

Influence of Academic Stress on Academic Achievement of IX standard students of Kamrup (Rural) District of Assam

Ms.Rajveer Kaur¹, Dr.Asha yadav²

^{1,2}Guru Kashi University, Talwandi Sabo

Abstract:

The present study was investigated to explore the difference in academic stress and academic achievement of IX standard students with respect to their gender and type of school and to observe the relationship between academic stress and academic achievement of the students of assamese medium co-educational high school of Kamrup (Rural) District of Assam under the Board of Secondary Education, Assam. To conduct the research, 150 students in five high schools were selected as sample using proportionate stratified random sampling method. The investigators adopted the stress inventory for school students consisted of forty items (Hindi version) developed by Seema Rani and Dr Basant Bahadur Singh to measure the academic stress and the scores obtained by the students in annual examination were taken for the study. Pearson's product moment of correlation was employed to find out the relationship between academic stress and academic achievement of students. The present study revealed that there is no significant difference in academic stress and academic achievement with respect to their gender. Significant difference is there in academic stress and academic achievement between private and provincialised high school students. The present study also explored positive correlation exists between academic stress and academic achievement of the students.

Keywords: Academic stress, gender, type of school, academic achievement.

Introduction:

Stress is considered to be an integral part of human life now a days. Stress, in simple terms, is the feeling of anxiety, frustration, tension, worry, sadness etc. Stress is experienced by all ages of people which is normal and common. But it differs from individual to individual in degree or level. Although stress is considered as an essential condition for achieving success in multidimensional activities in human life, it sometimes can create problems and may adversely affect their activities. Hans Selye was the first to propose the notion of stress to the Life Sciences in 1936. The term 'stress' comes from the Latin word 'Stringere,' which meaning 'to be pulled tight.' 'Stress,' according to the Oxford Dictionary, is "a state of affairs including strain on bodily or mental energy." Stress may not be dangerous in its early stages, but it can

lead to concern, lack of interest, annoyance, aggravation, and a proclivity to do nothing. As a result, chronic stress causes a lack of desire and accomplishment in human life. Extreme stress increases the likelihood of psychological issues such as depression, anxiety, drug misuse, and suicidal thinking (Bansal and Bhave, 2006).

Academic Stress and Academic Achievement

Academic stress is perceived by a student from his academic environment. It plays an important role in the student's life and it accounts for variation in achievement or success. Academic stress is very essential in monitoring the potential of the students to do work more efficiently. But increasing amounts of academic stress for a prolonged period of time will have adverse effect on their academic achievement as well as mental health. In today's competitive educational field, the students always face various academic problems such as school related issue, parental pressure, peer pressure, fear of teacher, overload of homework, fear of examination, high expectation of parents and societal pressure. The growing need for competition in school contributes to pressure in the young minds of the students and as a consequence they feel worried and frustrated.

Academic stress is a term that describes the uncomfortable psychological conditions that arise as a result of scholastic demands from parents, professors, classmates, and family members. Academic stress, in particular, is caused by a combination of academic-related demands that surpass an individual's adaptive resources (Wilks, 2008).

Academic accomplishment refers to the information gained or skills developed in educational topics, as measured by test scores, teacher grades, or both. Academic accomplishment is described as excellence in all academic subjects, both in class and outside of class. Academic accomplishment is a result of education since it reflects how well a student, a teacher, a curriculum, or even an educational institution has met established educational objectives.

Significance of the study:

Academic stress is one of the most common issues among students. Academic stress has an impact on students' academic performance and academic lives. Academic stress is becoming more and more of a concern on a daily basis. Students are often confronted with difficult situations. Academic success is a significant educational variable in secondary school. A large number of research on academic stress and academic success have been undertaken. Academic stress has been shown to undermine students' aspiration stamina, performance,

accomplishment, and general academic life. As a result, the researchers were compelled to perform the current study.

Statement of the problem:

The present study is designed to investigate the level of academic stress as well as academic achievement of secondary school students. Hence, the present study has been entitled as: "Influence of Academic Stress on Academic Achievement of IX standard students of Kamrup (Rural) District of Assam."

Objectives of the study:

In the present study the investigators formulated the following objectives:

1. To compare the academic stress of school students on the basis of gender.
2. To compare the academic stress of school students on the basis of type of school (private and provincialised)
3. To make a comparative study on academic achievement of school students on the basis of gender.
4. To make a comparative study on academic achievement of school students on the basis of type of school (private/ provincialised)
5. To find out the relationship between academic stress and academic achievement of the school students.

