

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

## ABSTRACT

*Adolescence is a period of intensive growth and development with respect to children's physical, cognitive, social, emotional and sexual aspects of their personality. Adolescence is said to be a stage of great stresses and strains. It is the age of action having varied interests and tastes. Adolescents feel stress due to family relationships they expect friendly atmosphere. The present study is an attempt to study the expectations of adolescents from their parents and teachers and to study the relation of stress and academic achievement of adolescents. For this a sample of 800 adolescent students was drawn from schools and colleges of Jalandhar city. 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 and girls from their parents and teachers. The data also revealed that there is significant difference between stress and academic achievement of adolescent boys and girls.*

## INTRODUCTION

“Youth represents the energy of the present and the hope of the future” rightly said by Crow and Crow. It is the fact that the adolescents of today are the adults of tomorrow and the makers of nation's future. Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. It is a period of revolutionary change (a period of growing up). It is markedly a period of growing up, during which the child develops into man or woman

Etymologically speaking the term **Adolescence** comes from the word ‘**Adolescere**’ which means to ‘**grow**’ or to ‘**grow to maturity**’. From the biological point of view, adolescence is a stage when puberty dawns. Chronologically, this is a span of life ranging from 12 to 19 years. Sociological definition: adolescence is a transitional period from dependence on parents to self-sufficient adulthood. Cultural definition: Adolescence period varies from community to community. In some communities marriage among boys and girls takes place quite early (as early as 13 or 16 years of age). Psychological definition: Adolescence is a marginal situation which involves psychological disturbances and problems of adjustment. It differentiates the childhood behavior from the adulthood behavior.

**Jersild (1963)** stated that adolescence is that span of years during which the girls and boys move from childhood to adulthood, mentally, emotionally, socially and physically.

**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.

**Oxford Learner Advanced Dictionary (2000)** defines adolescence is the type in a person's life when he or she develops from a child into an adult.

**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.

Adolescence is a period of intensive growth and development with respect to children's physical, cognitive, social, emotional and sexual aspects of their personality. Adolescence is said to be a stage of great stresses and strains. It is the age of action having varied interested and tastes.

There are various special characteristics of adolescence such as Perplexity with regard to Somatic Variation: Every adolescent has more or less difficult tasks of adjusting to 'somatic variation'. For both girls and boys, appearance and bodily condition, which is not keeping with what is considered the norm, will cause anxiety, Intensification of Self-Awareness, Intensification of sex-Consciousness, Independence v/s dependence, Peer-group relationship: It plays a substantial role in the life of an adolescent. He is directed by the standards and norms of his peer group and pays least attention to the desires and advice of his parents and elders, Idealism v/s realism: A typical features of adolescence lies in the interest of the adolescent in ideals. He desires to help in the creation of ideal society. He engages himself in asking questions: What is God? What is humanity? But in this search of idealism he goes away from realism, Vocational choice and need of self-support: The adolescent's strong desire is to achieve self-sufficiently and make himself quite independent like an adult member of society. Vocational decision is an important one for an adolescent and he often finds himself not quite up to the making a right choice.

## **EXPECTATIONS OF ADOLESCENTS FROM THEIR PARENTS**

In earlier times, parents expects 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 (1972) observed in the document** "Expectations regarding development during adolescence: parental perceptions" that age related expectations effect 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 expects friendly atmosphere. From these studies we can say that now-a-days they have following expectations from their parents:-

1. **Acceptance of their individuality:-** They expect from their parents that they accept them as individual who has own thinking patterns.
2. **Proper guidance about somatic variations:** As, there is the major change in the life of adolescents due to physical changes in their bodies they want the guidance of their parents to cope up with all these changes.
3. **Emotional support:** - Adolescence is the period of “stress and strain”, adolescent expects that their parents provide them a strong emotional support.
4. **Moral support:** For the adjustment in civic culture of society, they expect mental support from their parents.
5. **Religious support:** An adolescent tries to talk about God and religion and he want the religious base from his parents.
6. **Help to become independence:** In the period of adolescence there is a great urge to become independent, to fulfill this they expects the support of parents.
7. **Friendly behavior:** Adolescence always seeks a friend in his parents with whom he can share all his troubles.

