



A STUDY OF ACADEMIC STRESS AND SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN THIRUVALLUR DISTRICT

Education

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ABSTRACT

The examination situations may impose demands beyond that individual's capacity to meet them even given the resources available in that situation. Not only exams, in their day to day activities viz., submitting assignments on time, regular home works, hands on training in laboratories also raise the tempo of the academic stress in each and every student. It is also believed that Scholastic achievement is based on a number of factors such as children's attitude, interest personality characteristics and social class in addition to learning. (Laries 1965) Gupta and Kapoor (1969) have stated that academic performance of students an aspect of their total behaviour. It is the product of interaction of the student as an individual with his environment namely school college, or teachers and peers. The author is confident that the knowledge in this report, and subsequent publications by this team of researchers, will help lead to more effective policy and practice at a time of fully justified public impatience for school improvement in terms of sustaining the initial stress which cause the scholastic achievement of every student. The statement of the problem is said to be A Study of Academic Stress and Scholastic Achievement of Higher Secondary Students in Thiruvallur District. Hypotheses were developed testifying the present truth what is going on now. In this study, Survey Method is adopted. The study has focused on the data collected through 4 point Likert Rating Scales. measures Academic Stress. In the present study, the population selections were Higher Secondary School students of Thiruvallur Educational district. The data were collected from 300 students of standard XI in which 162 boys and 138 girls from 10 Higher Secondary Schools that were selected at random. The Reliability was calculated to be **0.676** The intrinsic Validity Coefficient was **0.822**. It may be concluded that Girl students studying in class XI those who availed Mathematic subject had much academic stress that too their parents qualified in PG level also PG qualified parents' children either boys or girls studying in class XI availed Commerce group in Government Aided school opted English medium had significant influence in bringing better Scholastic Achievement.

KEYWORDS:

Stress, Academic Stress, Scholastic Achievement

1. INTRODUCTION

The examination situations may impose demands beyond that individual's capacity to meet them even given the resources available in that situation. These demands could be for productivity on a job. Not only exams, in their day to day activities viz., submitting assignments on time, regular home works, hands on training in laboratories also raise the tempo of the academic stress in each and every student. Stress can be broadly defined as the psychological and physiological changes, which occur as people respond to change (Borysenko, 1984). Nowadays, almost everyone is more than familiar with stress. They're accustomed to it, and it's no surprise to hear young people complaining how much they wish it would go away. The author is no exception looking back upon his higher secondary school and middle school years, one of the first things he remembers is the entire academic or examination stress he experienced. Society's pressure for young people to achieve in school increases every year that too mark oriented. As a result, student stress out about their education careers enormously and some commit suicide. Will the stress ever stop? Probably not, But will it ever ease up? May be, however, the later depends on how we deal with and think of it. When you ask kids, what they think a school, they cringe. Then you get the impression that they may not like it. Of course, this goes for author too. But it's not school that bothers me; it's the stress we get from it. Why should school be so stressful? School's supposed to be a place where young people are exposed to new, interesting stuff. And of course, you're supposed to make new friends and hang out with them, having the time of your young life. Unfortunately, it isn't that simple for most, where there's fun, there are responsibilities and expectations. Dictionary meaning of Scholastic achievement indicates "The knowledge attained or skills developed in the school subjects usually determined by test score or marks assigned by the teachers or both (Carter, 1959). It is considered that failure of a student in an examination cannot be attributed to a single factor. More factors than one, might contribute towards his success or failure. Factors like intellectual states, method of study medium of instruction, system examination, and attitude towards course of study, motivation, personality factors health, and socio-economic status might play a role in determining one's success in the examination. It is also believed that Scholastic achievement is based on a number of factors such as children's attitude, interest personality characteristics and social class in addition to learning. (Laries 1965) Gupta and Kapoor (1969) have stated that academic performance of students an aspect of their total behaviour. It is the product of interaction of the student as an individual with his environment namely school college, or teachers and peers.

2. STATEMENT OF THE PROBLEM

A Study of Academic Stress and Scholastic Achievement of Higher Secondary Students in Thiruvallur district.

3. OBJECTIVES OF THE STUDY

1. To study the Academic Stress of standard XI students.
2. To study the Scholastic achievement of standard XI students.
3. To study the relationship between Academic Stress and Scholastic achievement among standard XI students.

4. HYPOTHESES

1. In the Overall Academic Stress there is no significant difference between the students belonging to Gender (Boy and Girl)
2. In the Overall Academic Stress there is no significant difference between the students belonging to Subject Group (Mathematics, Science and Commerce)
3. In the Overall Academic Stress there is no significant difference between the students belonging to Medium of Instruction (English and Tamil)
4. In the Overall Academic Stress there is no significant difference between the students belonging to Management of School (Govt, Govt Aided and Private)
5. In the Overall Academic Stress there is no significant difference between the students belonging to Parent's Educational Qualification (Schooling, UG and PG)
6. In the Overall Academic Stress there is no significant difference between the students belonging to Parent's Occupation (Government, Private and Business)
7. In the Overall Academic Stress there is no significant difference between the students belonging to Family Income per month (<10K, 10-20K and >20K)
8. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Gender (Boy and Girl)
9. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Subject Group (Mathematics, Science and Commerce)
10. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Medium of Instruction (English and Tamil)
11. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Management of School (Govt, Govt Aided and Private)
12. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Parent's Educational Qualification (Schooling, UG and PG)

13. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Parent's Occupation (Government, Private and Business)
14. In the Overall Scholastic Achievement there is no significant difference between the students belonging to Family Income per month (<10K, 10-20K and >20K)
15. There is no significant relationship between students' Academic Stress and Scholastic Achievement.

