RELATIONSHIP BETWEEN ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS

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Abstract: The primary focus of the present study is to study the correlation between academic stress and academic achievement of Under Graduate students. The study was conducted by following descriptive survey method, in which a sample of 60 students (30 girls and 30 boys) were selected through equal number stratified random sampling procedure from Govt. Degree College, Sundargarh, Odisha. The tool used in the study for data collection was Academic Stress Scale developed by Rajendran and Kaliappan in 1990. After collecting data, product movement coefficient of correlation was applied to interpret the results. The study disclosed that there is negative correlation between academic stress and academic achievement of Undergraduate students.

Keywords: academic stress, academic achievement, undergraduate students.

Introduction

The 21st century become so mechanical, which is also tends to mechanization of education of present scenario. As it emphasizes on product or output of education rather than its process. It further not confined to a particular level of education, rather it is widely scattered in Higher education system also. We develop such a mentality among the students, by which they are also too much conscious and become furious. There find something lacking in this present system is that students are not free to learn or we can say, not learn to learn. And learning can not take place in such a condition where learners are not free to learn. Truly speaking that, the concept of "Learning without Borden" (NCF-2005) is not practically implemented over here. There are some psychological barriers like, anxiety, impatience, mental health, fear etc which induce stress in the mind of students, which mostly affect their academic works. Canon considered that stress as a psychological reaction that prepare the individual for action either "fight or flight". Excessive academic stress also causes dropout, anxiety, crime and obviously poor academic performances. Along with this, academic stress leads to other unethical activities among students, such as cheating, fraud and avoidance of academic works

(Soliman,2014). The high-level stress also has a negative influence students' learning outcome (Dusselier et al., 2010, Gormathi, Kdayam, Soofia Ahmed, 2013). However, it has been seen that personality, perception and real-life experiences mostly associated academic stress of students. It has a relationship with academic performance of students (Gallagher et al., 2014).

Rationale of the study

Sound psychological conditions is the primary condition for effective learning and better academic performance. Academic stress acts like a predictor of mental health of students (Olivera et al., 2023). It also negatively affects the academic performance of students. Studies also reveal that stress has a significant impact on academic achievement of students (Narad and Diwan, 2018). But the empirical evidence also shows that, impact of on performances depends on coping strategies of stress also (KWAAH and ESSILFLE, 2017)). Besides this, there research found that significance difference exists in academic achievement of students having high, average and less stress. Study also reveals that academic stress and academic performance of students are positively correlated to each other (Das and Singh,2020, Bankston and Zhou, 2002). From the past research, we cannot draw a clear picture about the relationship of academic stress and academic achievement of students. There is further need to conduct a study on academic stress and academic achievement college students to make an effort towards generalizing the fact.

Research Questions

1.Is there any correlation between academic stress and academic achievement of undergraduate students?

2.Is there any correlation between academic stress and academic achievement of undergraduate girl students?

3. Is there any correlation between academic stress and academic achievement of undergraduate boy students?

Objectives of the present study

1. To study the correlation between academic stress and academic achievement of undergraduate students.
2. To find out the correlation between academic stress and academic achievement of undergraduate girl students.
3. To find out the correlation between academic stress and academic achievement of undergraduate girl students.

Hypotheses of the present study

1.There is no correlation between academic stress and academic achievement of undergraduate students.

2. There is no correlation between academic stress and academic achievement of undergraduate girl students.

3. There is no correlation between academic stress and academic achievement of undergraduate boy students.

Methodology

Descriptive survey method is adopted for the present study, by taking into consideration of nature of research problem and its objectives.

Participants

All the students pursuing undergraduate program in Sundargarh district are constituted as population of the present study. From which 60 students are selected as sample through equal numbers stratified random sampling, 30 girls and 30 boys' students.

Tools used for present study

In this study, Academic stress scale constructed by Rajendran and Kalippan(1990) was used to collect the data. It comprises 30 items and is a 5 points scale ranges from No stress to extreme stress. Along with this students' score card of last semester or Semester Grade Point Average (SGPA) was collected as academic achievement.

Procedure of data collection

In order to make the data bias free and make the analysis effective one, investigator personally visited to the field mean Govt. Degree College, Sundargarh with the tool and collected the data.

Statistical techniques

As the main objectives of the study was to study the correlation between academic stress and academic stress of undergraduate students, for which Product movement coefficient of correlation was employed to interpret the data.

Data Analysis-

Table-1 Correlation between academic stress and academic achievement of UG students

SL NO.	Variables	Mean	Correlation value	Result
1.	Academic stress(N-60)	36.53		
2.	Academic achievement (N-60)	67.46	-0.35	Negative correlation

From the above table, it is cleared that two variables i.e academic stress and academic achievement of Undergraduate students with sample size 60. In which the calculated means are 36.53 and 67.46 respectively and the corresponding correlation value is -0.35, which shows the weak negative correlation between academic stress and academic achievement of undergraduate students.

Table-2 correlation between academic stress and academic achievement of UG girl students

SL NO.	Variables	Mean	Correlation value	Results
1.	Academic stress(N-30)	31.73	-0.45	Negative correlation
2.	Academic achievement(N-30)	69.11		

The table no-2 depicts the statistical relationship between academic stress and academic achievement of UG girl students studying Govt. Degree College, Sundargarh. The total 30 girls (out of 60) are taken as sample of the study, in which the estimated mean value of academic stress and academic achievement are 31.73 and 69.11 respectively. The calculated correlation value is -0.45, which means there is a negative correlation between these two corresponding variables.

Table-3 correlation between academic stress and academic achievement of UG boy students

SL NO.	Variables	Mean	Correlation value	Result
1.	Academic stress(N-30)	41.33		Negative correlation
2.	Academic achievement(N-30)	65.91	-0.59	

The above table represents the relationship between academic stress and academic achievement of UG boy students of Govt. Degree College, Sundargarh. It clearly shows that out of 60 sample, 30 are boys and their mean score in academic stress and academic achievement are 41.33 ad 65.91 respectively. After that, coefficient of correlation is calculated which is -0.59. It means in case of boy also it is found a negative correlation between academic stress and academic achievement.

Discussion of results

From the above analysis of data, it is found that there is a negative correlation between academic stress and academic achievement of undergraduate students. It supports the findings of some of the previous studies (Nard and Diwan, 2018, Elias et al., 2011). Furthermore, at another side it contradicts to the such research, which claim that there is a positive correlation between academic stress and academic achievement of students (Zavalata, 2021, Das and Singh, 2011, Bankston and Zhou, 2002). The findings of the study also reveals that there is no influence of gender in relationship between academic stress and academic achievement, as both have significant but negative correlation between these two variables.

Suggestions for further research

1. Study can be conducted on academic stress in relation to other variable like, mental health, academic procrastination etc.
2. Similar studies can also be conducted on elementary and secondary level.
3. Some experimental studies can be conducted to find out the causes or factor associated with academic stress of students.
4. Causal comparative and experimental studies might be conducted on different dimensions of academic stress.
5. Studies might be conducted on academic stress to develop different models for eliminating academic stress of the students.

Conclusion

Academic Stress is a nervousness state of students which negatively influence the students' performance. Now a days it is become a common threat found among each stage of students. So, much more studies should be conducted on this variable along with some other related variable, by which generalized view can be bringing out to take careful consideration regarding it so as to strengthen the academic performance better.

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