## EXPECTATIONS OF ADOLESCENTS FROM THEIR TEACHERS

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 followings from the teacher:-

1. **Help for intellectual development:** Adolescents expect from their teachers that they should help them for intellectual development by providing proper guidance.
2. **To make them aware about social development:** As, school is the mini society, adolescents want their teacher should make them aware about the social development and adjustment in the society.
3. **Vocational guidance:** In this period of adolescence each and every children wants to become independent and wants to join a good job, for this he wants vocational guidance from his teachers.

4. **Promotion of self awareness:** Teacher is the Nation-builder. Adolescents want that their teacher should guide them to explore themselves.
5. **Training for the satisfaction of emotional needs:** Due to the various changes an adolescents feel emotionally shattered and he expects from his teachers that they provide emotional stability to him.
6. **Proper dealing as an individual:** They also expect that their teachers treat them as an individual with different needs and having different capabilities.
7. **Act as guide in each and every aspect of life:** In adolescence period, there is a great need of a guide and adolescents expect that their teachers provide them guidance in every sphere of life.

If we try to make close analysis, we can find that 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.

### ACADEMIC ACHIEVEMENT

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.

According to Woleman's dictionary of Behavioral Science, Academic Achievement is defined as the level of proficiency attained or degree of competence in school tasks, usually as measured by the standard test and expressed in age as grade units based on norms devised from wide sample of pupils' performance.

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.

Achievement motivation was viewed as an acquired motive pattern resulting from reinforcement independence and mastery concerns.

**Crow and Crow (1956)** stated achievement means the extent to which a learner is profiting from instructions in a given area of learning.

**Dawyen (1982)** found achievement testing refers to be assignments of the outcomes the formal instruction in cognitive domain.

**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.

## STRESS

Stress is the “wear and tear”, our bodies go through as we adjust to changing environment. Under stress the heart rate and breathing increases. When the brain receives a stress signal, it releases a hormone called ‘norepinephrine’ which creates the “fight or flight” response. When this hormone is prevalent, the person is unable to learn to do anything other than protect him/herself. Stress has become a prominent concept in the mental health field. It affects every human being from the time of birth till death.

The term originated in physical sciences and means, “A force/pressure exerted upon a person who resists the force/pressure in his effort to maintain his original state and in the process, suffers some degree of discomfort.”

The concept of stress was introduced in the life sciences by **Hans Selye** in **1936**. Although the pioneering works of **Kann Wolfe, Snock** and **Rosenthal** (1964) and **Karnhauser** (1965) were done in early **1960's**. Hans Selye, the ‘father’ of stress-wrote on the subject. Since, then there have been over 110000 scientific publications related to stress. Yet, the meaning of stress is not clear, partly because of the confusion engendered by the incorrect adoption of terms drawn from the discipline of physics.

**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).

**Selye (1976)** defined stress as the non-specific response of the body to any demand.

**Levitt (1980)** found that the word stress is used constantly in connection with emotional states; it appears almost as often in discussion of anxiety, as does the word ‘anxiety’ itself. Anxiety is how the individual relates to stress, accepts it and interprets it.

**Chrousos and Gold (1992)** described stress as a state of disharmony or threatened homeostasis.

**Furman (1995)** stated that stress is a force, tending to deform system.

**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”

**Soanes (2003)** defined stress as a state of mental or emotional strain.

**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 coping/skill inventory.

**Communication (2004)** opined stress as a general term applied to the pressure people feel in life. As a result of this pressure, students develop various symptoms of stress that can harm their performance. Stress usually have negative connotation and the term that uses to describe this state of person is distress but there is also a positive aspect of stress which is called as Eustress.

**Mathews (2005)** studied that stress has become an inevitable part of individual life causing risk to their psychological as well as physical health.

**Pandey (2007)** 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.

**The association of psychological adjustment and coping** has been examined in reference to a wide range of stressors. This includes actual stressors that children and adolescent have experienced, such as: Academic stress (Compas, Malcarne and Fonacaro, 1988; causey and Dubow, 1992 ;). Personal illness (Band and Weisz, 1990; Ried et. Al., 1994, 1995 Frank et al., 1997 ;). Pain (Gil et al; 1991, 1993; Manne et. al., 1993; Sarpe et. al., 1994 Spirito et. al., 1994; Walter et. al., 1997; Thomson et. al., 2000). Parental divorce (Kliewar and Sandler, 1993). Missile bombardment (Weisenberg, Schwarzwald, Waysman, Sdmon and Klingman, 1993). Natural Disaster (Jeney-Gammon, Daugherty, Finch, belter and Foster, 1993). Adoption (Smith and Brodzinsky, 1994). Parental or family conflict (O’Brien et. al., 1995, 1997; Wadsworth and Compass; 2000) Parental illness (Compass et. al., 1996; steel et. al., 1997). Sexual abuse (Chaffin et. al., 1997). Family economic strain (Wadsworth and Compas; 2000).

