

STRESS LEVEL EFFECT ON ACADEMIC ACHIEVEMENT OF LOWER SECONDARY STUDENTS

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Abstract

A happy life is a dream of every child. Education to the fullest potential is possible in a stress-free atmosphere. 'Education for All' can be attained if quality education is imparted to all students. The purpose of this study is to examine the stress level and their effect on the academic achievement of the lower secondary students of Ghaziabad city, Uttar Pradesh present study was conducted on a sample of 100 lower secondary students (Boys and Girls) which are studying in class VI, VII & VIII from U.P. Government Inter colleges of Ghaziabad City. The sample was collected by using a simple random sampling technique. The research was carried out through a survey questionnaire that included questions about the student's stress and for Academic Achievement their annual report card were used. Descriptive and inferential statistics were used to analyze the effectiveness of techniques on the stress level. The correlation between stress and adjustment, stress and achievement and various areas of stress were also found. The main hypothesis of the study is that There is no significant relationship between the stress level of boys and Girls on their academic achievement. The results of the study suggest that stress significantly correlated to the academic achievement of lower secondary students, ensuring that the student developed in both cognitive and psychological aspects, this study helps in considering the need of designing stress interventions for the students. Students can be guided to reduce their stress levels as this enhances their academic achievement.

Keywords

Stress, Academic Achievement, Lower Secondary Students.

Reference to this paper should be made as follows:

Received: 06.06.2023

Approved: 24.06.2023

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*RJPSSs 2023, Vol. XLIX,
No. 1, pp.82-89
Article No.11*

Similarity Check: 38%

Online available at:

<https://anubooks.com/journal/research-journal-of-philosophy-amp-social-sciences>

DOI: <https://doi.org/10.31995/rjpss.2023v49i01.11>

Introduction

The concept of Stress was first introduced in life science by Canon in 1929 and subsequently by Hans Selye in 1936. The word Stress is derived from Latin Word 'Stinger' and was used first in English during the 17th century to mean Hardship, Strain, Adversity, or affliction. In the 18th & 19th Centuries, it was used to denote Force, pressure strain or strong effort with reference to an object or person. Although ideas such as tension, anxiety and conflict had been a part of psychological thought for a long time. The concept of stress may differ according to the individual's state of context and interpretation.

"Today's stress can be tomorrow's vulnerability". It is not always easy to recognize when a child is stressed out. Short-term behavioral changes such as mood swings, changes in sleep patterns or bedwetting can be indicators of stress. Some children experience physical effects including stomachaches and headaches, others have trouble in concentrating or completing schoolwork, and still, others become withdrawn or spend a lot of time alone. Younger children may show signs of reacting to stress by picking up new habits like thumb sucking, hair twirling or nose picking. Under stress, the brain is emotionally and mentally changes. Some bodily responses in dealing with stress pertain to hormone levels, high blood pressure and the lymphatic system. Stress has also been correlated with poor sleep patterns: Either not being able to sleep restfully or manifestation of increased sleep time.

"Stress of minimal, can actually increase one's performance, instead of being willing under stress one can use it as an impetus to achieve success"

Academic Achievement means the achievement level of the students. It can be defined as what a student does or achieves at his school. It is common practice to promote students from a lower class to a higher class on the basis of their academic achievement. It helps in declaring students successful or unsuccessful in choosing various courses and selecting students for different jobs. It is the level of learning in a particular area of the subject in terms of Knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination.

According to Crow & Crow (1969) "It is the extent to which a learner is profiting from instruction in a given area of learning i.e. achievements are reflected by the extent to which skill or knowledge has been imparted to him."

According to Good, (1995) "Knowledge attained or skill developed in the school subject, usually designed by test scores or by marks assigned by teachers or by both."

Relationship Between Stress and Academic Achievement

Academic behavior is something of great importance to parents, teachers, and students themselves. Unfortunately, the academic behavior of today's students is becoming worrisome and this remained a matter of grave concern to everybody. It is a common problem for boys and girls students in school and colleges and the way it is managed may reflect in their academic performance. Mostly it is found that students with more stressed behavior show average or poor results in academic achievement.

Literature Review

Dash (1996), in his study "Achievement motivation of scheduled caste students in relation to their intelligence, level of aspiration, academic achievement and socio-economic status," revealed that there existed significant differences between the groups of high and low levels of aspiration, male students with high level of aspiration possessed higher achievement motivation than its respective group of low level of aspiration.

"The differences in stress, self-esteem, adjustment level and academic performance between visually and hearing impaired secondary students was investigated by Satapathy and Singhal (2000). The results revealed that hearingimpaired students were more stressed, had lower self-esteem, lower level of adjustment and poorer academic performance than the visually impaired students.

Kumar, Sujatha and Parveen (2011) determined "The relationships between stress level and academic achievement among students in rural secondary schools'. The finding indicated "The stress level differs among the genders. This means the methods of overcoming stress cannot be the same for boys and girls.

Singh and Devgun (2012) conducted a study on the "Relationship between Parental Involvement and Academic Achievement of Higher Secondary Students." The present study aims "To find out the extent of the relationship between academic achievement and parental encouragement representative sample of 400 higher secondary school students 200 male students and 200 female students was taken by using a simple random sampling technique. The tools used were the Parental Encouragement Scale by Kusum Agarwal (1998), Personal Data Form (English version). The study revealed a significant positive relationship between academic achievement and parental encouragement.

"In a study by Qurrat, Mehfooz et al. (2017), they examined the different sources of stress and its effect on academic performance and they found out that the stress was related to issues like financial issues, health problems, social issues and academic difficulties.

