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EFFECT OF STRESS ON ACADEMIC ACHIEVEMENT DURING ADOLESCENCE STAGE

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ABSTRACT: -

The purpose of the study is to investigate the effect of stress on academic achievement during adolescence stage. Survey method employed on 160 XI standard students by random sampling technique. Data is analyzed by t-test and correlation coefficient. Result revealed that there is no significant difference in stress of XI standard boys and girls ('t' value=0.33). Finding also showed that with there is no significant relationship between stress and academic achievement of XI standard students.

KEYWORDS: Stress, Academic Achievement, Adolescence.

INTRODUCTION

The period of 'Adolescence' has been described as a time of "Storm and Stress" as many physical and psychological changes take place in the personality of the student.

Selye's view in 1956 was that "Stress is not necessarily something bad it all depends on how we take it. The Stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental".

Stressful life events are causal for the onset of depression (Hammen, 2005; Kendler et al., 1999). It often precedes anxiety disorders as well (Faravelli & Pallanti, 1989; Finlay-Jones & Brown, 1981). Interestingly, long-term follow-up studies have shown that anxiety occurs more commonly before depression (Angst & Vollrath, 1991; Breslau et al., 1995).

Purpose

The purpose of this study is to investigate the effect of stress on academic achievement during adolescence stage.

OBJECTIVES

- To study the significant difference in stress of XI standard students in terms of gender.
- To find out the significant relationship between stress and academic achievement of XI standard students.

RESEARCH METHOD & SAMPLE

Descriptive survey method was used to collect the data. The random sample comprised of 160 students, both boys and girls belonging to class XI. The



students were selected from Matriculation and Government aided schools in Chennai city.

Description of the Tool

Students' Stress Scale by Dr. S. Malathi (1996) is used to find out the stress of the selected sample. This scale is a 4-point scale with Extreme Stress, More Stress, Slight Stress, and No Stress. There are 14 dimensions in stress scale viz., School environment, Relationship with parents, Student potential, Teaching process, Evaluation process, Relationship with teachers, Work Load, Relationship with peer group, Future career, Changes in school, Economic factors, Political Intervention, Physique and Curriculum.

Scoring

Each item in the scale was scored from 0 to 3 as follows:

Level of Stress	Score
No Stress	0
Mild stress	1
More stress	2
Extreme stress	3

Administration of the Tool

The task of collecting the data was done by the investigator. The printed copy of questions, which consists of Students' Stress Scale, was administered to 160 students from two types of schools namely Govt. aided and Matriculation schools. The investigator visited the schools after getting formal permission from the heads of the schools. Instructions were given to the respondents before answering the questions. The students were allowed 30 minutes to respond the questions. They were asked to put tick mark [] in the appropriate response columns. Their academic achievement was collected from respective teachers for analysis. The data obtained was subjected to appropriate statistical analysis.

Results and Findings

Table 1: Stress of XI Standard Students based on Gender

Dimension	Mean		SD		t-value	Level of Sig.
	Boys	Girls	Boys	Girls		
School Environment	18.89	19.51	8.15	8.29	0.48	Not Significant
Relationship with parents	10.06	10.48	5.49	5.68	0.47	Not Significant
Student potential	20.70	20.56	9.01	9.74	0.09	Not Significant
Teaching process	20.45	19.66	9.93	9.08	0.52	Not Significant
Evaluation process	12.79	11.66	5.76	5.54	1.26	Not Significant
Relationship with teachers	8.35	9.32	4.54	4.67	1.34	Not Significant
Work load	12.86	12.25	5.59	4.99	0.73	Not Significant

Relationship with peer group	4.41	5.35	2.19	2.71	2.41	Significant at 0.05 level
Future career	7.18	6.76	3.40	3.50	0.76	Not Significant
Changes in school	5.60	5.21	3.40	3.99	0.66	Not Significant
Economic factors	5.45	4.93	3.17	3.14	1.05	Not Significant
Political intervention	5.04	4.25	3.44	3.48	1.44	Not Significant
Physique	4.22	4.28	2.57	2.92	0.12	Not Significant
Curriculum	13.61	12.70	6.70	5.56	0.94	Not Significant
Overall Stress	148.03	144.80	60.32	62.42	0.33	Not Significant

From Table-1, the gender wise discrimination in the overall stress score reveals that t-value is not significant. The mean score shows that boys experience more stress than girls. It is evident that the t-value is significant at 0.05 level due to the dimension of stress i.e., Relationship with peer group. It implies that there is no significant difference in the other factors of stress.

Table 2: Relationship between Stress and Academic Achievement of XI Standard Students

Stressors	Academic Achievement	Level of Significance
S1	0.10	Not Significant
S2	0.06	Not Significant
S3	0.12	Not Significant
S4	0.09	Not Significant
S5	0.06	Not Significant
S6	0.05	Not Significant
S7	0.10	Not Significant
S8	0.11	Not Significant
S9	0.04	Not Significant
S10	0.04	Not Significant
S11	-0.02	Not Significant
S12	-0.05	Not Significant
S13	0.05	Not Significant
S14	0.12	Not Significant
Overall Stress	0.06	Not Significant

From Table-2, the observations were made from the 'r' values of stress with the academic achievement

of students. From among the different dimensions of Stress, Economic factors and Political intervention are negatively related to academic achievement. The overall stress score are also not significant and are negatively related to academic achievement.

CONCLUSION

The knowledge about stressors of students may act as basic information for developing a sound educational program. It is necessary for the educational workers to understand the stressors of students and the potentialities of different variables that affect learning process among students, in order to develop tension free education in Indian schools.

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