A STUDY ON ACADEMIC STRESS OF SECONDARY LEVEL STUDENTS ON ACADEMIC ACHIEVEMENT

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Abstract: The intention of this research is to know the effect of academic stress of secondary level students on academic achievement. To achieve the purpose of the study, two hundred adolescent school students studying in secondary schools of Bangalore city with the age ranging 13-15 years were randomly selected. Academic Stress Scale developed by Kim (1970) adapted to Indian conditions by Rajendran and Kaliappan (1990) was used to find out the academic stress of secondary level students. Academic Achievement considered as previous examination of the subjects. The Karl Pearson Product Moment Coefficient of Correlation and independent 't' test were utilized to examine the relationship and differences of variables respectively. The result shows that here was a significant negative relationship between Academic Achievement and Academic Stress of school level students. From the 't' test also concludes that there was a significant difference in the Academic Achievement of secondary level students related to sex and locality. Parents and teachers need to be aware of what is happening in the child's life and this may affect the child's behavior.

Index Terms - Academic Stress, Academic Anxiety, Secondary level students

1. INTRODUCTION

During this stage, a child's abilities develop his talents by nature and it gets convenient and submissive. The study on the analysis of psychological concepts of children is most important criteria for recognizing health of children at adolescent age.

Stress is the body's reaction of physical or emotional situation that causes imbalance in person's life. Occasional stress is normal and predictable in daily life. Normal stress instigates to fate challenges for greater learning and opportunity. Children react in different ways to stress. Some children become ill. Some may be withdrawn and nervous while others show anger and demand attention. Some children who do not seem bothered by stress. Some researches conducted on stress and anxiety among various age groups show importance of stress.

Cheng Kai-Wen (2010) determined stress sources among college students in Taiwan and findings suggested that male students feel stronger stress from family factor than female students. The students in higher grades feel more stress from physical/mental, school and emotional factors. Chaudhary and Jain (2014) studied to find out the level of anxiety among male and female adolescents and the result showed that male adolescents had higher anxiety when comparing female adolescents. Dolenc (2015) examined the self-esteem, anxiety level and coping strategies among secondary school students in relation to their involvement in the organized sports and it concludes that differences identified between the two groups with respect to the use of certain coping strategies. Sivasankar and Ravindranadan (2016) studied to find out anxiety difference between adolescent boys and girls and the results indicate that there was no significant mean difference in general anxiety and academic anxiety between boys and girls. The above studies show the research gap of the study. The academic stress, are inter-correlated and all the variables influenced on academic achievement of students.

2. PURPOSE AND OBJECTIVE

The intention of this research is to know the effect of academic stress of secondary level students on academic achievement and the topic is "**A STUDY ON ACADEMIC STRESS OF SECONDARY LEVEL STUDENTS ON ACADEMIC ACHIEVEMENT**

3. HYPOTHESIS

1. It was hypothesized that there is no significant relationship between Academic Stress and Academic Achievement of secondary level students

2. It was hypothesized that there is no significant difference in the Academic Achievement of secondary level boys and girls.

3. It was hypothesized that there is no significant difference in the Academic Achievement of secondary level students from urban and rural schools.

4 METHODOLOGY

4.1 Selection of Subjects : To achieve the purpose of the study, two hundred adolescent school students studying in secondary schools of Bangalore city with the age ranging 13-15 years were randomly selected.

4.2 Selection of variables and criterion measures

The following variables were selected for the purpose of the study:

1. Academic Stress Scale developed by Kim (1970) adapted to Indian conditions by Rajendran and Kaliappan (1990) was used to find out the academic stress of secondary level students. The total items were 40. Therefore 160 is the maximum possible score. The higher the value of the score, the more the academic stress and vice-versa. The authors established content validity of the tool on the basis of the scrutiny of experts and item validity through item analysis. As the investigator is using the tool viz., Students' Academic Stress Scale, is assumed that the adopted version is having validity and reliability. The test-retest correlation of 50 students with an interval of 25 days has been found to be 0.82.

2. Academic Achievement considered as previous examination of the subjects.

4.3 Statistical Technique utilized:

The Karl Pearson Product Moment Coefficient of Correlation and independent 't' test were utilized to examine the relationship and differences of variables respectively.

5. ANALYSIS OF THE DATA

Table-1: Karl Pearson's Product Moment Coefficient of Correlation and its significance between Academic Stress and Academic Achievement (N=200 and df=198).