Hypotheses of the study:

On the basis of the above objectives, the null- hypotheses were formulated as follows:

H₀₁: There is no significant difference in academic stress between boy and girl school students.

H₀₂: There is no significant difference in academic stress between private and provincialised school students.

H₀₃: There exists no significant difference in academic achievement between boy and girl school students.

H₀₄: There exists no significant difference in academic achievement between private and provincialised school students.

H₀₅: There is no significant relationship between academic stress and academic achievement of school students.

Variables of the study:

- Independent variable
Academic Stress
- Dependent variable
Academic Achievement
- Demographic Variable
 - Gender (Boy/Girl)
 - Type of School (Private/ Provincialised)

Review of related literature:

Hussain, Kumar, and Hussain (2008) looked at the amount of academic stress and general adjustment among public and government high school students, as well as the link between the two variables. The study's findings demonstrated that the degree of academic stress had a considerable positive impact on their level of adjustment. Second, for each type of school, there was a substantial link between academic stress and adjustment.

Nirmala , chava(2013) studied on prevalence of academic stress among adolescent in the twin cities of Andhra Pradesh. The objective of the study was to examine the academic stress among male and female. Another objective was to examine the academic stress of adolescent on place of staying, working members in the family, tuitions and socio-economic status. The results revealed that there is no significant difference between the gender. Rural area students have academic stress than urban and slum area students. If mother were working, adolescents experience academic stress. Students who are not going for tuitions experience academic stress. Low socio-economic background students are experiencing academic stress.

Academic stress in adolescents was studied by Lal and Krishnan (2014) in connection to IQ and demographic characteristics. According to the findings, there is no substantial difference in academic stress between kids with average and low I.Q. Male and female students experience significantly different levels of academic stress. There is no significant difference in academic stress between students in rural and urban institutions, and there is no significant difference in academic stress between students in public and private senior secondary schools.

Prabu, P.Suresh. (2015) examined a study on academic stress among higher secondary students. The purpose of the study is to examine the level of academic stress among higher secondary students. The total sample of 250 XI standard students studying in higher secondary students situated in Namakkal district of Tamil Nadu, India. Simple random sampling technique was used for sample selection. Results reveal that the students are having moderate level of academic stress and irrespective of sub sample of the higher secondary students are having moderate level of academic stress. The male students academic stress is higher than female student. The urban students academic stress is higher than rural students. The Government school students academic stress is less than private school students. The science stream students academic stress is higher than arts students whose parents education as literate level academic stress is higher than their counter parts.

Academic Stress among Students was researched by **Sarita and Sonia (2015)**. Parents' Role and Responsibilities Academic stress among students, according to the report, may cause devastation in their lives. Academic stress impairs performance, and pupils under the impact of stress are more likely to make poor judgments. One of the most crucial ways to cope with academic stress is to seek out social assistance. Parents may help their children redirect their energies to overcome aberrant behaviours by providing guidance and assisting them in making informed decisions that will affect their future.

Akgun,Serap and Ciarrochi, Joseph. (2003) conducted a study on Learned Resourcefulness moderates the relationship between Academic Stress and Academic Performance. The purpose of this study was to examine the effect of academic stress and learned resourcefulness on academic performance. The total sample of 141 undergraduates students (45 male and 96 female) from the University of Wollongong, New South Wales Australia. Academic stress was assessed using Self-Control Schedules and Learned Resourcefulness was assessed by using Rasenbaum's Self-Control Schedule. The results revealed that there is a significant negative effect of academic stress on academic performance of low resourceful students, but had no effect on high resourceful students.

Method of the study:

Method: In the present study the investigator applied descriptive survey method.

Population: All the students who are studying in IX standard belonging to the private and provincialised assamese medium co-educational high school of the Kamrup (Rural) District of Assam under the Board of Secondary Education, Assam.

Sample: 150 (71 boys and 79 girls) students of IX standard were selected as the sample from five (2 private and 3 provincialised) assamese medium co-educational high school with the help of proportionate stratified random sampling technique.

Tools used in the study:

The investigator used a standardisation method to implement the Stress Inventory for School Students, which comprised of forty items produced by Seema Rani and Dr Basant Bahadur Singh. The test's test-retest reliability was determined to be 0.76, and the tool's validity looked to be excellent.

Scoring: The scoring method of this inventory is very easy. Every question has three options. Option very worried is given 3 marks, option worried is given 2 marks and option not worried is given 1 mark. A student can obtain minimum 40 and maximum 120 score in this inventory.

Academic Achievement: Academic achievement refers to the marks obtained in the annual examination by the IX standard students.

