	0.32	Not Significant
2.	Girls	73	270			

Obtained t-value does not reach this level. Hence results infer there is no difference in academic stress of boys and girls. Hence Hypothesis – III that, there is significant difference in the academic stress of boys and girls, is rejected.

### HYPOTEHSIS – III

“THERE IS SIGNIFICANT DIFFERENCE IN THE ACADEMIC STRESS OF RURAL AND URBAN STUDENTS”.

**TABLE**  
**t-RATIO FOR ACADEMIC STRESS IN RESPECT OF RURAL AND URBAN STUDENTS**

Sr. No.	Sub-Sample	N	Mean	SE <sub>D</sub>	t-value	Significance Level
1	Rural	38	260	11.75	1.02	Not Significant
2.	Urban	112	272			

This shows there is no difference in the academic stress of students due to locality i.e. urban/rural. However mean scores of urban student’s is higher than rural students, which clearly indicates urban students have more academic stress. Hence Hypothesis – III that, there is significant difference in the academic stress of rural and urban students, is not accepted.

## CONCLUSIONS

1. Academic stress and academic achievement are significantly correlated. This infers academic stress affects students academic achievement negatively. Thus hypothesis I “Academic stress is significantly related to academic achievement of 10th grade students”, is accepted.
2. There is no significant difference in the academic stress of boys and girls. Thus hypothesis II “There is significant difference in the academic stress of boys and girls”, also stands rejected.
3. There is no significant difference in the academic stress of rural and urban students. Thus hypothesis III “There is significant difference in the academic stress of rural and urban students”, is not retained.

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