**Robert (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.

Hence, 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.

## **STRESS AND ACHIEVEMENT**

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.

**Kumar (1977)** found the correlation between overall achievement and stress was found to be 0.85. **Shrivastva, Naidu and Mishra (1986)** found lowest level of performance under high stress conditions.

## **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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents in the expectations from their parents.
2. There exists no difference between the boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class in the expectations from their parents.

3. The difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents in the expectations from their teachers.
5. There exists no difference between the boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class in the expectations from their teachers.
6. The difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents in the academic achievement.
8. There exists no difference between the boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class in the academic achievement.
9. The difference in the academic achievement of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class is not qualified by the levels of stress.

### **SAMPLE**

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

### **DESIGN AND PROCEDURE**

Intact groups of 200 boys and 200 girls of 9<sup>th</sup> class have been selected from 4 senior secondary schools of Jalandhar city and similarly 200 boys and 200 girls of B.A. 1<sup>st</sup> 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 9<sup>th</sup> and B.A. 1<sup>st</sup> 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 9<sup>th</sup> class boys and girls and for the 1<sup>st</sup> 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 x 2 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 ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS FROM THEIR PARENTS.

The means and standard deviation of the data has been presented in the Table 1:

**TABLE 1**

### MEANS AND S.D's OF SUB-GROUPS OF ANOVA FOR 2x2 DESIGN ON THE EXPECTATIONS OF ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS FROM THEIR PARENTS

	(9 <sup>th</sup> Class)		(1 <sup>st</sup> Year Class)	
	HS group	LS group	HS group	LS group
Boys	Mean <sub>1</sub> = 101.46 $\sigma_1 = 0.65$ N <sub>1</sub> = 60	Mean <sub>2</sub> = 115.66 $\sigma_2 = 0.82$ N <sub>2</sub> = 60	Mean <sub>1</sub> = 114.65 $\sigma_1 = 1.97$ N <sub>1</sub> = 60	Mean <sub>2</sub> = 113.4 $\sigma_2 = 1.67$ N <sub>2</sub> = 60
Girls	Mean <sub>3</sub> = 112.86 $\sigma_3 = 1.78$ N <sub>3</sub> = 60	Mean <sub>4</sub> = 107.63 $\sigma_4 = 1.27$ N <sub>4</sub> = 60	Mean <sub>3</sub> = 113.38 $\sigma_3 = 1.97$ N <sub>3</sub> = 60	Mean <sub>4</sub> = 114.55 $\sigma_4 = 1.54$ N <sub>4</sub> = 60

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

**TABLE 2**

### 2 x 2 ANOVA FOR EXPECTATIONS OF ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS FROM THEIR PARENTS

(9<sup>th</sup> Class)

(1<sup>st</sup> Year Class)

Sources of variation	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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class from their parents has 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 9<sup>th</sup> class and 1<sup>st</sup> year class in the expectations from their parents.” This indicates that there is no difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents from their parents has 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class from their parents.

## 2. EXPECTATIONS OF ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS FROM THEIR TEACHERS.

The means and standard deviation of the data has been presented in the Table 3:

**TABLE 3**

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

	(9 <sup>th</sup> Class)		(1 <sup>st</sup> Year Class)	
	HS group	LS group	HS group	LS group
Boys	Mean <sub>1</sub> = 106.46 $\sigma_1 = 0.56$ N <sub>1</sub> = 60	Mean <sub>2</sub> = 106.93 $\sigma_2 = 0.86$ N <sub>2</sub> = 60	Mean <sub>1</sub> = 104.04 $\sigma_1 = 0.62$ N <sub>1</sub> = 60	Mean <sub>2</sub> = 106.02 $\sigma_2 = 1.67$ N <sub>2</sub> = 60
Girls	Mean <sub>3</sub> = 104.16 $\sigma_3 = 0.49$ N <sub>3</sub> = 60	Mean <sub>4</sub> = 105.78 $\sigma_4 = 0.72$ N <sub>4</sub> = 60	Mean <sub>3</sub> = 104.07 $\sigma_3 = 0.18$ N <sub>3</sub> = 60	Mean <sub>4</sub> = 105.73 $\sigma_4 = 0.19$ N <sub>4</sub> = 60