Statistical techniques used for the study:

For the analysis of the data the following statistical techniques were used.

- Mean
- Standard Deviation
- t test
- Coefficient of correlation (Pearson's Product Moment Method)

Analysis and Interpretation:

Objective 1: To compare the academic stress of school students on the basis of gender.

Table 1:

t test showing significance of mean between academic stress score of boy and girl students

Gender	N	M	S.D	df	t value	Level of significance
Bays	71	95.9	10.30	148	1.45	Not significant
Girls	79	98.15	8.55			

Interpretation: Table 1 shows that the mean and standard deviation scores of academic stress of boy students are 95.9 and 10.30 respectively and mean and standard deviation scores of academic stress of girl students are found to be 98.15 and 8.55. The calculated t value is 1.45 which is not significant at 0.05 level of significance. So, the null hypothesis that there is no significant difference in academic stress between boy and girl school students is accepted.

Objective 2: To compare the academic stress of school students on the basis of type of school (private and provincialised)

Table 2:

Type of School	N	M	S.D	df	t value	Level of significance
Private	46	100.68	9.05	148	3.21	Significant
Provincialised	104	95.5	9.25			

Interpretation: Table 2 shows that private school students' mean and standard deviation scores for academic stress are 100.68 and 9.05, respectively, whereas provincialised school students' mean and standard deviation scores are 95.5 and 9.25. The computed t value is 3.21, which is statistically significant at the 0.05 level. As a result, the null hypothesis that there is no substantial difference in academic stress between students in private and provincialized schools has been rejected.

Objective 3: To make a comparative study on academic achievement of school students on the basis of gender.

Table 3:

Showing significance of mean score between academic achievement of boy and girl students.

Gender	N	M	S.D	df	t value	Level of significance
Bays	71	52.4	9.15	148	1.24	Not significant

Girls	79	54.25	9.2			
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Interpretation: Table 3 shows that boy students' mean and standard deviation academic achievement scores are 52.04 and 9.15, respectively, whereas girl students' mean and standard deviation academic achievement scores are 54.25 and 9.2. At the 0.05 level of significance, the computed t value is 1.24, which is not significant. As a result, the null hypothesis has been accepted: there is no substantial difference in academic success between boy and girl school pupils.

Objective 4: To make a comparative study on academic achievement of school students on the basis of type of school.

Table 4:

Showing significance of mean score between academic achievement of private and provincialised school students.

Type of School	N	M	S.D	df	t value	Level of significance
Private	46	61.6	9.1	148	7.64	Significant
Provincialised	104	50.14	7.12			

Interpretation: Table 4 shows that private school students' mean and standard deviation academic performance scores are 61.6 and 9.1, respectively, whereas provincialised school students' mean and standard deviation academic achievement scores are 50.14 and 7.12. The computed t value is 7.64, which is statistically significant at the 0.05 level. As a result, the null hypothesis that there is no substantial difference in academic success between children in private and public schools is rejected.

Objective 5: To find out the relationship between academic stress and academic achievement of school student.

Table 5:

Showing correlation coefficient between academic stress and academic achievement of school students.

Variables	N	Pearson's correlation coefficient
Academic Stress	150	0.0414
Academic Achievement		

Interpretation: Academic stress and academic success of school students is 0.0414, which is low and beneficial, according to table 5. It is possible to say that the two variables have a weak positive association.

Finding of the study:

- Significant difference does not exist between boy and girl students in their academic stress.
- Private and provincialised school students significantly differ in their academic stress.
- Significant difference does not exist between boy and girl students in their academic achievement.
- Significant difference is there in the academic achievement between private and provincialised school students.
- A low and positive correlation exists between academic stress and academic achievement.

Discussion and conclusion:

The current study looked into whether there is a substantial difference in academic stress between male and female IX students. Sonali, S. (2016) and Nirmala, C. (2013) both found comparable outcomes in their research. However, according to Lal, K. (2014), Kaur and Kaur(2015), Alam and Haldar (2018), there is a considerable mean difference in academic stress between boys and girls. The current study also looked at if there is a substantial difference in academic stress between pupils in private and public schools. However, according to Prabu, P. S. (2015), there is no substantial difference in academic stress between students in private and provincialized schools. Academic stress and academic success of pupils studying in selected high schools in Kamrup District (Rural) of Assam were shown to have a very low yet positive association ($r=0.041$). Academic stress has an impact on academic accomplishment, according to the findings of this study. As a result, the researchers recommend that further study be done on academic stress in connection to various variables

so that teachers and parents may learn more about how to reduce academic stress and improve academic accomplishment.

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