5. METHOD OF STUDY

In the present study, Survey Method is adopted. The study has focused on the data collected through Rating Scales.

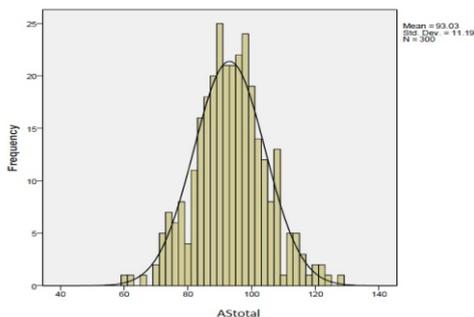
6. TOOLS USED IN THE STUDY

The tool used has 5 point Likert scale contains 33 items and it (Questionnaire-1) measures Academic Stress of students. Marks obtained in the exams were collected from the students itself as a part of personal data collection (demographical details), considering Tool-2. The scores are converted into percentage and analyzed for the study.

7. SAMPLE AND SAMPLING TECHNIQUE

In the present study, the population selections were standard XI students of Thiruvallur district. The data were collected from 300 students of standard XI in which 162 boys and 138 girls from 10 Higher Secondary Schools that were selected at random.

In order to establish reliability for the tool Exam Stress Rating Scale, Cronbach Alpha Coefficient was calculated. It was calculated to be **0.676** the intrinsic Validity Coefficient was established by taking square root of reliability coefficient, which is equal to **0.822**. Thus, from the two coefficients, it may be inferred that this tool is reliable and valid.



Histogram

8. FINDINGS OF THE STUDY

8.1 Findings based on Descriptive and Differential analysis of the data related to AS.

1. The Mean and Standard Deviation of Exam Stress were 93.03 and 11.19 respectively.
2. Boys and Girls differed significantly in Exam Stress.
3. The Tamil medium students and the English medium students did not differ significantly.
4. The students of following management school namely Government, Govt.Aided and Private not differed significantly in Exam Stress even in any sub group..
5. The students of following subject group namely Maths, Science and Commerce differed significantly in the sub group of Maths and Commerce.
6. The students of following Parent's educational qualification group namely School, UG and PG did not differ significantly even in any sub group.
7. The students of following Parent's Job group namely Government, Private and Business not differed significantly in any of sub groups.
8. The students of following Parent's income per month group namely <10K, 10-20K or >20K not differed significantly in any of sub groups

8.2 Findings based on Descriptive and Differential analysis of the data related to SA.

9. The Mean and Standard Deviation of Scholastic achievement

were 70.41 and 12.81 respectively.

10. Boys and Girls did not differ significantly in Academic Achievement.
11. The students availed Tamil medium and students of English medium differed significantly in Scholastic Achievement.
12. The students of following management school namely Government, Govt.Aided and Private not differed significantly in Scholastic achievement even in any sub group..
13. The students of following subject group namely Maths, Science and Commerce differed significantly in the sub group of Maths and Science, Science and Commerce.
14. The students of following Parent's educational qualification group namely School, UG and PG differed significantly in School and PG sub group.
15. The students of following Parent's Job group namely Government, Private and Business not differed significantly in any of sub groups.
16. The students of following Parent's income per month group namely <10K, 10-20K or >20K not differed significantly in any of sub groups.

9. EDUCATIONAL IMPLICATION OF THE STUDY

Only through education, a person attains a holistic development. The research has focused on the importance of Exam Stress in children's education related with Scholastic Achievement in terms of initial stress and not in strain. Findings of the present investigation are important for improving the standard of education as well as the overall development.

There is a much higher incidence of Exam Stress at the higher education level than at the school level, and, consequently, the majority of research on Exam Stress has been conducted with young children and their families. Indeed, just a few years ago, research on Exam Stress in the education of older students was too limited to permit drawing any conclusions about its effectiveness.

In recent years, however, more research has been conducted with secondary and higher secondary students and their families. This research shows that Exam Stress remains very beneficial in promoting positive achievement and affective outcomes with these older students.

10. SUGGESTION FOR FURTHER RESEARCH

Ultimately, many aspects involving the Managerial Relationship were discovered in this study. There are many different aspects to look into for future studies in this area. There are many different situational factors that affect children's study habits and we can only assume the possibilities because it is so complicated to test. There are too many interactions that are involved in determining the truth, but there are a lot of factors, for researchers to work with in the near future.

By introducing Hands on Training Programs, Simulation TLM etc., Pre Effect and Post Effect of Academic Stress related with Scholastic achievement may be studied.

The Academic Stress, Scholastic achievement may be studied in Chennai-North, Chennai-South educational districts and comparison can be made between these two educational districts.

11. CONCLUSION

It may be concluded that Girl students studying in class XI those who availed Mathematic subject had much academic stress that too their parents qualified in PG level, also PG qualified parents' children either boys or girls studying in class XI availed Commerce group in Government Aided school opted English medium had significant influence in bringing better Scholastic Achievement.

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