Michaela, Sarah and Alexandra (2019) explored the impact of academic-related stress on students' learning capacity and academic performance, mental health problems such as depression and anxiety, sleep disturbances and substance abuse. The objective of the study was to find the effect of stress on the learning capacity and academic achievement of the students.

Statement of the Problem

Stress Level Effect on Academic Achievement of Lower Secondary Students

Objective of the Study

1. To Find out the level of stress among boys students.
2. To Find out the level of stress among girls students.
3. To Study and compare the level of stress on the basis of Gender.
4. To Find out the academic achievement of Boys students.
5. To Find out the academic achievement of Girls Students.
6. To Study and compare the academic achievement on the basis of Gender.
7. To Study the relationship between the stress level of boys and girls on their academic achievement.

Hypothesis of the Study

1. There is no significant difference between the level of stress on the basis of Gender.
2. There is no significant difference between the academic achievement on the basis of Gender.
3. There is no significant relationship between the stress level of boys and Girls on their academic achievement.

Research Methodology

The research is quantitative in nature and it involves a descriptive survey method. In this research, the researcher explores the relationship between the level of stress and their academic achievement on the basis of Gender. The present study consists of 100 lower secondary students from different Inter colleges situated in the Ghaziabad District of Uttar Pradesh. All these Inter colleges are recognized by the Uttar Pradesh Board. For the collection of data, all necessary steps have been taken by the investigator who make the best effort to collect the most reliable and valid data. The present study has focused on two variables namely stress level and Academic Achievement. In these two variables, stress is an independent variable and academic achievement is dependent variable. The Fundamental aim is to find out the effect of independent variable on dependent variable. In order to come out with fruitful results and realize the framed results, coefficient of correlation and

t-test were used to analyze the data. Pearson's coefficient of correlation was computed to go through the relationship. Apart from this, mean, standard deviation and 't-test were computed to find out the significant difference between the means of boys and girls. For measuring the level of stress Student Stress Scale SSS-AZ was used which was constructed by Dr.Zaki Akhtar and for the academic achievement their previous year's annual report card was used.

Analysis and Interpretation of Data

Hypothesis-1

There is no significant difference between the level of stress on the basis of Gender.

Table:-1 Mean SD and 't'- Value of Stress Level of Girls and Boys.

S. No.	Group	Academic Achievement		Degree of Freedom	't' value	0.05 level	0.01 level
		Mean	S.D.				
1.	Girls	314.6	313.13	98	26.02	wwaSignificant at both levels	
2.	Boys	100.91	304.93				

Interpretation

The obtained 't' value is greater than the values at 0.05 level and 0.01 level of significance. Table 1 shows that there is a significant difference between boys and girls students stress levels of lower secondary students. The stress level of Girls students is more than the boys students. In daily life, we almost see that girls students are found more stressed than boys students about their Grades, homework, and classroom performance are the greatest sources of stress.

Hypothesis-2

There is no significant difference between the academic achievement on the basis of Gender.

Table:-2 Mean SD and 't'- Value of Academic Achievement of Boys and Girls

S. No.	Group	Academic Achievement		Degree of Freedom	't' value	0.05 level	0.01 level
		Mean	S.D.				
1.	Girls	62.6	11.75	98	2.69	Significant at both levels	
2.	Boys	62.9	11.80				

Interpretation

The obtained t-value is greater than the values at 0.05 level and 0.01 level of significance. Table 2 shows that there is also a significant difference between boys and girls students academic achievement in lower secondary students. It may

be interpreted that boys students have more academic achievement than girls students. In daily girls to put more effort into their studies, which could lead to the slight advantage girls mastery of the subject matter generally produces better marks than performance emphasis, so this could account in part for boys lower marks than girls

HYPOTHESIS-3

There is no significant relationship between the stress level of boys and Girls on their academic achievement.

Table:-3 Mean SD and 'r'- Value of Educational Aspiration of Boys and Girls

S. No.	Group	Stress Level & Academic Achievement		Degree of Freedom	'r' value	0.05 level	0.01 level
		Mean	S.D.				
1.	Girls	210.5	106.13	98	24.59	Significant at both levels	
2.	Boys	25.84	3.62		7.51		

Interpretation

The obtained 't' value is greater than the values at 0.05 level and 0.01 level of significance. Hence it is clear that from the analysis that stress has a significant relationship to academic achievement. In daily life, we saw that stressed students gained poor marks in their result and they also show some anxiety at the time of examination. On the other hand, we almost see that those students have no stress their academic achievement is very good as compared to the stress students. Thus, stress and academic achievement are strongly correlated to each other.

Conclusion

Stress has always been an issue among of school students and past researches find stress to be significantly correlated to academic achievement. The search is carried out to the discovered the stress level among lower secondary students of the government schools. Besides ensuring that the student developed in both cognitive and psychological aspects, this study helps in considering the need of designing stress interventions for the students. Students can be guided to reduce their stress levels as this enhances their academic achievement. The Findings of the study will be useful for the teacher and the psychologists. Counselors should also help the students by providing them the information about the method to keep their level of stress low. Since in this research, there is a significant relationship between stress and academic achievement. So the teacher and administrator should inspire the students to increase their academic achievement. Stress is a type of psychological

pain. Small amount of stress may be desired, beneficial and even healthy. Positive stress helps in improving athletic performance. It also plays a factor in motivation, adaptation and reaction to the environment. Academic achievement is commonly measured through examination or continuous assessment but there is no general agreement on how it is the best evaluated or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, they are in inclusive result over which individual factors successfully predicts academic performances, elements such as test anxiety, environment, motivation, and emotion require consideration when developing a model of school achievement.

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