Dependent and Independent Variables	'r' value	Level of Sig.
Academic Achievement and Academic Stress	-0.579*	Sig. at 0.05 level

This table explores that the obtained 'r' value -0.579 is greater than the table value 0.138 at 0.05 level of significance, therefore the stated hypothesis has been rejected and an alternate hypothesis has been formulated that "there was a significant negative relationship between Academic Achievement and Academic Stress of school level students." The 'r' value is indicates negative indication this may be due to the anxiety question indicates higher the scores high anxiety.

Table-2: Psychological Performance of Secondary school students due to variations in their gender and locality

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value
Sex	Boys	100	64.940	6.411	5.17*
	Girls	100	70.100	7.641	
Locality	Rural	100	64.170	5.882	7.05*
	Urban	100	70.870	7.461	

*Significant at 0.05 level

Table-2 shows the comparison of Academic Achievement of students with regard to sex and locality. The obtained 't' ratio of 5.17 related to Academic Achievement of secondary level boys and girls is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level boys and girls. The academic achievement mean scores of girls (M=70.10) had higher when compared with mean scores of boys (M=64.940). The secondary level girls had better achievement when compared with girls.

The obtained 't' ratio of 7.05 related to Academic Achievement of secondary level students from rural and urban schools is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level students from urban rural and urban localities. The academic achievement mean scores of students from urban schools (M=70.870) had higher when compared with mean scores of students from rural schools (M=64.170). The students from urban had better achievement when compared with other counter part.
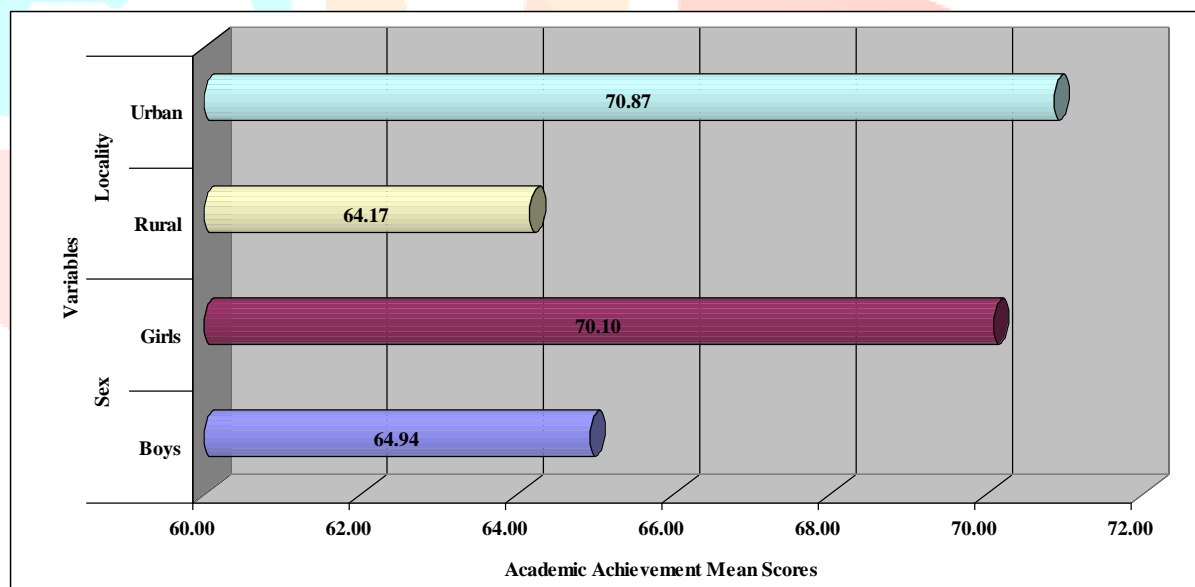

Fig.1: Academic Achievement scores comparison between secondary level students in relation to sex and locality.

6. RESULTS OF THE STUDY

The findings of the study as follows

1. There was a significant negative relationship between Academic Achievement and Academic Stress of school level students.

2. There is a significant difference in the Academic Achievement of secondary level boys and girls. The secondary level girls had better achievement when compared with girls.

3. There was a significant difference in the Academic Achievement of secondary level students from urban rural and urban localities. The students from urban had better achievement when compared with other counter part.

7. CONCLUSION

The result shows that here was a significant negative relationship between Academic Achievement and Academic Stress of school level students. From the 't' test also concludes that there was a significant difference in the Academic Achievement of secondary level students related to sex and locality. The secondary level girls had better achievement when compared with girls. The students from urban had better achievement when compared with other counter part. Parents and teachers need to be aware of what is happening in the child's life and this may affect the child's behavior. A sudden change in a child's behavior may be related to stress. The daily exercise helps the children feel good and maintain health and reduce stress level. The children need time to relax. Children should practice yoga and paint to reduce stress level.

8. REFERENCES

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