



ORIGINAL RESEARCH PAPER

Psychology

ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACADEMIC STRESS

KEY WORDS: Academic Stress, Academic Achievement, Higher Secondary Students.

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ABSTRACT

This paper focuses on different dimensions of and in total – ‘Academic Stress’ of higher secondary students. The researcher studied the correlation between academic stress and academic achievement of the students. Data collection is done by using Bisht Battery of Stress Scale based on four dimensions viz.- Academic Frustration, Academic Conflict, Academic Pressure and Academic Anxiety. The final score of previous exam is considered as the academic achievement and the same was correlated with the academic stress of the students. When academic stress of boys and girls is compared, it was found to be insignificant but when their mean scores were compared on the basis of academic frustration, the difference was significant. Academic achievement and few dimensions of academic stress found to be significantly correlated. The findings of the study are useful for the teachers, parents and curriculum designer, to make the teaching learning – stress free and more enjoyable.

INTRODUCTION:

Academic Stress is the anxiety and stress that comes from schooling and education. Academic stress is the most common emotional or mental state that students experience during their studies.

Academic stress is defined as a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, such as school examination and tests, answering the questions in the class, showing progress in school subject. Understanding what a teacher is teaching, competing with other classmates, fulfilling teachers and parents academic expectations.

Students of Senior Secondary schools not only conscious about their stream choice but at the same time feel the pressure of performing well and meeting the expectations of peers, friends and most importantly expectations of their parents. Thus this study is an attempt to study the status of academic stress of higher secondary students and its correlation with their academic achievement.

Operational definition of the terms involved:

Academic Stress: For the purpose of measuring Academic Stress, the researcher used Bisht Battery of Stress Scales (BBSS). Thus, operational definition of the Academic Stress is based on the sum of the scores in four dimensions of BBSS Stress, including- Academic Frustration, Academic Conflict, Academic Pressure and Academic Anxiety.

Academic Achievement : In the present study, academic achievement refers to the scores obtained by class 12th students in the previous final year exam i.e. class 11.

Higher Secondary Students: Higher Secondary Students are the students studying in class 11th and 12th. For the present study, the researcher considered class 12th students of Bhopal city.

OBJECTIVES:

1. To compare the mean scores of academic stress of higher secondary students based on gender, stream and type of school.
2. To study the correlation between academic stress and academic achievement of higher secondary students.

Hypotheses:

1. There is no significant difference between the mean scores of academic stress of higher secondary students based on gender, stream and type of school.
2. There is no significant correlation between academic stress and academic achievement of higher secondary students.

Methodology: This is a correlation study; in this study correlation between dependent variable (academic achievement) and independent variable (academic stress) of higher secondary school students is studied. Descriptive method is used for the present study.

Total 146 students of Class XII including 69 girls and 77 boys were selected from different schools of Bhopal city, for the study.

For the purpose of data collection the researcher applied Battery of Stress Scale by Dr. Abha Rani Bisht, it contains 80 items based on 4 dimensions - Academic Frustration, Academic Conflict, Academic Pressure and Academic Anxiety.

Score of Class 11 final exam is considered as academic achievement.

Data Analysis and Interpretation:

Hypothesis 1: There is no significant difference between the mean scores of academic stress of boys and girls of higher secondary.

Table 1: t-table comparing academic stress of boys and girls of higher secondary

Academic stress of	N	df	mean	s.d.	t-value	Significance
Boys	77	144	186.9	15.5	1.86	NS
Girls	69		182.8	10.3		

Not Significant

Table 1 reveals that mean scores of Academic Stress of boys (N=77) and girls (N=69) found to be 186.9 and 182.8 respectively. Their respective SDs are 15.5 and 10.3. The t-value obtained is 1.86, which is insignificant at $\alpha=0.05$ and $df=144$. Thus, hypothesis "There is no significant difference between the mean scores of Academic Stress of Boys and Girls of higher secondary", is retained.

Though the difference between the mean scores of Academic Stress of boys and girls is not significant but on the basis of mean scores, boys are found to more academically stress than girls. This may be due to the fact that boys are victims of over demanding nature of their parents. Also in Class XI they on one hand are trying to adjust themselves in the new curriculum and on the other hand are preparing themselves for concerned career opportunities (CA, Medical, Engineering etc.).

Hypothesis 2: There is no significant difference between the

mean scores of academic stress of students of higher secondary based on their board viz.- MPBSE and CBSE.

Table 2: t-table comparing mean scores of academic stress of students of higher secondary based on their board viz. – MPBSE and CBSE.

Academic Stress of	N	df	Mean Score	S.D.	t-value	Sig.
MPBSE	78	144	185.32	13.59	0.26	NS
CBSE	68		184.65	13.33		

Table 2 reveals that mean scores of Academic Stress of higher secondary students of MPBSE (N=78) and CBSE (N=69) found to be 185.32 and 184.65 respectively. Their respective SDs are 13.59 and 13.33. The t-value obtained is 0.26, which is insignificant at $\alpha=0.05$ and $df= 144$. Thus, hypothesis “There is no significant difference between the mean scores of Academic Stress of higher secondary students of MPBSE and CBSE”, is retained.

The difference between the mean scores of Academic Stress of higher secondary students of MPBSE and CBSE is not significant but on the basis of mean scores, MPBSE students have more academic stress than that of CBSE students. This may be due to the fact that instead of having same syllabus and textbook as that of CBSE, MPBSE students’ internal examination systems is not as good as that of CBSE.

Hypothesis 3: There is no significant correlation between academic stress and academic achievement of higher secondary students.

Table 3: Coefficient of correlation between academic stress and academic achievement of higher secondary students.

Variable	N	df	Value of r	Nature	Sig.
Academic Achievement Vs Academic Stress	146	144	0.21	-ve	S**

S-Significant at 0.01 level**

Table 3 reveals that Coefficient of correlation between Children’s perception of parenting and academic stress of higher secondary students found to be 0.21, which is significant at $\alpha=0.01$ and $df = 144$. Thus hypothesis “There is no significant correlation between Children’s Perception of Parenting and Children’s Academic Stress”, is rejected.

Coefficient of correlation between academic achievement and academic stress of higher secondary students found to be significant. It shows that academic stress plays a significant role in academic achievement of child. The negative nature of ‘r’ indicates that – more is the academic stress of students less will be the academic achievement.

DISCUSSION:

Academic stress up to certain level is needed for examination preparation but when it is caused by other factors including parental pressure, peer pressure or social status then it becomes dangerous for the emotional status of the learner and thus sometimes the academic performance suffers. The school environment and curriculum also play significant role in maintaining a good mental health of learner and thus reducing academic stress. Gender plays a non significant role in causing academic stress but gender stereo typed approach of the society enforces the boys to perform better than girls, to secure job and enjoy the head of the family status.

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