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STUDENT'S SCHOOL RECITAL AND PSYCHOSOCIAL FACTORS

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ABSTRACT:

Psychosocial factors like attitude, self efficacy and social interaction of students play a great role in student's school recital and are essential for the delivery of high excellence teaching and learning process. They remain the key determinant of student academic performance. (Fishbein, 1967; Bandura, 1986 & Brophy, 2001)¹.

KEYWORDS: Psychosocial factors, self efficacy and social interaction of students.

INTRODUCTION

There is also general belief that human behavior and actions are influenced by attitudes whereby attitudes are seen as the cause and behavior as the effect (Chepchieng, 2004)².

This could be attributed to the fact that teachers contact with students in or out of the classroom is very crucial in student's inspiration and participation in all facets of life. Whereas unenthusiastic psychosocial factors distort teaching and learning techniques, positive psychosocial factors facilitate schooling performance positively and outright expression of both teacher and students' cleverness. The progress of any society is directly connected with students' academic performance. Student schooling presentation plays an important role in bringing qualitative graduates who will move a country to the right path in the near future.

Studies on stress and suicidal tendency have a great importance in the present era and have become an important topic in academic circles. Such researches have drawn the attention of behavioral scientists to explore the latent factors, which cause increasing tendency of suicidal ideation. Students feel the effects of stress in a harsh and probably negative ways. Some effects include a sudden drop in grades, depression, general fatigue, and aggression. Studies show that stress and anxiety during adolescence may even have a negative effect on health, too. Stress affects the human body physically, it can also harm a person's emotional well being as well. Stress level affects the students academically and changes the way the person thinks and acts during school or while studying.

It is seen from Banerejee's report (2001)³ that every year about 25,000 students in a large group of 18 to 20 years commit suicide during the examination month (i.e. March to June).

Some scholars contended that there is a solid connection between the strain to exceed expectations in school and self-destructive practices among kids and young people. In their investigation, they demonstrated that the quantity of suicide cases in a year typically crested amid examination periods where kids and youths encountered an abnormal state of stress in school. Scholarly stresses among students have for some time been inquired about on. An excessive number of assignments, rivalries with different students, disappointments and

poor association with different students or teachers make stress.

Students likewise encounter stress in light of their view of the broad learning base required and the impression of a deficient time. Students report encountering scholastic stress at unsurprising circumstances every semester with the best wellsprings of scholarly stress coming about because of taking and concentrate for exams, review rivalry, and the vast measure of substance to ace in a little measure of time.

Wilburn and Smith (2005) conducted a study on "Stress, Self Esteem and Suicidal Ideation in Late Adolescents". The sample consisted of 88 students from which 79 were females and nine were males. The life experience survey, the Rosenberg self-esteem scale and the suicidal ideation questionnaire were used for the study. The results revealed that both stress and self-esteem were significantly related to suicidal ideation and low self esteem and stressful life events significantly predict suicidal ideation.

Sulaiman, Hassan, Sapian and Abdullah (2009)⁴ found in their study that "Girl students experience stress in a different way compare to the boy students. This may be because girl students tend to be more expressive and sensitive toward what is happening in their surrounding". Stress studies done in India by Augustine, Shahnaz, Sylvia and Madhavan (2011)⁵ were to assess stress appraisal among students and to identify institution-specific differences in stress appraisal and coping. The study was carried out on normal students aged 16-17 years old. Eighty students were recruited from six schools ensuring equal gender representation and category of schools (Government/ Private). The students of both schools showed similar stress perception. Over the years, students are being bombarded by the stressors in the form of growing pressure, highly competitive environment, undue parental pressure and expectation, and career related worries. These stressors have brought students' life in a very miserable condition, unable to cope with such demands and expectation often lead to suicidal ideation among students.

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