The scores of Expectations of adolescents of 9<sup>th</sup> 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 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS FROM THEIR TEACHERS

Sources of variation	9 <sup>th</sup> Class				1 <sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class from their teachers has 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 9<sup>th</sup> class and 1<sup>st</sup> year class in the expectations from their teachers.” This indicates that there is no difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents from their teachers has 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class from their teachers.

## 3. ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS.

The means and standard deviation of the data has been presented in the Table 5:

**TABLE 5**

### MEANS AND S.D's OF SUB-GROUPS OF ANOVA FOR 2x2 DESIGN ON THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9<sup>TH</sup> CLASS

9<sup>th</sup> Class

1<sup>st</sup> Year Class

	HS group	LS group	HS group	LS group
	Mean <sub>1</sub> = 318	Mean <sub>2</sub> = 352	Mean <sub>1</sub> = 546	Mean <sub>2</sub> = 556
Boys	$\sigma_1 = 14.45$	$\sigma_2 = 34.48$	$\sigma_1 = 12.2$	$\sigma_2 = 10.5$
	N <sub>1</sub> = 60	N <sub>2</sub> = 60	N <sub>1</sub> = 60	N <sub>2</sub> = 60

	Mean <sub>3</sub> = 309	Mean <sub>4</sub> = 364	Mean <sub>3</sub> = 558	Mean <sub>4</sub> = 568
Girls	$\sigma_3 = 19.36$	$\sigma_4 = 37.32$	$\sigma_3 = 7.92$	$\sigma_4 = 8.78$
	N <sub>3</sub> = 60	N <sub>4</sub> = 60	N <sub>3</sub> = 60	N <sub>4</sub> = 60

The scores of academic achievement of adolescents of 9<sup>th</sup> class have been subjected to AVOVA and presented in Table 6

**TABLE 6**

**2 x 2 ANOVA FOR ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF 9<sup>TH</sup> CLASS AND 1<sup>ST</sup> YEAR CLASS**

9 <sup>th</sup> Class				1 <sup>st</sup> Year Class				
Sources of variation	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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> 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 9<sup>th</sup> class and 1<sup>st</sup> year class has found to be significant at 0.01 level of confidence. Thus, data provided sufficient evidences to reject the hypotheses (8) namely, "There exists no difference between the boys

and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class in the academic achievement.” This indicates that there is difference in the academic achievement of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class.

### 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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents has found to be significant at 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 9<sup>th</sup> class and 1<sup>st</sup> year class is not qualified by the levels of stress.” This indicates that there is difference in the academic achievement of high stressed and low stressed group of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class.

The above findings are in tune with the following:

**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.

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 Table 7:

**Table 7**

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

Mean Group(9 <sup>th</sup> class)	SE <sub>d</sub>	D	t- ratio	Mean Group(1 <sup>st</sup> year)	SE <sub>d</sub>	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**
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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 9<sup>th</sup> class and 1<sup>st</sup> year class adolescents.

## DISCUSSION OF FINDINGS

Following are the findings of the study:

1. There is no difference in the expectations of high stressed and low stressed group of adolescents of 9<sup>th</sup> class and 1<sup>st</sup> year class from their parents .
2. There is no difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class from their parents.
3. There is no difference in the expectations of high stressed and low stressed group of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class from their parents.
4. There is no difference in the expectations of high stressed and low stressed group of adolescents of 9<sup>th</sup> class and 1<sup>st</sup> year class from their teachers.
5. There is no difference in the expectations of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class from their teachers.
6. There is no difference in the expectations of high stressed and low stressed group of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class from their teachers.
7. There is difference in the academic achievement of high stressed and low stressed group of adolescents of 9<sup>th</sup> class and 1<sup>st</sup> year class.
8. There is difference in the academic achievement of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class.
9. There is difference in the academic achievement of high stressed and low stressed group of boys and girls of 9<sup>th</sup> class and 1<sup>st</sup> year class.

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